



Comparing and Contrasting

Directions: Read the passage. Then complete the activity that follows.

Explorers of the New World: Columbus and Cartier

Today it is easy to get products from other countries. People can send products by plane, ship, train, or truck. Many years ago, however, there were fewer ways to move products from one country to another. People in Europe loved Asian goods. But the only way merchants could get to Asia was by using a dangerous land route called the Silk Road. Several explorers tried to find a faster route across the sea. Two of these explorers, Christopher Columbus and Jacques Cartier, found new lands to explore instead.

Christopher Columbus was born in Italy in 1451. He had little schooling as a child, but wanted to become a sea captain. As an adult, Columbus moved to Portugal and began to educate himself. Soon, Columbus reached his goal and became a captain. Columbus began planning an expedition to find a western sea route to Asia. The king of Portugal would not pay for the trip. Columbus approached the king and queen of Spain instead. At first, they turned Columbus down. Finally, they agreed, and on August 3, 1492, he set sail westward with three ships.

Columbus eventually landed on an island that he thought was part of the Indies. What he had discovered, however, was a group of islands off the coast of Florida. After taking possession of the land, Columbus sailed on to explore other islands. Later, Columbus headed back to Spain. He brought with him various treasures, including gold. He also brought some of the people who lived on the islands. Columbus made three more trips to the New World. He helped to set up colonies on the islands he explored.

Another explorer, Jacques Cartier, was born in France in 1491. Not much is known about Jacques Cartier's early life. He most likely spent some time as a sailor. Like Columbus, Cartier wanted to find a western sea

route to Asia. He wanted to find gold and spices as well. Jacques sailed to North America three times, and is thought to be the first European to explore Canada's Saint Lawrence River. On the first trip, he thought the river was a bay and did not explore it. When he went back the second time, he realized his mistake and took his ships up the river to explore. He also helped set up colonies, including the one that became Montreal, Canada.

Jacques Cartier brought some American Indians back with him to France. He also took what he thought was gold and diamonds. Unfortunately, what Cartier had found was pyrite, also known as fool's gold, and quartz, a common mineral. Not only did he fail to find a passage to Asia, but he did not find a treasure either.

Christopher Columbus and Jacques Cartier both wanted to find a sea route to Asia. Instead, they explored new lands. Even though they did not accomplish what they set out to do, they contributed to the world's knowledge of the New World.

Directions: Reread the passage. Think about how Columbus and Cartier were alike and how they were different. Then complete the graphic organizer below. The first one has been done for you.

Similarities between Christopher Columbus and Jacques Cartier

- They were explorers.

Differences between Columbus and Cartier

Christopher Columbus

- Columbus was born in Italy.

Jacques Cartier

- Cartier was born in France.



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Similarities between Christopher Columbus and Jacques Cartier

- They were explorers.
- **They were looking for a passage to Asia.**
- **They discovered new lands.**
- **They made a mistake about where they were.**
- **They took native people back to their home countries.**
- **They made several visits to the new land.**

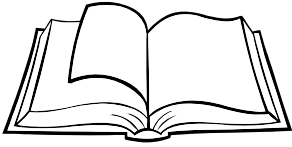
Differences between Columbus and Cartier

Christopher Columbus

- Columbus was born in Italy.
- **He brought gold back home.**
- **He explored islands near Florida.**
- **He was born in 1451.**

Jacques Cartier

- Cartier was born in France.
- **He brought fool's gold back home.**
- **He explored the Saint Lawrence River.**
- **He was born in 1491.**



Drawing Conclusions

Directions: Read the passage. Then complete the activities that follow.

Journey to the New World

Today America is full of people, cars, and shopping malls. It is almost hard to imagine that at one time, much of the land in this nation was untouched. Only the American Indians who lived here knew of the land's rich resources. But once early explorers got a taste of the wonders of the New World, many countries set out to lay claim on the land. Early settlers came for many different reasons. Some came to find riches, while others wanted to claim land for their homeland. Still some people sought to gain civic and religious freedom from their homeland.

People first settled in America during the 1500s. During this Age of Exploration, many European countries competed to find new land and riches. Most of all, the countries wanted better trade routes to India and China. They paid sea captains to cross the ocean to search for these resources. By 1565, Spanish explorers created settlements along the coast of Florida. They drew maps of the area. When they got home, the sailors told their countrymen about the lush, open land in the New World. News of their discoveries spread quickly.

In 1606, a group of English colonists set sail for the New World. They hoped to find gold and discover a water route to Asia. On May 14, 1607, the colonists settled on a site, and called it Jamestown. In the years that followed, the colonists traded with Indians and searched for gold in the rivers that flowed into Chesapeake Bay. Later, in 1613, Dutch settlers established trading posts on Manhattan Island, New York. They traded goods with the Indians too.

But not all colonists searched only for wealth. Many came to the New World for religious freedom. Some of the earliest colonists came from

England. The English Crown, or government, allowed only one religion. They often arrested citizens who practiced other religions. People did not like being told what to believe or how to worship. For them, the New World held the promise of freedom.

On September 16, 1620, a group of English colonists set sail for the New World. There were 102 passengers on board the Mayflower. Forty-one of them belonged to a group called the Separatists. This group wanted to break away from the Church of England. The Separatists, also known as pilgrims, arrived in Plymouth, Massachusetts, where they wrote and signed the Mayflower Compact before setting foot on land. By signing the compact, they agreed to govern themselves and work for the good of the colony.

In the years that followed, many other groups came to settle the eastern coast. Some joined the colonies already there, while others started new colonies. By 1690, over 250,000 people lived in America. Many forged lives of religious freedom, while others prospered as landowners and farmers. All created lives of independence, away from the watchful eyes of their countries' rulers.

Moving across the ocean to a new frontier was not easy for the early colonists. They left their homelands and struggled to build homes and provide food in unfamiliar territory. They had to work together to survive. But their determination for wealth, religious freedom, and better lives led the way. A new nation was emerging.

Directions: Reread the passage. Then follow the steps below to draw conclusions about the text.

1. Read the question.
2. Find evidence in the text that is related to the question.
3. Underline words or phrases you find.

4. Write the words or phrases under “Notes.”
5. Then answer the question under “My Conclusions.” Use complete sentences.

Question	Notes	My Conclusions
What were explorers looking for during the Age of Exploration?		
Why did colonists leave England for the New World in 1620?		
What was the purpose of the Mayflower compact?		

Directions: Separate each word by its affix(es) and root. Then write the meaning of each word.

	Affix(es)	+	Root	=	Meaning
explorer	_____		_____		_____
sailor	_____		_____		_____
independence	_____		_____		_____
watchful	_____		_____		_____
unfamiliar	_____		_____		_____



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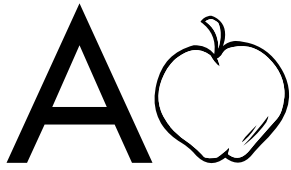
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3. Underline words or phrases you find.

4. Write the words or phrases under “Notes.”
5. Then answer the question under “My Conclusions.” Use complete sentences.

Question	Notes	My Conclusions
<p>What were explorers looking for during the Age of Exploration?</p>	<ul style="list-style-type: none"> • lay claim on the land • new land and riches • better trade routes to India and China 	<p>Explorers were looking for wealth in the New World and a water route to India and China.</p>
<p>Why did colonists leave England for the New World in 1620?</p>	<ul style="list-style-type: none"> • religious freedom • government allowed only one religion • government arrested citizens who practiced other religions • people did not like being told what to believe or how to worship • clean break from Church of England 	<p>Colonists sailed to the New World to start a new life. In the New World, they practice their religion as they chose and did not have to follow the rules of the Church of England.</p>
<p>What was the purpose of the Mayflower compact?</p>	<ul style="list-style-type: none"> • govern themselves • work for the good of the colony 	<p>The purpose of the Mayflower Compact was to make sure the colonists agreed on how they would live. They wanted to govern themselves and have everyone work for the good of the colony.</p>

Directions: Separate each word by its affix(es) and root. Then write the meaning of each word.

	Affix(es)	+	Root	=	Meaning
explorer	<u>-er</u>		<u>explore</u>		<u>one who travels</u>
sailor	<u>-or</u>		<u>sail</u>		<u>one who travels by water</u>
independence	<u>in-, -ence</u>		<u>depend</u>		<u>the state of being free</u>
watchful	<u>-ful</u>		<u>watch</u>		<u>looking closely</u>
unfamiliar	<u>un-</u>		<u>familiar</u>		<u>not known</u>



Describing Historical Fiction

Directions: Read the diary entries of a young girl living during the Colonial Era.

March 31, 1626

The frozen soil makes it awfully difficult to plow the fields. Our crops suffer almost constantly and we wonder if we'll have enough to eat this winter. Our neighbors, the Coopers, help us from time to time. They trade a lot with the Iroquois, and have learned quite a bit about farming corn from them. One Iroquois chief even visited us last fall and gave my father a pouch full of seeds and several bushels of corn. They were a gift, but my father had to give him something in return. My favorite pig went home with the chief.

July 11, 1626

The Coopers convinced my father to trade for fur with the Indians. Beaver pelts are worth a lot of money in Manhattan. My father went to the nearby tribe with some of our metal pots, a pipe, a few pieces of jewelry, and a long knife. He said that he had to give some gifts to the chief before they would bargain with him. Then they sat around the fire for a long time, arguing about the deal. In the end, my father came home with five beaver skins. Mr. Cooper said that was a good start.

November 20, 1626

My father is mad as a wet hen! He says no one can trade freely because the Dutch colonies are taking over the fur trade. They settled in Manhattan in 1624, and now they're moving north to the edge of our English colony. And the French are still controlling much of the fur trade even farther north. They work with the Huron tribe, and are becoming richer by the day. The Huron taught the French a lot about hunting and trapping. I think my father has decided to stick with farming, even if it is a hard life most of the time.

February 9, 1627

The chief visited today. His face looked older and his eyes looked angry. He told my father that there are too many white settlers coming into his land. They use too much space for their crops and they hunt all his food. What could my father say? He's a white settler too, even if he did come before the others. I think my mother is getting nervous. The Coopers talk about resettling farther to the west, but we don't want to start all over again.

April 15, 1637

Everyone is fighting and tensions are high. The English colonies battle with the French and Dutch over the trade routes. All of us have trade agreements with the tribes, but they don't seem to matter much. Many of the tribes are becoming more hostile. They are trying to protect their land from the settlers, and they are having a hard time trading because the number of beavers is dwindling. Some tribes attacked newer settlements to the south, and people on both sides died. I hope we have enough gifts to keep the chief happy.

May 1, 1637

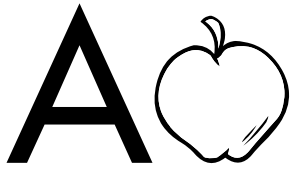
The Coopers loaded their wagon and headed back toward Manhattan. My father says the chief is our friend, and we're staying put. He says everything will be fine as long as we just take care of ourselves and don't worry about the rest. I asked him, "Isn't that what started this mess?" He didn't say much after that, but I heard him quietly cursing the French, the Dutch, and even the Indians. I knew I shouldn't say anymore and went outside to feed the new pig. I wondered who our real friends are, and wished I had left with the Coopers. Then I looked at the pink piglet and remembered how much I love our little home and farm. Maybe everything will be okay.

Directions: Reread the diary entries. For each feature below, record story details that are true under “Fact.” Then record story details that are not true under “Fiction.” Two details have been done for you.

Features of Historical Fiction	Fact	Fiction
<p style="text-align: center;">People</p>		<ul style="list-style-type: none"> • the Coopers
<p style="text-align: center;">Places</p>	<ul style="list-style-type: none"> • Dutch colonies 	
<p style="text-align: center;">Events</p>		

Directions: Read the question. Then write your answer in complete sentences on the lines below.

How do you think the narrator feels about the events going on around her?
Explain your answer.



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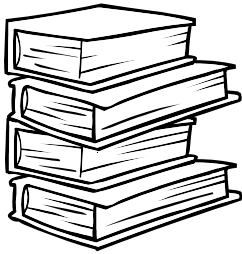
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Features of Historical Fiction	Fact	Fiction
<p style="text-align: center;">People</p>	<ul style="list-style-type: none"> • Iroquois tribe • Dutch colonists • English colonists • French colonists • Huron tribe 	<ul style="list-style-type: none"> • the Coopers • narrator • Iroquois chief • narrator’s father • narrator’s mother
<p style="text-align: center;">Places</p>	<ul style="list-style-type: none"> • Dutch colonies • Manhattan • English colonies • French colonies 	<ul style="list-style-type: none"> • narrator’s English colony • Iroquois tribal location
<p style="text-align: center;">Events</p>	<ul style="list-style-type: none"> • 1624 Dutch settle in Manhattan, then settle North • English colonies battle with Dutch and French over trade routes 	<ul style="list-style-type: none"> • diary entry dates • Iroquois chief visits narrator’s family • narrator’s father trades fur & other items with Iroquois • tribes become hostile and attack new settlements to the south • Coopers move back to Manhattan

Directions: Read the question. Then write your answer in complete sentences on the lines below.

How do you think the narrator feels about the events going on around her? Explain your answer.

I think she feels worried, because she talks about how the Iroquois chief is upset by all the settlers taking over their land. She feels helpless too, because she has no control over the fights between the settlers and the natives. In her last diary entry, she seems to be optimistic that relations between the settlers and the natives are improving. She also is happy to stay on her farm.



Describing Features of Historical Fiction and Identifying Word Meaning

Directions: Read the story about a girl who lived in America during the late 1700s. Then read each question and circle the correct answer.

Rebekah

Rebekah leaned against a tree near her mother, sewing a seam on the sleeve of her sister's dress. This was Rebekah's favorite time of the day. She enjoyed spending time with her mother; together they mended clothing, conversed, and hummed familiar tunes. Today they had taken their sewing out into the yard and were quiet, basking in the warmth of the afternoon sun.

It would not be long now until Rebekah had a new little brother or sister. She remembered when her little brother, Isaac, had been born. He had been so tiny and pink, but tragically, he had died when a cholera epidemic swept through their town last year. Rebekah herself had barely survived. She had lost three brothers and two sisters to the disease, leaving only four children—her older brother, Ben, twin sisters, Hannah and Mary, and herself. She hoped fervently that this new baby was a boy, since she already had twin sisters.

“Rebekah!”

Rebekah glanced up and saw her mother slumped in the rocking chair clutching her stomach. “Rebekah,” her mother panted, in obvious discomfort, “help me into the house. Then go and get Mrs. Hatch—the baby's coming.”

Rebekah put down her sewing, helped her mother out of the rocker, and carefully walked her into the house and to the bed in the corner of the cabin.

Rebekah grabbed her bonnet and left the house. It took her nearly 15 minutes to walk to the Hatches, the nearest neighbor. Mrs. Hatch was in the kitchen kneading bread.

“Rebekah, what’s wrong?” Mrs. Hatch asked, wiping her hands on her apron. “Is it time? Is the baby coming?”

“Yes,” replied Rebekah. “We need to hurry. My sisters are home with Mother.”

Quickly Mrs. Hatch began gathering the equipment she would need. The two raced back to Rebekah’s house, where Hannah and Mary met them at the door, their faces ashen. On the bed in the corner, Rebekah’s mother was waiting for help.

“Rebekah, take your sisters outside for awhile so I can take care of your mother,” said Mrs. Hatch, as she headed toward the bed. The girls stayed outside until it grew dark. Rebekah helped them practice their stitching, and when they could no longer see to sew, Rebekah brought her sisters indoors.

“Girls, come and see your new brother.” Mrs. Hatch preceded them to the bed. Rebekah and her sisters approached the bed and looked at the tiny baby wrapped tightly in a blanket. Rebekah’s mother smiled at her.

“Thank you, Rebekah, for all your help today,” Rebekah’s mother acknowledged. “I am so proud of you.”

1. The word **precede** means ____
 - A. to go after.
 - B. to think before going.
 - C. to go before thinking.
 - D. to go before.

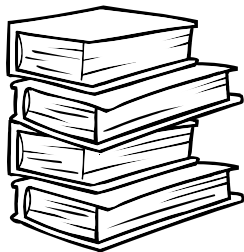
2. Which of the following indicates that the story is historical fiction?
 - A. The main character has an unusual name.
 - B. Mrs. Hatch was kneading bread.
 - C. Rebekah was sewing a dress.
 - D. Father and Ben were fighting the British.

3. Which of the following statements shows the story takes place in the country?
 - A. Mrs. Hatch lived 15 minutes away.
 - B. The men were at war.
 - C. Mother was sitting in a rocking chair.
 - D. Rebekah was sewing.

4. Which of the following shows what life was like for children during the 1700s?
 - A. The girls stayed outside.
 - B. Rebekah sewed a dress.
 - C. The baby was wrapped in a blanket.
 - D. Mrs. Hatch made bread.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. Describe at least three differences between Rebekah's life in the 1700s and your life today.



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1. The word **precede** means ____
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 - B. to think before going.
 - C. to go before thinking.
 - D. to go before.**

2. Which of the following indicates that the story is historical fiction?
 - A. The main character has an unusual name.
 - B. Mrs. Hatch was kneading bread.
 - C. Rebekah was sewing a dress.
 - D. Father and Ben were fighting the British.**

3. Which of the following statements shows the story takes place in the country?
 - A. Mrs. Hatch lived 15 minutes away.**
 - B. The men were at war.
 - C. Mother was sitting in a rocking chair.
 - D. Rebekah was sewing.

4. Which of the following shows what life was like for children during the 1700s?
 - A. The girls stayed outside.
 - B. Rebekah sewed a dress.**
 - C. The baby was wrapped in a blanket.
 - D. Mrs. Hatch made bread.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. Describe at least three differences between Rebekah's life in the 1700s and your life today.

Answers will vary.



Using Affixes and Roots to Identify Word Meaning

Directions: Read the passage. Then underline the words that begin with the following prefixes: *under-*, *sub-*, or *mid-*.

An Ocean Mystery

Our submarine floated toward the ocean floor. It seemed like we were going on an impossible mission. Three weeks ago, Professor Perfecto discovered a sunken ship off the Massachusetts coast. The ship laid hundreds of feet below the water's surface. The professor did not know how it got there or where it came from. He asked my brother and me to join him on the underwater adventure to help him uncover clues. "Three pairs of eyes are certainly better than one," he explained to us, and we weren't about to disagree.

The submarine fell further into the dark, deep waters. We felt as if we were driving at midnight without lights on. The professor looked at the radar in front of him. He studied the bright lines that flew across the screen. "Ah, yes, we are getting closer, and we should be there any minute."

Crash! Our submarine collided with something big and hard. It knocked us to the floor. "I think we're there," my brother muttered, rubbing his forehead.

"Indeed," the professor smiled widely. "Now let's turn on these headlights and take a peek, shall we?"

The professor flipped a red switch on the submarine's front panel. A brilliant, white light immediately flooded the murky water revealing a huge, wooden ship buried in the sand up to its midpoint. The submarine drove forward before stopping directly underneath the ship's broken mast. Two big, rusty cannons sat on each side of the mast. They pointed out over what once was the side of the ship. A few heavy cannonballs the size of

grapefruits rolled softly in the ocean's undercurrent.

"There's our first clue, Professor," I said, taking notes in my journal. I underlined the word "cannons."

"And I think I've spotted our next clue," my brother's voice rose in excitement.

The professor and I peeked outside the submarine window at a ripped piece of cloth. It was stuck inside one of the ship's wood planks. A square on the corner of the cloth had three crosses that overlaid each other. The rest of the cloth had stripes running across it. I explained, "It's a flag."

The professor stroked his chin as he thought aloud, "I know I've seen that flag in one of my history books. I can't seem to recall which one it was."

"Let's use our special camera to look for more clues," I suggested.

"Brilliant idea!" the professor exclaimed, and he reached forward and pushed a green button. A long, thin, metal arm with a camera on its tip extended from underneath the submarine. The professor used his computer to guide the camera's direction until he found a hole in the ship's deck. He then moved the camera down the hole. We immediately saw feathers floating in the water.

"What are those?" I asked. "Are they some kind of subhuman life form?"

"Not at all," the professor explained. "Those are quill pens. Hundreds of years ago, people dipped feathers in ink when they wanted to write something." I wrote "quill pens" and "hundreds of years ago" in my journal just as a sparkle in the water caught my eye.

“Look, there are some coins!” The professor guided the camera to the silver dollars buried halfway in the sand. He moved the camera closer until we could see the faded letters imprinted on the coins. “Continental Congress,” I said, reading the words.

“Of course,” the professor shouted, clapping his hands, “this ship sank during the Revolutionary War in 1776!”

“That’s right,” I agreed. “The coins and the flag are from the Continental Congress. That was the first government of the United States. And the sailors on this ship used the cannons in the fight for independence from the English.”

“Let’s look for more!” my brother shouted impatiently.

Just then, a loud alarm sounded throughout the submarine. “I’m sorry to say, we must come back another day,” the Professor sighed. “We’ve been submerged in this water for a long time, and we need to go to the surface so we don’t run out of air.”

The professor pushed several buttons to bring the camera back into its place and to dim the headlights before cranking the engine. As we quickly floated back to the ocean’s surface, I never stopped smiling. I could not wait to undertake our next underwater mission.

Directions: Identify the meaning of the underlined words from the passage by following the steps below. The first one has been done for you.

1. Record the underlined words in the table. For words that appear more than once, write it in the chart only one time.
2. Next, write the meaning of each prefix.
3. Then write the meaning of each root word.
4. Finally, write the meaning of the underlined word.

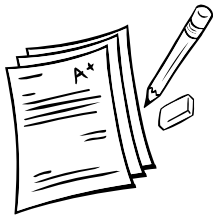
Word	Prefix	Meaning of Prefix	Root Word	Meaning of Word
submarine	<i>sub-</i>	below	marine	a ship that goes below water

Word	Prefix	Meaning of Prefix	Root Word	Meaning of Word

Directions: Write two sentences using words from the first column of the table.

1. _____

2. _____



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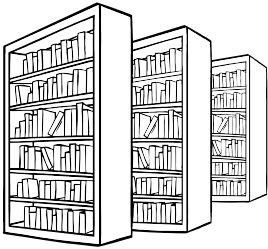
Word	Prefix	Meaning of Prefix	Root Word	Meaning of Word
submarine	<i>sub-</i>	below	marine	a ship that goes below water
underwater	<i>under-</i>	below	water	below water
midnight	<i>mid-</i>	middle	night	middle of the night
midpoint	<i>mid-</i>	middle	point	a point in the middle
underneath	<i>under-</i>	below	neath	below something
undercurrent	<i>under-</i>	below	current	a current that flows below the surface
underlined	<i>under-</i>	below	line	to mark a line under something
subhuman	<i>sub-</i>	less than	human	less than human

Word	Prefix	Meaning of Prefix	Root Word	Meaning of Word
submerged	<i>under-</i>	below	merge	to place under water
undertake	<i>under-</i>	below	take	to take on

Directions: Write two sentences using words from the first column of the table. **Answers will vary.**

1. _____

2. _____



Describing Development of Plot and How Conflict Is Resolved

Directions: Read the story. Circle the names of the characters. Then underline words that describe the conflict and the resolution.

The Mystery of the Missing Saddle

Sam and Annie watched the frantic museum director pace the floors of the Colonial Era exhibit. He stood only a few feet away in front of an empty glass case with a bronze inscription. The inscription read “Sybil Ludington’s Saddle.” The director held a walkie-talkie in one hand and was shouting to the person on the other end.

“I’m sorry, sir,” the voice crackled on the walkie-talkie, “but we can’t seem to locate the saddle. But we have several people looking.”

The director squeezed his eyes shut and frowned at the unwelcome news. Then he stomped off to look for the missing artifact himself.

“I know who Sybil Ludington is,” Annie whispered to Sam. “In 1777, she rode over forty miles on her horse, Star, to alert the colonial military that the British were burning down a nearby town. She was only sixteen years old. She rode in the middle of the night and knocked on the doors of all the families who had fighters. The volunteer army came just in time to drive the British back to their ships.”

Sam inched toward the empty display. He picked up some brown threads from the glass. “I can see why the director is so upset. Maybe we can help find clues,” he suggested, handing the threads to Annie.

Then Sam noticed a small piece of paper that lay on the floor underneath the edge of the glass case. He bent over to pick it up. “Look,

it's a business card," Sam said, as Annie leaned over his shoulder to take a look.

Colonial Museum

Eleanor Peabody
(212) 555 - 1776

"I guess Ms. Peabody works for the museum," Annie replied, studying the card, "so she would be able to get the saddle without anybody noticing."

"Do you think she stole it?" Sam asked.

"I don't know, but I think we should go talk to her," Annie responded.

Sam and Annie left the exhibit area. They walked to the museum entrance where a large directory of all museum employees hung on a wall just inside the doors. Sam scanned the names, moving his finger down the list, until he came to Eleanor Peabody's name and office number. "Here she is," Sam said, as he pointed to the name, "and she's on the second floor in office 209. And I found something else interesting. It says here that she's the director of restoration."

"I think we just solved the mystery of the missing saddle," Annie piped in, "but I can't be sure. Let's go to her office."

The amateur sleuths ran across the museum's first floor. They hopped onto the elevator and rode up to the second floor offices. As soon as they got off the elevator, Sam and Annie heard people laughing from an open door down the hall. The two tiptoed down the corridor to the open door. Sam and Annie peeked inside to find the museum director sitting across

the desk from a tall, blonde-haired woman with black-framed glasses. An old, brown saddle lay on a red cushion in the corner of the office.

“Oh, Eleanor, you really fooled us all,” the director laughed.

“There’s the missing saddle,” Sam whispered excitedly. “But why isn’t the director having her arrested?”

“Shhh,” Annie scolded, “just listen.”

Ms. Peabody leaned over her desk and giggled, “Yes, I’m sure you had everyone in the museum running around, looking for the artifact that was here all along. But I told you I was going to take the saddle in for repairs on Tuesday.”

The director laughed out loud. “You did, but today is Monday!”

Annie and Sam leaned away from the door. “Just as I thought,” Annie said. “Ms. Peabody restores historical artifacts for the museum and the saddle had loose threads that needed to be sewn again.”

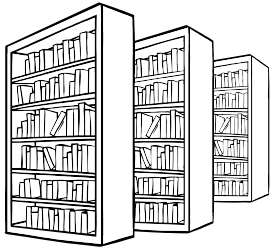
“It wasn’t a mystery after all,” Sam replied, “but just a simple misunderstanding.”

Directions: List the names of the characters in the graphic organizer below. Then summarize the setting, conflict, main story events, and resolution.

Characters	Setting
Conflict (Problem)	
Events	
Resolution	

1. Which event leads to the problem? Describe the event on the lines below.

2. Which event results in the problem being solved? Describe the event on the lines below.



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“It wasn’t a mystery after all,” Sam replied, “but just a simple misunderstanding.”

Directions: List the names of the characters in the graphic organizer below. Then summarize the setting, conflict, main story events, and resolution.

<p>Characters</p> <p>Sam museum director Annie Ms. Peabody</p>	<p>Setting</p> <p>in the Colonial Era exhibit in a museum</p>
<p>Conflict (Problem)</p> <p>Sybil Ludington’s saddle is missing from the Colonial Era exhibit in a museum.</p>	
<p>Events</p> <ol style="list-style-type: none"> 1. Sam finds two clues: brown threads and a business card for Eleanor Peabody 2. Sam and Annie discover that Ms. Peabody is the Director of Restoration 3. Sam and Annie go to Ms. Peabody’s office 4. Sam and Annie hear the director talking to Ms. Peabody about the saddle 	
<p>Resolution</p> <p>The museum director talks with Ms. Peabody and finds out she took the saddle on the wrong day. It was a misunderstanding.</p>	

1. Which event leads to the problem? Describe the event on the lines below.

Ms. Peabody takes the saddle and doesn't tell anyone.

2. Which event results in the problem being solved? Describe the event on the lines below.

The museum director speaks to Ms. Peabody and finds she has mistakenly taken the saddle a day earlier than was planned.



Answering Questions about Main Characters and Setting

Directions: Read the story. Then complete the activities that follow.

The Fairy Cottage

The promise of a hot, sticky day filled the air. The sun sat low in the sky, drying the dewdrops from the flowers and long blades of grass that grew at the base of the tiny cottage. Emmy and her big sister Claire slowly opened the pink, wood door with peeling paint. They peeked inside. Two small white chairs and a matching doll-sized table sat in middle of the cottage. The table and chairs created a comfortable feeling among the thick cobwebs that hung in the corners of the walls and ceiling.

“I think fairies live here,” Emmy said to her sister, “or maybe a troll or an elf. How come Grandma Sue never told us all these neat things lived in the woods behind her house?”

“Because they don’t,” Claire rolled her eyes. “Besides, we’re far away from Grandma’s house. I bet she doesn’t even know about this place.”

Claire went to the table, and with her finger she drew a line in the thick dust that covered it. “Whoever lives here isn’t a very good housekeeper.”

“I bet this place is magical,” Emmy followed Claire inside the door, ignoring her sister’s practical view of things. “I wonder if we’re the only ones who can see this place, or maybe it’s a time machine that will carry us to another world.”

“Will you please get real,” Claire said giggling. She couldn’t help but laugh at Emmy’s wild imagination. “There are lots of things in here that will tell us who built this cottage. We just have to start looking around.”

Claire walked over to a small bookcase in the corner of the cottage.

She pulled an old paperback book from the shelf. Claire read the title, *The Secret Lives of Fairies*, aloud.

“See, I told you so!” Emmy squealed in delight.

Claire flipped through the dull, yellow pages. She examined the inside cover of the book. On the first page, Claire spotted the faded initials *S.E.S.* written in pencil. “Look,” Claire tossed the book to her sister, “these books belong to someone with a first and last name that begins with an *S*. The last time I checked, fairies don’t have last names.”

“You don’t know everything,” Emmy grumbled.

Claire pulled a few more books off the shelf. Soon she discovered an old shoebox hiding behind some of the books. She carried the shoebox over to the dusty table. Carefully she took off the top. A small, tin tea set with dented cups and a scraped teapot lay inside. Claire picked up the teapot. She ran her finger across the letters *S.E.S.* engraved in the old metal. Claire did not say a word as she handed the pot to Emmy, who immediately pretended to pour herself some tea.

“Aren’t you going to help me look for more clues?” Claire asked, looking around the cottage.

“Nope,” Emmy replied, “I already know who lives here.”

Just then, Claire noticed the corner of a brown hat hanging on a rusty nail on the back of the cottage door. She took a couple of steps, closed the creaking door, and took the hat from its resting place. “A cowboy hat. Why would a cowboy hat be in a place like this?” she wondered aloud.

Emmy shrugged her shoulders and poured more invisible tea.

All of a sudden, the pink door began to creak back open. A hand pushed it from the outside. The startled sisters stared at the door. Claire took a few steps backwards and put her arm around Emmy's shoulder.

"Yoo-hoo," a voice sang. Grandma Sue bent down and stuck her head inside the door. "Are you girls in here? Ah, yes. There you are," she smiled. "I wondered how long it would take you two to find this place, but I guess it is a lot farther away than I remember."

"Grandma," Emmy giggled in surprise, "you mean this is your cottage?"

"Well, of course, it is," she replied.

Claire raised her eyebrows at her little sister as if to say, "I told you so."

"My dad built this place for me when I was a little girl," she continued, "and I played here for hours." Grandma Sue looked at Claire. "I see you found my daddy's hat."

"I guess I did," Claire answered, "but who's *S.E.S.*?"

"That's me, Susan Elizabeth Smeath," Grandma Sue said, as she walked over to Emmy and patted her on the head. "Smeath was my last name before I married your grandpa."

"So fairies don't live here?" Emmy's voice cracked with disappointment.

"I'm afraid not, honey, but you can pretend whatever you want in this cottage because that's what it's here for," Grandma said, giving Emmy a tight, little hug.

Claire grinned lovingly at her sister and grandmother. She hoped that someday her own children would be able to discover this little, magical home in the woods all over again.

Directions: Complete the steps below.

1. Circle words in the passage that describe the setting.
2. Underline words in the passage that tell about the main characters.
3. Write details about the setting in the table below. Use evidence from the text to support your descriptions.

Setting	Evidence

Directions: Write three traits for each main character in the table below. Use evidence from the text to support your answer. The first one has been done for you.

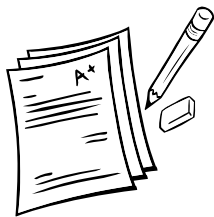
Claire's Trait	Evidence

Emmy's Trait	Evidence

Directions: Read each question. Then write your answer in complete sentences on the lines below.

4. How does the setting affect how Emmy views the cottage?

5. How are Emmy and Claire alike and different?



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2. Underline words in the passage that tell about the main characters.
3. Write details about the setting in the table below. Use evidence from the text to support your descriptions.

Setting	Evidence
<p>It is a hot, humid day in the woods. The story takes place in a tiny cottage with a pink door. Inside there is a small, white table and chair set.</p>	<ul style="list-style-type: none"> • hot, sticky day • sun sat low in the sky • dewdrops • pink wood door with peeling paint • two small white chairs with a matching doll-sized table • thick cobwebs hung in the corners of the walls and ceiling

Directions: Write three traits for each main character in the table below. Use evidence from the text to support your answer. The first one has been done for you.

Claire's Trait	Evidence
<u>practical</u>	<ul style="list-style-type: none"> • does not use her imagination or pretend to play • looks at the facts • tells her sister to “get real” • rolls her eyes when Emmy talks about fairies
<u>curious</u>	<ul style="list-style-type: none"> • looks for clues • examines items in cottage • tries to solve mystery of whose cottage it is
<u>loving</u>	<ul style="list-style-type: none"> • puts her arm around Emmy's shoulder • looks lovingly at Grandma Sue and Emmy

Emmy's Trait	Evidence
<u>imaginative</u>	<ul style="list-style-type: none"> • believes fairies live in the cottage • pretends to pour invisible tea • gets upset when Claire tells her to “get real”
<u>stubborn</u>	<ul style="list-style-type: none"> • doesn't want to look for clues • says she already knows who lives in the cottage
<u>young</u>	<ul style="list-style-type: none"> • still believes in magical things • likes to pretend • disregards Claire's evidence that people, not fairies, have been in the cottage

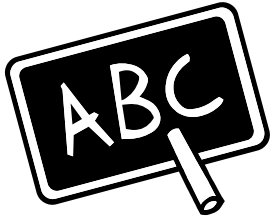
Directions: Read each question. Then write your answer in complete sentences on the lines below.

4. How does the setting affect how Emmy views the cottage?

Emmy thinks fairies live in the cottage because the cottage is far away from their grandma's house, nestled in the woods. Also, there is a lot of dust and cobwebs, making it feel old and untouched by people.

5. How are Emmy and Claire alike and different?

Emmy and Claire are both adventurous because they go walking far from Grandma's house into the woods. Emmy has a vivid imagination. She thinks fairies live in the cottage and she drinks invisible tea. Claire is more practical. She uses clues she finds in the cottage, such as the initials on the book, to determine the truth about the cottage.



Using Affixes and Base Words to Identify Word Meaning

Directions: Read the story. Then read each question and circle the correct answer.

The Treasure Box

The frozen ground crunched underneath Daniel and Kelsey's feet as the sun shined directly overhead. Kelsey gripped the map with her mittens. She shivered beneath her heavy coat. Kelsey did not like the way the breeze made the tree branches crack, and she wondered what kind of dangers lay ahead of them. But Daniel plowed forward, thrilled by the wild of the outdoors and the new adventure.

"I think we should go right at that tree," Daniel said confidently, pointing to a pine tree just ahead of them.

But first, Kelsey had to examine the map to be sure they were headed in the right direction. After all, she was the one who found the map in the old trunk at their grandfather's farmhouse, and she was not about to let Daniel take over. Kelsey wanted to check every line and landmark drawn on the yellowed, worn paper. Once she confirmed that Daniel was correct, she nodded in agreement and slowly followed her brother's lead.

"C'mon, Kels, hurry up! We don't want to be stuck out here looking for treasure in subzero weather," Daniel hollered good-naturedly over his shoulder.

"You're always in a hurry," Kelsey yelled back, quickening her pace. "I have the map. You don't even know where you're going."

"Never underestimate the power of gut feelings," Daniel replied. "I know exactly where to go."

“When you get to the meadow, you have to turn left and look for a boulder with a jagged edge,” Kelsey pointed out.

“I know, I know,” he brother said, sounding mildly agitated as he trudged ahead, scanning the landscape for the boulder.

“Look,” Kelsey squealed in delight, “there it is, behind that hill!”

Kelsey ran at full speed for the rock, happy to have her brother following her for a change. Of course, he was not too far behind. The two reached the landmark at the same time.

Daniel immediately started digging with his bare hands in the hardened ground at the base of the rock. Kelsey threw her mittens aside. She pulled a small shovel from her coat pocket. “Good thinking, Sis,” said Daniel. He smiled, grateful that his sister seemed as excited as he was to uncover the mystery.

The two didn’t dig very deeply before Kelsey hit a hard piece of metal with her shovel. Without a word, Daniel and Kelsey dug more quickly until the box was revealed. Daniel pulled the box from its hiding place. He put it on the ground between them before carefully opening the lid.

Daniel slowly reached into the box and pulled out several items: a silver coin with the date 1778 stamped at the bottom; a small wooden pipe; and newspaper clippings from 1781.

“It’s just a bunch of old stuff,” Kelsey said flatly.

“Yeah, it’s really old,” Daniel replied. “It’s from the colonial era. But why is it in here?”

“I think this might answer that question,” Kelsey responded as she

pulled a note written in familiar handwriting from the bottom of the box. “Dear Daniel and Kelsey,” Kelsey read aloud. “You both have projects in school related to your family history. But I think you can only truly understand your history when you go looking for it. Come home soon so that I can talk with you about the treasures in this box. Until then, have fun. Love, Dad.” Kelsey sat back against the cold rock and smiled knowingly at her brother.

“Gosh, he really got us this time,” Daniel said proudly.

“He sure did,” Kelsey giggled, “but we did have fun, and this will really help us with our projects.”

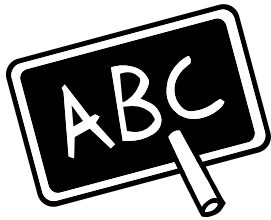
Daniel gave his sister an affectionate nudge before jumping to his feet. He held out his hand and helped Kelsey to her feet. Then Daniel grinned mischievously and sprinted away. “I’ll race you home,” he called through the chilly breeze, leaving his sister to carry the box of family riches.

1. Which is the meaning of the word **subzero**?
 - A. extremely hot
 - B. above zero
 - C. below zero
 - D. exactly zero
2. Which is the main conflict in this story?
 - A. Daniel and Kelsey are trying to find a buried treasure.
 - B. Daniel and Kelsey’s dad played a trick on them.
 - C. Kelsey is afraid of being in the woods.
 - D. Daniel does not use the map.

3. Which describes the setting?
- A. a cold, winter night in the woods
 - B. a hot afternoon on the family farm
 - C. an autumn afternoon in the meadow
 - D. a cold, winter afternoon in the woods
4. Which words best describe Daniel?
- A. bold and adventurous
 - B. afraid and cautious
 - C. careless and silly
 - D. uncaring and mean

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. Are you more like Daniel or Kelsey? Use the text to support your answer.



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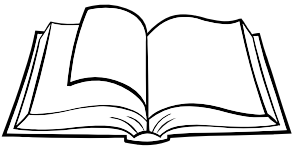
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Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. Are you more like Daniel or Kelsey? Use the text to support your answer.

Answers will vary.



Distinguishing Fact and Opinion

Directions: Read the passage and underline the two statements of opinion.

A statement of **fact** can be proven true or false. It can be proven through research or observation.

A statement of **opinion** tells what someone is thinking or feeling. It cannot be proven true or false through research or observation.

Making a Mountain

Have you ever tried to make a mound in the sand? There are several methods you can use. You can pack sand with your hands or use a form to shape it. Mountains are formed in different ways as well. But even though they are formed in different ways, all mountains are amazing.

Volcanic Mountains

Some mountain ranges are formed by volcanoes. Lava, which is rock melted deep within the earth, flows out of the ground. When the lava cools, it forms hard rock, which builds up and eventually forms mountains. Volcanic mountains are usually steep and shaped like a triangle. One example of a volcanic mountain is Mount Fuji in Japan.

Mountains Formed by Movement of the Earth's Crust

There are other mountains that are formed when the earth's crust moves. There is a theory that the earth's crust is made up of several plates, and these plates are thought to be constantly moving. Sometimes these plates bump into each other and new landforms are created. Some of this land piles up into mountains. The Alps of Europe and the Himalayas of Asia are excellent examples of this type of mountain formation.

Fold Belts

Fold mountains are similar to mountains made by the movement of the earth's crust. Layers of rock are folded to create parallel mountain ridges and valleys. The valleys look like trenches dug into the earth. These are called *fold belts*. One example of fold mountains are the Appalachian Mountains of North America.

Fault-Block Mountains

Sometimes mountains are formed because of breaks in the earth's crust. This can happen in two ways. First, mountains can form when there are two breaks, or faults, close together. In between the two faults, land is pushed up and becomes a mountain range. That is how the Rocky Mountains were formed. Second, mountains can form when parts of the land is pulled apart. This type of mountain has one side that is steep and another side that barely slopes. In California, there is a range formed like this called the Sierra Nevada.

Mountains are created in different ways. Some scientists believe that you can tell what type a mountain is just by looking at it. No matter how they are formed, mountains make the planet Earth beautiful.



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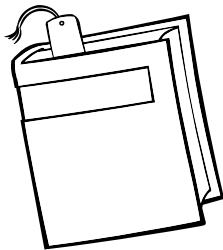
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Using Structure of Informational Text to Aid in Understanding

Directions: Read the article. Then complete the activity that follow.

Life at the Bottom of the Ocean

Scientists are busy exploring new life in an unexpected place—at the bottom of the ocean. In the past few years, scientists have found several new species of animal life. These species exist in conditions that one would think could not support life. Here the temperatures are extreme and there is no light. Plus, the pressure from the water would crush most land and ocean animals. Yet in this harsh environment, animal life flourishes.

Hydrothermal Vents

There is no plant life in the deepest parts of the ocean. Plants must have sunlight to live. Scientists used to think that animals relied on plants to produce the oxygen they needed. Several years ago, however, scientists accidentally discovered that there is life deep in the ocean that does not rely on plants. Instead, these creatures rely on chemicals that come from deep in the earth. The chemicals seep through openings in the earth's crust called *hydrothermal vents*. Tiny microbes oxidize the hydrogen sulfide coming through the vents. This process is called *chemosynthesis*. The other creatures get their nutrients either directly or indirectly from these microbes. Life is abundant around these openings deep under the water.

Life Forms

Some life forms in this harsh environment include animals found elsewhere in the ocean. For example, there are deep sea versions of squid, octopi, worms, and mollusks. It is common for some of these deep sea creatures to grow to enormous sizes. Other life forms found in the deepest parts of the ocean cannot be found anywhere else. Giant tubeworms anchor themselves to the ocean floor near the hydrothermal vents.

Scientists have discovered over 300 life forms near the vents. Ninety-five percent of these life forms had never been seen until recently.

Adapting to Harsh Conditions

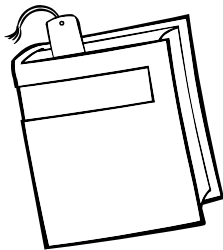
It is cold and dark in this region of the ocean. But animal life has learned to adapt. Some fish produce their own light. The deep sea anglerfish uses light to attract prey. Smaller fish swim toward the light and right into the anglerfish's mouth. Other creatures that live in the depths of the sea have soft bodies and little bone matter. This helps them survive the pressure of the water.

There are still many life forms deep in the ocean that have yet to be discovered. Scientists continue to develop new ways to explore this exciting underwater ecosystem.

Directions: Complete the steps below.

1. First, circle the main idea of the article.
2. Next, underline the details under each subheading.
3. Then complete the graphic organizer below. Include at least three supporting details for each subheading.

Main Idea		
Author's Purpose		
Hydrothermal Vents (Supporting Details)	Life Forms (Supporting Details)	Adapting to Harsh Conditions (Supporting Details)



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Main Idea

Even though conditions are harsh deep in the ocean, life is abundant.

Author's Purpose

The author's purpose is to inform the reader about life deep in the ocean.

Hydrothermal Vents

(Supporting Details)

- **openings in the ocean floor**
- **chemicals seep out**
- **animal life can be found near vents**

Life Forms

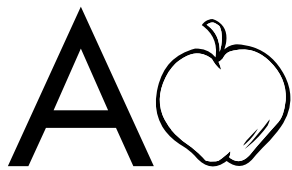
(Supporting Details)

- **squid and octopi are found deep in the ocean**
- **tubeworms grow near vents**
- **300 life forms have been discovered deep in the ocean**

Adapting to Harsh Conditions

(Supporting Details)

- **some animals produce their own light**
- **the deep-sea angler fish uses light to catch prey**
- **some animals have soft bodies and few bones**



Paraphrasing Information from Text

Directions: Read the article. Then complete the activity that follows.

Life on a Space Station

If you have ever been on vacation, you know the importance of preparing for a trip. You have to plan what to wear, take, and eat, and where to sleep. Astronauts who work on a space station have to prepare as well. There is not much room on the space station, so astronauts have to plan ahead to make their time in space rewarding and enjoyable.

Food

Just like on Earth, astronauts enjoy a variety of foods in space. Because of the lack of gravity, food has to be packaged in a certain way. For example, salt and pepper are in liquid form on the space station. If astronauts use salt and pepper in a granular form, the grains would get into everything. Pouches are used rather than jars for items like peanut butter. This helps to save room. Astronauts also use tortillas instead of bread. Careful planning allows the astronauts to store and eat many different types of food.

Clothing

Astronauts cannot take much clothing with them because there is limited room on the space station. Months before their trip, astronauts will pick out what they are going to wear while in space. There is no washing machine on the space station. This means astronauts have to wear their clothing longer than people do on Earth. Luckily, clothes do not get as dirty in space. After an astronaut has worn an article of clothing several times, it is placed in a bag outside the space station. A shuttle picks up the bag. Then the bag burns up as the shuttle reenters Earth's atmosphere. Astronauts bring very little back from their trip.

Work

Of course, astronauts who visit the space station are there to work. The astronauts perform experiments and make repairs to the space station. They also take part in medical research and make observations. To prepare, astronauts take several classes and go through a training program. In addition, they must be in top physical shape. The human body weakens more quickly in an environment lacking gravity.

Leisure

The men and women who work at the space station get to take some time off for fun. This helps to relieve stress. They get to read, watch movies, exercise, and play video games. One thing that many astronauts like to do is look out the windows. Earth looks very different from space. There are sunrises and sunsets that can be seen every 45 minutes. Another favorite pastime of astronauts is talking to loved ones.

Problems, such as a lack of gravity and limited space, make preparations on Earth extremely important. With careful planning, astronauts can make good use of their time on the space station and enjoy themselves as well.

Directions: Reread the article. Underline three details for each subheading. Then paraphrase the details in the graphic organizer using your own words. The first one has been done for you.

Food

1. **Instead of bread, astronauts eat tortillas.**

2.

3.

Clothing

1.

2.

3.

Life on a Space Station

Work

1.

2.

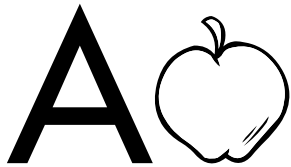
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Food

1. **Instead of bread, astronauts eat tortillas.**
2. **Some foods are stored in pouches.**
3. **Salt and pepper are in liquid form.**

Clothing

1. **Clothes are chosen long before the trip.**
2. **There is no washing machine on the space station.**
3. **Clothing is destroyed after use.**

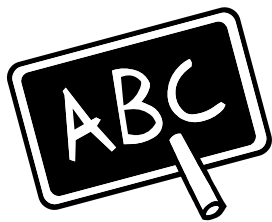
Life on a Space Station

Work

1. **Astronauts participate in medical research.**
2. **They make repairs to the space station.**
3. **They do experiments.**

Leisure

1. **Astronauts like to look at Earth from the space station.**
2. **They can read.**
3. **They can play video games.**



Distinguishing Fact and Opinion and Comparing and Contrasting

Directions: Read the article. Then read each question and circle the correct answer.

The Food Pyramid

Adults and kids who want to be healthy have a new guide—the improved food pyramid. In 2005, the U.S. Department of Agriculture (USDA) changed the food pyramid. The new pyramid is easier to understand and can be personalized. It even has its own Web site.

The First Food Pyramid

The original food pyramid was introduced in 1992. Like the one from 2005, this pyramid was shaped like a triangle. It was divided into horizontal stripes. Each stripe was one of the food group, including grains, dairy products, fruits and vegetables, protein, and fats. A recommended amount of servings was listed next to each food group.

Changes

The new food pyramid is based on guidelines that were introduced in early 2005. Some people felt more Americans were becoming overweight. They thought an updated set of guidelines would help people become healthier. When the guidelines changed, the USDA thought the food pyramid should change too. The symbol is still shaped like a triangle, but now it has vertical stripes. Each stripe is a different color. Each color represents one of the food groups:

- Orange is for grains.
- Green is for vegetables.
- Red is for fruits.
- Yellow is for oils.
- Blue is for dairy products.
- Purple is for meats, beans, fish, and nuts.

The stripes are bigger at the bottom of the triangle and grow smaller near the top. The healthiest food choices are listed in the largest areas. For example, a whole apple is listed at the bottom of the red stripe. Food choices that should be limited, like apple pie, are listed near the top. This helps people “see” what they should eat.

Also, a picture of a person climbing the side of the pyramid has been added. This is to remind people it is important to be physically active.

Personalizing the Pyramid

Perhaps the biggest change is the new food pyramid can be personalized to an individual’s needs. The USDA has a Web site to provide information about the new structure, and it allows people to create their own food pyramid. On the Web site people can enter their gender, age, and activity level. Then the program tells them how much of each type of food they should eat in order to stay healthy. The old pyramid only gave a general idea of the amount of food people should eat.

Kid’s Web Site

Kids have their own page on the Web site with information about the food pyramid. On the site, kids can find out about serving sizes and food choices. The site includes an interactive game called *MyPyramid Blast Off*. It teaches kids about good nutrition in a fun way.

The new 2005 food pyramid is easier to understand and can be adjusted to fit any person. It is a great tool to help parents and kids make healthy choices. For more information about the 2005 food pyramid, go to www.mypyramid.gov.

1. Which statement from the article is a fact?
 - A. The new pyramid is easier to understand.
 - B. It teaches kids about nutrition in a fun way.
 - C. The best change is the pyramid can be personalized.
 - D. In 2005, the USDA changed the food pyramid.

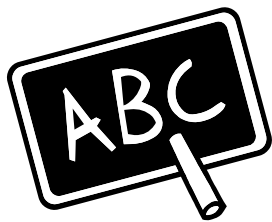
2. What is one way the 2005 food pyramid is different from the 1992 food pyramid?
 - A. It is shaped like a triangle.
 - B. It has its own Web site.
 - C. It has stripes.
 - D. It shows food groups.

3. In which section would you most likely find information about healthy snacks for kids?
 - A. The First Food Pyramid
 - B. Changes
 - C. Personalizing the Pyramid
 - D. Kid's Web Site

4. What is one way the 1992 and 2005 pyramids are alike?
 - A. Both are triangles.
 - B. Both have a Web site.
 - C. Both have vertical stripes.
 - D. Both use color for food groups.

Directions: Read the question. Then write your answer using complete sentences on the lines below.

5. List three ways the new food pyramid can help you stay healthy.



Distinguishing Fact and Opinion and Comparing and Contrasting

Directions: Read the article. Then read each question and circle the correct answer.

The Food Pyramid

Adults and kids who want to be healthy have a new guide—the improved food pyramid. In 2005, the U.S. Department of Agriculture (USDA) changed the food pyramid. The new pyramid is easier to understand and can be personalized. It even has its own Web site.

The First Food Pyramid

The original food pyramid was introduced in 1992. Like the one from 2005, this pyramid was shaped like a triangle. It was divided into horizontal stripes. Each stripe was one of the food group, including grains, dairy products, fruits and vegetables, protein, and fats. A recommended amount of servings was listed next to each food group.

Changes

The new food pyramid is based on guidelines that were introduced in early 2005. Some people felt more Americans were becoming overweight. They thought an updated set of guidelines would help people become healthier. When the guidelines changed, the USDA thought the food pyramid should change too. The symbol is still shaped like a triangle, but now it has vertical stripes. Each stripe is a different color. Each color represents one of the food groups:

- Orange is for grains.
- Green is for vegetables.
- Red is for fruits.
- Yellow is for oils.
- Blue is for dairy products.
- Purple is for meats, beans, fish, and nuts.

The stripes are bigger at the bottom of the triangle and grow smaller near the top. The healthiest food choices are listed in the largest areas. For example, a whole apple is listed at the bottom of the red stripe. Food choices that should be limited, like apple pie, are listed near the top. This helps people “see” what they should eat.

Also, a picture of a person climbing the side of the pyramid has been added. This is to remind people it is important to be physically active.

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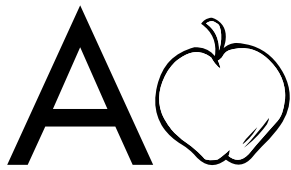
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Directions: Read the question. Then write your answer using complete sentences on the lines below.

5. List three ways the new food pyramid can help you stay healthy.

The picture of the person climbing the pyramid reminds me to exercise.
I can also personalize it to my needs. It also shows me which foods I
should eat the most of each day.



Understanding the Author's Purpose

Directions: Read the speech. Then answer the questions that follow.

Fellow classmates, my name is Jess and I am running for student body president. I would appreciate your vote. Why should you vote for me, you might ask? Well, I'll tell you. I have some special projects planned if I am elected.

First, I want to create a pen pal program between our school and a school in another country. Every student here will get to exchange letters with a student who lives in a different part of the world. It will be an opportunity for all of us to make a new friend. It will also be an opportunity to learn about what school and life are like for children of a different culture.

The second project I have planned is to plant a school garden. Mrs. Simmons, our principal, said that we could use the dirt area on the lower playground to plant our own flowers and vegetables. Students who want to help with the garden can come at recess and do different jobs. Mr. Williams, Sasha's dad, said he would volunteer to help us with the garden. This is one way to make our school more beautiful. Also, when the garden is finished, it will be a place where students who like to read at recess can go. They will have a quiet, relaxing place to sit.

Finally, I want to organize school spirit days for the whole year. Every month, I will pick one day with a theme like pajama day or silly hat day. Everyone will get to dress up on those days. Also, there will be special activities. For example, if it is pajama day, then, the cafeteria will serve breakfast for lunch. We'll have a story time in the auditorium where everyone can bring pillows. If it's silly hat day, we'll have a contest to see who can write the silliest story about their silly hat. Another kind of day I've been thinking about is backwards day, where everyone wears their

clothes backwards. I'd also like to have a history day where everyone dresses up like their favorite person from history.

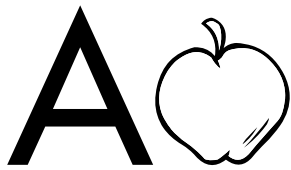
Remember my ideas and remember to vote for me on election day. When you vote for me, you also vote for pen pals, a garden, and school spirit days. Remember, my name is Jess. The *J* stands for "just right," the *e* stands for "excellent," and the double *s* stands for "school spirit."

Don't settle for less; vote for me-Jess!

1. Circle three sentences that reveal Jess's purpose for making her speech. Write them below.

2. If you heard this speech, would you vote for Jess? Why or why not?

3. Write another part for Jess's speech. Add information that you think would help Jess's purpose.



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When you vote for me, you also vote for pen pals, a garden, and school spirit days. Remember, my name is Jess. The *J* stands for "just right," the *e* stands for "excellent," and the double *s* stands for "school spirit."

Don't settle for less; vote for me-Jess!

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I would appreciate your vote.

Remember my ideas and remember to vote for me on election day.

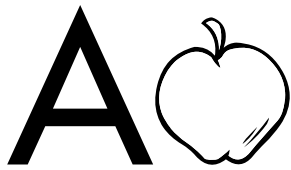
Don't settle for less, vote for me, Jess.

2. If you heard this speech, would you vote for Jess? Why or why not?

Answers will vary.

3. Write another part for Jess's speech. Add information that you think would help Jess's purpose.

Answers will vary.



Making Inferences

Directions: Read the speech. Then complete the activities that follow.

Welcome to Green Canyon High School auditorium. As principal, it is my pleasure to honor the girls' basketball team for winning the championship this year. These girls have worked very hard all season to bring their team to victory. They have great team spirit and talent. I want to thank each one of these players for a job well done. I would also like to thank Mrs. Jackson for her undivided support for this team. As a coach, she has helped all of her players to do well. They have shone brightly on the basketball court and in the classroom.

I'd like to use this happy time to remind everyone about the importance of Title IX. Without this legislation, our school would never have had a girls' basketball team. There would be no other girls' teams for that matter. In 1972, the United States Congress passed Title IX. President Richard Nixon signed it into law. Title IX makes schools that receive money from the government grant girls the same opportunities as boys. This includes participation in sports. Since 1972, the number of girls playing sports has increased dramatically. In 1971, only 7.5% of girls were involved in high school sports. Now, that amount is at least five times higher.

Many studies have reported that when girls play sports, they achieve better grades in high school. The studies show that they are more likely to graduate. The girls on our basketball team can receive special funds if they choose to go to college. Title IX has opened doors for them that were not open for their mothers and grandmothers. It is important that Title IX continues to receive support, so that future generations of girls can gain the advantages that strong sports programs in schools provide.

As we can see here today, Title IX has been a great benefit to our school. Without Title IX, we would not be here today celebrating this victory. These girls would never have had the chance to show their talent. They would not have been able to participate on a team. They would not have had the chance to learn the value of working together to achieve a common goal. Please join me in continuing to support this important law. As we celebrate, let us remember how Title IX helped to make this day happen.

1. Read each word. Underline its synonym in the speech. Then record it in the chart below.

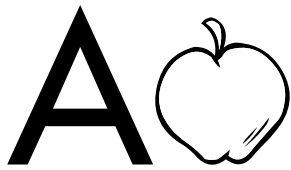
Word	Synonym
complete	
aim	
permit	

2. Read each word. Draw a box around its antonym in the speech. Then record it in the chart below.

Word	Antonym
pain	
lose	
cease	

3. Circle the word in the speech that tells who the speaker is.
4. Draw a wavy line under the word in the speech that tells the setting of the speech.
5. Describe the theme of the speech.

6. Who do you think is in the audience listening to this speech? Explain your answer.



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Word	Synonym
complete	undivided
aim	goal
permit	grant

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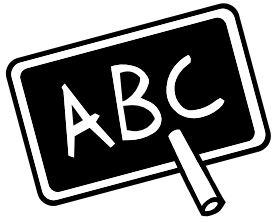
Word	Antonym
pain	pleasure
lose	gain
cease	continue

3. Circle the word in the speech that tells who the speaker is.
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5. Describe the theme of the speech.

It is important to support Title IX because it gives girls the chance to participate in sports in school.

6. Who do you think is in the audience listening to this speech? Explain your answer.

Students may infer that the basketball players, their families, the coach, and school staff are in the audience.



Determining the Author's Position Using Evidence from Text

Directions: Read the speech. Then complete the activities that follow.

Welcome, everyone, to the first annual Springbrook Youth Voting Rights gathering. My name is Andrew and I am representing the students of Springbrook Valley High School. I am here today to talk about lowering the voting age to fifteen. Our government makes decisions on many issues, which affect teenagers. These decisions determine what our schools are like, how much we get paid in our jobs, and what resources we receive if we want to go to college. My fellow students and I believe that we have the right to vote for the leaders who make decisions for us. Listen carefully and I will tell you why.

Teenagers study all about the government in high school. We learn about voting and how the three branches of government work. We read about the government, and we write essays on important topics in government. We learn about the decisions facing our leaders. We are supposed to know all about voting, but we are not allowed to do it. This does not make sense. When we learn to play baseball, we get to be on a team. When we learn how to vote, we should get to be part of the process.

Many of the decisions that government leaders make are about how much money schools receive for activities and books. We are the people who are most affected by a decision to give less money to the schools, yet we do not get to vote. We want to support the places where we learn, but we are not allowed to vote for people who will help support our schools. We want more high-quality books in our libraries, but we are not allowed to vote for the person who wants to give them to us. This is not fair. We go to the schools in our community, so we should be allowed to vote for the people who control them.

Many teenagers have jobs. I work at the Springbrook movie theater. I am paid minimum wage, and it's not very much money. Many leaders in government are working to make minimum wage higher. They believe that people who do work like I do deserve to earn more money. I want to vote for those people. But I do not have that opportunity. I can work, but I cannot vote. That does not make sense to me.

Also, college is expensive. Some leaders in government want to create programs that help teenagers pay for college. I want to vote for those leaders who want to help me with my education.

In my opinion, all the people whose lives are affected by government decisions deserve to vote, even teenagers. Teenagers understand the voting process because they learn about it in government classes. Teenagers have opinions too, on what is best for their country.

Join me in urging our government to lower the voting age. Let the students from Springbrook High School, and all across the country, have a voice.

1. Check the box next to the speaker's position on lowering the voting age.

Yes, lower the voting age.

No, do not lower the voting age.

2. Write three reasons that support the speaker's position.

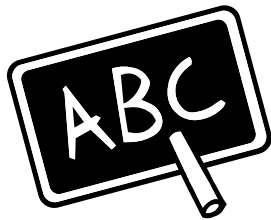
1. _____

2. _____

3. _____

Directions: Read the question. Then write your answer using complete sentences on the lines below.

3. Do you agree with the speaker's position? Why or why not?



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1. Check the box next to the speaker's position on lowering the voting age.

Yes, lower the voting age.

No, do not lower the voting age.

2. Write three reasons that support the speaker's position.

1. Teenagers learn about voting, so they should be able to do it.

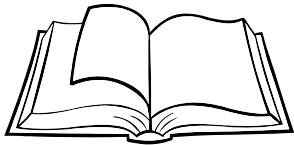
2. Teenagers go to schools, so they should be able to vote for the leaders who make decisions about schools.

3. Teenagers have jobs and leaders make decisions about how much they are paid. Teenagers should be allowed to vote for leaders who want to raise minimum wage.

Directions: Read the question. Then write your answer using complete sentences on the lines below.

3. Do you agree with the speaker's position? Why or why not?

Answers will vary.



Reading Fluently

Directions: Read the passages aloud.

Armando's Speech

Written by Susan Motter Johnson

It was Armando's turn to speak to the crowd. The company's president had just told everyone about how the sale of the park would benefit the town. He explained how the money from his company would solve all of the city's money problems and bring new jobs to the area.

Armando could feel the butterflies flying around his stomach. He had never given a speech before. He wondered how he could ever convince the council to listen to a child instead of the president of a big company. But it was his turn, and the only option he could see was to stand up and give it his best attempt.

Armando's voice was shaking when he started to speak. "Ladies and gentlemen, I know you just listened as the president explained all of the great reasons why you should sell the park. I am here to ask you to save the park.

"Some of you are mothers and fathers, some are grandparents, and some are aunts and uncles. Think for a moment about the children in your life, and then think about what the city's park has meant to them.

"How many times have they played there? How many of you have gone for quiet walks around the lake, or thrown a ball, or slid down the slide? Think about the picnics you have enjoyed with your family and friends. Where will you go when the park is no longer there?

"Remember what it is like to be a child and what it is like to play. Where will kids fly kites or play ball? Where will we play when the park

is gone and a tall office building sits in its place? All I am asking you to do, before it is too late, is to remember what it feels like to relax and have fun. Please vote to save the park. A vote to save the park is a vote for kids, it is a vote for families, and it is a vote for you.”

Armando’s voice wasn’t shaking anymore. Everyone in the room was quiet, and then someone in the back started clapping. When Armando looked back to see who it was, he was surprised. It was the president of the company, and soon the room was filled with clapping people. Since it appeared that even the company president had changed his mind, the city council had its answer. The park was saved, and Armando was glad that his speech was over.

Letter to Editor: School Spirit

Written by Susan Motter Johnson

Dear Editor,

I am concerned about the lack of spirit in our school. I have been a student here for five years, and I think this is a really great school. Yet, we do not show our spirit to others. I believe that it is time to let other people know what a great school we have, and I have a few ideas that I know will make a difference in our school spirit.

I really like Rusty, our school mascot; however, most people don’t know about it. Why don’t we show them? There is a great big wall in the front of the school. Right now there is nothing on it. If we painted a giant jackrabbit there, it would tell everyone, “This is who we are!” It would be a wonderful greeting to all of our guests, and it would show pride in our school at the same time.

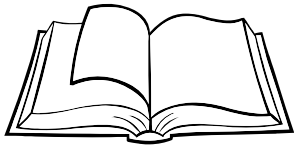
A T-shirt contest would also be a fun way to build excitement in our school. We don't have a school shirt right now, but each class could come up with a design for a shirt. Then everyone could vote to choose the best one. A T-shirt company could make the shirts for us, and then we could all dress in school colors and school shirts on Fridays. Even teachers could join us, and soon, Friday would be school spirit day for everyone.

My last idea is to have a school song. High schools and colleges have fight songs, and we could too. A team of students and teachers could write it. I think it would be cool if it were a rock-and-roll song. Then students could learn the song in their band and music classes, and soon everyone would be humming our new fight song.

I am sure that if we start to show a little spirit, it will begin to grow. It will begin with a little paint, our school colors, and some singing. Then soon we will all have a new pride in our school. Other people will see it too, and then they won't need to guess that we are a great school. It will show in everything we do.

Sincerely,

Ravi Amin



Reading Fluently

Directions: Read the passages aloud.

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"How many times have they played there? How many of you have gone for quiet walks around the lake, or thrown a ball, or slid down the slide? Think about the picnics you have enjoyed with your family and friends. Where will you go when the park is no longer there?

"Remember what it is like to be a child and what it is like to play. Where will kids fly kites or play ball? Where will we play when the park

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Dear Editor,

I am concerned about the lack of spirit in our school. I have been a student here for five years, and I think this is a really great school. Yet, we do not show our spirit to others. I believe that it is time to let other people know what a great school we have, and I have a few ideas that I know will make a difference in our school spirit.

I really like Rusty, our school mascot; however, most people don’t know about it. Why don’t we show them? There is a great big wall in the front of the school. Right now there is nothing on it. If we painted a giant jackrabbit there, it would tell everyone, “This is who we are!” It would be a wonderful greeting to all of our guests, and it would show pride in our school at the same time.

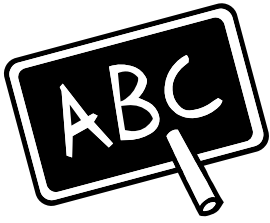
A T-shirt contest would also be a fun way to build excitement in our school. We don't have a school shirt right now, but each class could come up with a design for a shirt. Then everyone could vote to choose the best one. A T-shirt company could make the shirts for us, and then we could all dress in school colors and school shirts on Fridays. Even teachers could join us, and soon, Friday would be school spirit day for everyone.

My last idea is to have a school song. High schools and colleges have fight songs, and we could too. A team of students and teachers could write it. I think it would be cool if it were a rock-and-roll song. Then students could learn the song in their band and music classes, and soon everyone would be humming our new fight song.

I am sure that if we start to show a little spirit, it will begin to grow. It will begin with a little paint, our school colors, and some singing. Then soon we will all have a new pride in our school. Other people will see it too, and then they won't need to guess that we are a great school. It will show in everything we do.

Sincerely,

Ravi Amin



Determining the Author's Position and Understanding the Author's Purpose

Directions: Read the speech. Then read each question and circle the correct answer.

Good morning. Thank you for attending this meeting for parents who are in favor of recess. My name is Carl, and I have two children who attend this school. I am here today to talk to you about the idea that our school should stop having recess for children. We cannot permit this to happen. Some leaders in our school district think recess takes too much time away from our children's education. I disagree and beg you to work with me to keep recess in our children's school.

Recess gives our children a chance to take a break from working hard at their desks. They have a chance to go outside, breathe fresh air, stretch their legs, and run off extra energy. When children have a chance to play outside, they relax. Many studies have shown that when children are relaxed, they learn better. Therefore, recess helps learning because after children have a break, they are ready to work hard at their desks again.

Not only does recess help children learn because are more relaxed, but children learn during recess too. At recess, children learn how to get along with other children when they play on the playground. My children meet with their friends, and everyone has a turn to suggest a game. Learning does not just take place in the classroom—it can take place outside too. Children learn how to use their bodies to climb, run, and jump.

Most importantly, recess is a time when children can use their imaginations. They invent games with their friends that have characters and plots. They build cities in the sandbox with nothing but sticks, rocks, and leaves. They talk with each other about what they want to be when they grow up. They dream together about the things they want to do in the future.

Nobody wants to stay in a room all day working, especially children. Play is just as important as work. Working hard helps children to appreciate their play time. Playing hard helps children to concentrate on their work. There is a law that says that adults who work have to have breaks. Children deserve the same kind of law. Please help me to convince our school leaders not to get rid of recess. The children will thank you. Come visit school during recess one day and see for yourself.

Thank you for listening to what I have to say.

1. What is the main purpose of this speech?
 - A. to persuade the audience to work to keep recess
 - B. to persuade the audience to work to end recess
 - C. to describe to the audience what children do at recess
 - D. to inform the audience that adults get breaks at work

2. Which word is an antonym of **permit**?
 - A. allow
 - B. refuse
 - C. let
 - D. agree

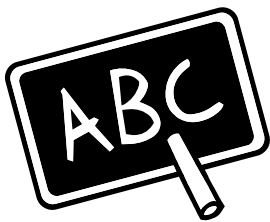
3. Which sentence helps strengthen the speaker's position?
 - A. Recess wastes valuable learning time.
 - B. Too many children get hurt at recess.
 - C. Everyone needs breaks when they work.
 - D. Children forget what they learn during recess.

4. Which word is a synonym of **invent**?

- A. wreck
- B. end
- C. break
- D. create

Directions: Read the question. Then write your answer using complete sentences on the lines below.

5. The school wants to increase P.E. class from two days a week to five days a week. How do you think the speaker would feel about this change? Support your answer using evidence from the speech.



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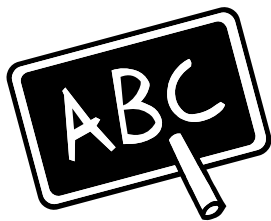
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5. The school wants to increase P.E. class from two days a week to five days a week. How do you think the speaker would feel about this change? Support your answer using evidence from the speech.

Answers will vary.



Determining Meanings of Synonyms and Antonyms

Directions: Read the article. Then complete the table that follows.

A History of Myths

Science and technology answer many questions about life and our planet. We know why the sun sets each day. We know why the seasons change. We know how many diseases are spread and what causes natural disasters. But thousands of years ago, people did not have the knowledge needed to explain these events. Instead, they made up stories to describe the world around them. Today these stories are known as myths.

Mythology is a collection of stories that belong to a group of people. The myths explain why things happen or how things came to be for a particular culture. Some myths tell about the causes of earthquakes and violent storms. Other myths describe why people make mistakes or what makes a person a hero. These stories were passed from one generation to the next. Over time, the stories became accepted as truth.

Each culture has its own set of myths. The myths are based on the beliefs and experiences of its people. Many American Indian myths involve animals. One myth tells the story of the White Buffalo Woman. This spirit brought buffalo to the plains to save the tribes from starving. Another myth describes how a crow dragged daylight across the sky.

Chinese myths tell many stories about the earth, the heavens, and early emperors. One myth explains how a foolish old man wanted to move the mountains he lived behind so he would not have to walk around them. Eventually, a god ordered his sons to carry the mountains on their backs. They ended up creating two Chinese mountain ranges. Another Chinese myth, called “The Ten Chinese Suns,” describes how a goddess and her emperor husband had ten suns as children. Each child was dragged across the sky during the ancient ten-day week.

The Greeks provided many myths about supernatural beings. In Greek mythology, the Greek god Zeus ruled the heavens, and Zeus's brothers, sisters, and children controlled many earthly events. Zeus's brother, for example, is the god of the sea. Zeus's daughter is the goddess of love. Each of these gods and goddesses were similar to ordinary men and women, but they were much more powerful, beautiful, and heroic.

Unfortunately, the Greek gods and goddesses also had many faults that humans have. They were often extremely proud, jealous, and unforgiving. Having these qualities and interfering with human lives affected events in their lives. One Greek myth describes how the sea god created a flood to punish the selfish people who lived in the nearby town. Another Greek myth explains how the echo was made when the goddess Hera became outraged at a girl who spoke too much, and she made the girl repeat only the words of others.

Today we have contemporary myths. The story of the Loch Ness Monster is one popular, modern myth. People in Scotland saw strange movements in Loch Ness Lake. To explain the odd sightings, people said a monster lived there. Others said the monster was actually a dinosaur. As the story grew, it became well-known throughout the world. As a result, today many people believe the Loch Ness monster is a fact rather than a work of fiction.

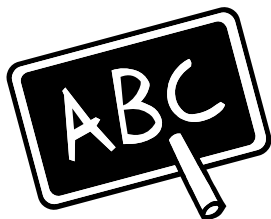
It is human nature to be curious about the world and why things happen. Science and technology answer a lot of these questions, but not all questions have answers. Sometimes a good myth helps to explain the unknown and create some peace of mind.

Directions: Follow the steps below to complete the table. Two sentences have been done for you.

1. Read the words in the first column.
2. Find and circle each word in the passage.

3. Use the context clues to think of a synonym and antonym.
4. Write a sentence for each synonym and antonym.
5. Underline the synonym or antonym in the sentence.

Word	Synonym	Antonym
beautiful	Ms. Fukuda looked <u>attractive</u> in her new hat.	
created		
fact		
love		We <u>hate</u> to leave our friends at the end of the day.
popular		
powerful		
strange		
truth		



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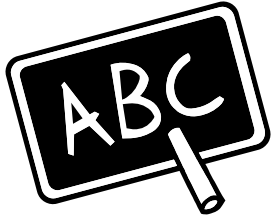
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5. Underline the synonym or antonym in the sentence.

Possible responses:

Word	Synonym	Antonym
beautiful	Ms. Fukuda looked <u>attractive</u> in her new hat.	ugly
created	made	destroyed
fact	truth	opinion
love	adore	We <u>hate</u> to leave our friends at the end of the day.
popular	well-liked	disliked
powerful	strong	weak
strange	odd	normal
truth	fact	false



Understanding Metaphorical and Symbolic Words

Directions: Read the myth. Then complete the activity that follows.

The Hippopotamus and the Tortoise

Adapted from a Traditional African Myth

Many years ago, a hippopotamus named Isantim ruled the land with a heavy hand. Every morning he waddled down to the river's edge with his wife. He made the other animals wait a very long time, while he took his time bathing and drinking water. But at night the hippo held a great feast where all the animals danced and ate to their heart's content.

During one feast, the hippo asked the animals if anyone knew his name. The animals stood silently. Only the hippo's wife knew his name. The hippo became a volcano and exploded with rage.

“How could you come to my feasts and eat all my delicious food without even knowing my name?” he boomed. “If you do not know my name by tomorrow night, none of you will have your dinner!”

“But,” asked the tortoise, “what will be our reward if we learn your name?”

“Then my family and I will leave the land during the day and live our lives in the water,” replied the hippo with a thundering, confident laugh.

The next day the tortoise went to the water's edge and buried herself into the sand so only the tip of her shell stuck out. When the hippo king and his wife went to bathe, the wife stumbled on the sharp edge of the shell. Immediately, the wife dissolved into a puddle of tears. She wailed, “Isantim, I cut my foot!”

After hearing the wife's words, the tortoise's smile was a ray of

sunshine in her dark hiding place.

That night the Hippo refused to start the feast until one of the animals said his name. Slowly, the tortoise ambled up to the hippo. She hollered in a clear, sunny voice, “Your name is Isantim!”

The animals rose from their seats and cheered, but the hippo’s face became a black cloud. Defeated, he and his family walked toward their new home in the water.

Today, the hippopotamus stays away from the land during the day, and only comes out of the water at night to feast on the grass.

Directions: Follow the steps below for determining the meaning of the metaphors.

1. Circle two metaphors in the passage.
2. Write each metaphor under “Metaphor.”
3. Next, write what each metaphor is comparing under “Compares.”
4. Then write the meaning of each metaphor under “My Interpretation.”

Metaphor	Compares	My Interpretation
	to	
	to	

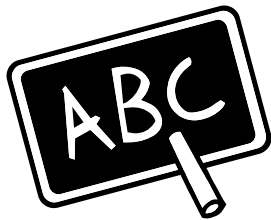
Directions: Follow the steps below for determining the meaning of some symbolic words.

1. Underline two examples of symbolic words in the passage.
2. Write each example under “Symbolic Words.”
3. Next, write what each example symbolizes under “What It Represents.”
4. Then write the meaning of each example under “My Interpretation.”

Symbolic Words	What It Represents	My Interpretation

Directions: Read the question. Then write your answer using complete sentences on the lines below.

What is the main conflict of this myth? How is it resolved?



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Possible responses:

Metaphor	Compares	My Interpretation
the hippo became a volcano	a hippo	The metaphor means the hippo was so mad he couldn’t keep his anger inside of him.
	to	
	a volcano	
the tortoise’s smile was a ray of sunshine	the tortoise’s smile	The metaphor means the tortoise’s smile was bright and big.
	to	
	a ray of sunshine	

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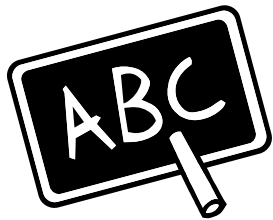
Possible responses:

Symbolic Words	What It Represents	My Interpretation
dissolved into a puddle of tears	sadness; pain	These words mean the wife started crying and was very upset.
sunny voice	happiness	These words mean the tortoise was happy and it showed when she spoke.

Directions: Read the question. Then write your answer using complete sentences on the lines below.

What is the main conflict of this myth? How is it resolved?

The main conflict is the hippo is angry because the other animals do not know his name. He tells the animals they will not get dinner if they do not find out his name. The resolution is the tortoise overhears the wife call out the hippo’s name and tells the other animals.



Determining the Meaning of Synonyms and Antonyms

Directions: Read the passages. Then read each question and circle the correct answer.

Olympic History

Many people love watching the Olympic Games. The world's top athletes train for many years to compete in this international sporting event. It has become an important part of our world's culture.

The Olympics started in ancient Greece almost 3,000 years ago. People gathered in the Greek town of Olympia to participate in and observe the summer games. The Olympics were held as a religious and athletic festival. The games honored the gods, especially the Greek god Zeus. The athletes competed for personal glory. They also tried to impress the gods with their strength. People in ancient Greece truly admired the Olympic winners. The winners received a crown of olive leaves and were known as heroes.

Many different legends explain how the Olympic Games started. One legend states that a Greek king organized the games to honor the gods. He named the games after Mount Olympus, the place where the gods lived. Another legend states that Zeus himself started the games. He used the contests to celebrate his victory over the god Cronus. A third legend explains that Zeus's son Heracles started the games to honor his father after Heracles defeated King Augeus.

Written history, however, tells us the rest of the story. In the fourth century, a Roman emperor banned the games. No one participated in the Olympics again until a Frenchman named Pierre Fredy, the Baron de Coubertin, revived the summer games in 1896. Years later, in 1924, the winter games were established.

People still love to watch the great displays of athleticism. Today, top athletes compete in the winter and summer Olympics every four years. The games are held on an alternating schedule, so the summer Olympics and winter Olympics are never held in the same year. This allows fans to watch one of the games every two years.

Heracles and the Augean Stables

Adapted from Classic Greek Mythology

Heracles completed several tasks for the gods in order to prove his strength. During one of these tasks, the gods sent Heracles to clean King Augeus's stables. In return, the king agreed to give Heracles a herd of cattle.

Heracles immediately set out to complete his task. But he soon discovered that the job was an impossible hill to climb. The filthy stables had not been cleaned in years. Heracles became blue as he examined the sky-high mounds of dirt. Then he saw a nearby river and thought of a brilliant idea.

Heracles immediately built a dam across the mouth of the river. Then he dug deep channels in the soggy earth to change the river's flow. Finally, Heracles broke the dam, sending the raging waters down the channels and through the king's stables. The rivers swept away all the dirt and trash. Within minutes, the stables sparkled—they had never been so clean.

King Augeus, however, became angry when he saw the stables. He did not want to give Heracles the cattle and refused to keep his promise. Heracles mustered the might of a lion to wage a long war against the king. With a great burst of glory, Heracles eventually defeated King Augeus. But, more importantly, Heracles proved his strength and completed all of his tasks for the gods.

1. What is a synonym for **strength**?
 - A. weakness
 - B. exhaustion
 - C. power
 - D. joy

2. Which detail shows that the passage “Olympic History” is nonfiction?
 - A. Pierre Freddy revived the Olympics after the games were banned in the fourth century.
 - B. Zeus used the games to celebrate his victory over Cronus.
 - C. Heracles started the games after defeating King Augeus.
 - D. The gods lived on Mount Olympus.

3. How do you know the passage, “Heracles and the Augean” is a work of fiction?
 - A. The story includes statements of fact about the character.
 - B. The story includes information about how to clean a stable.
 - C. The story includes characters, a problem, and a solution.
 - D. The story includes the steps for building a stable.

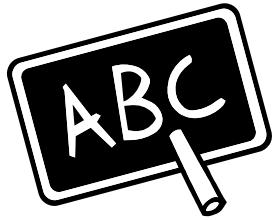
4. Which of the following is a metaphor?
 - A. filthy stables
 - B. sky-high mounds of dirt
 - C. the job was an impossible hill to climb
 - D. Heracles mustered the might of a lion

5. What does the color blue symbolize in the passage “Heracles and the Augean”?
 - A. happiness and joy
 - B. sadness and defeat
 - C. strength and power
 - D. weakness and anger

6. Which is the main idea of the passage “Olympic History”?
- A. Many people love watching the Olympic games.
 - B. The Olympic games honored the Greek gods.
 - C. Top athletes compete in the Olympics every four years.
 - D. No one knows exactly how the Olympics started.

Directions: Read the question. Then write your answer using complete sentences on the lines below.

7. How does Heracles solve the problem of cleaning the dirty stables? Use examples from the text to support your answer.



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 - C. **power**
 - D. joy

2. Which detail shows that the passage “Olympic History” is nonfiction?
 - A. **Pierre Fredy revived the Olympics after the games were banned in the fourth century.**
 - B. Zeus used the games to celebrate his victory over Cronus.
 - C. Heracles started the games after defeating King Augeus.
 - D. The gods lived on Mount Olympus.

3. How do you know the passage, “Heracles and the Augean” is a work of fiction?
 - A. The story includes statements of fact about the character.
 - B. The story includes information about how to clean a stable.
 - C. **The story includes characters, a problem, and a solution.**
 - D. The story includes the steps for building a stable.

4. Which of the following is a metaphor?
 - A. filthy stables
 - B. sky-high mounds of dirt
 - C. **the job was an impossible hill to climb**
 - D. Heracles mustered the might of a lion

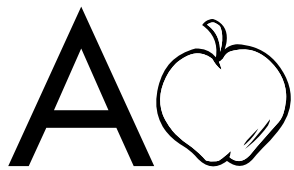
5. What does the color blue symbolize in the passage “Heracles and the Augean”?
 - A. happiness and joy
 - B. **sadness and defeat**
 - C. strength and power
 - D. weakness and anger

6. Which is the main idea of the passage “Olympic History”?
- A. Many people love watching the Olympic games.
 - B. The Olympic games honored the Greek gods.
 - C. Top athletes compete in the Olympics every four years.
 - D. No one knows exactly how the Olympics started.**

Directions: Read the question. Then write your answer using complete sentences on the lines below.

7. How does Heracles solve the problem of cleaning the dirty stables? Use examples from the text to support your answer.

Heracles uses the river to clean out the stables. First, he built a dam across the river. Then he dug channels to change the flow of the river. Finally, he broke the dam and sent the water through the stables. The water took the garbage away.



Following Multi-Step Directions

Directions: Read the manual. Then complete the activities that follow.

Fun with a Compound Microscope

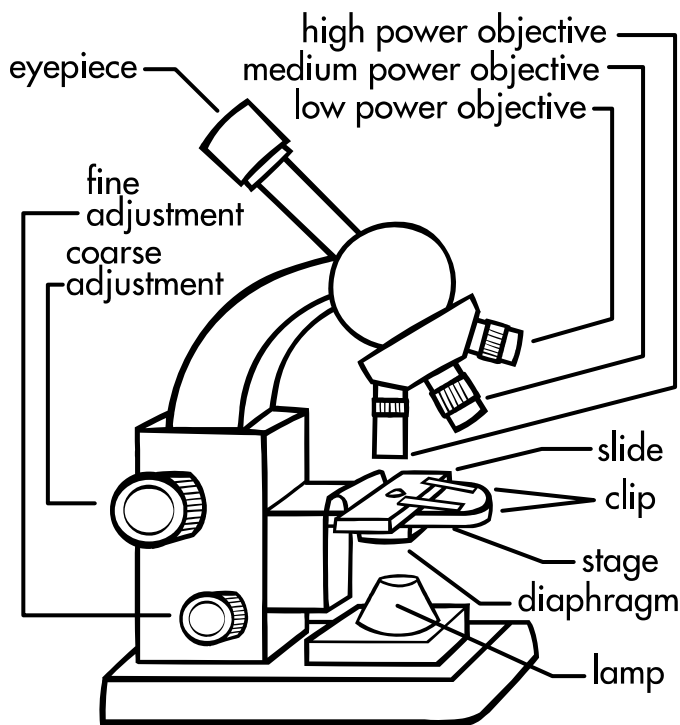
A microscope can open up a whole new world. It allows people to see very small details of everyday objects that we cannot see with the naked eye. But a microscope is a delicate instrument, and it needs to be handled properly. Follow these instructions on how to use a microscope to study bugs, fingerprints, hair, and more.

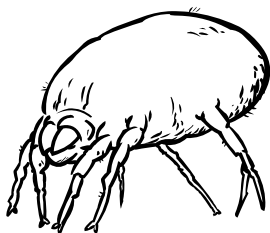
Items needed:

- compound microscope
- microscope slides
- tweezers
- slide cover slips
- water dropper
- a strand of hair
- water
- a ball of fuzz or dirt from under your bed

How to Use the Microscope

1. Handle the microscope with care. Carry the microscope by holding the arm and the base. Place the microscope on a stable surface.
2. Place the dust sample on a slide. You may need to use the tweezers to move and arrange the sample on the slide.
3. Squeeze the water dropper to put a drop of water onto the slide. The water will hold the sample in place.
4. Use the tweezers to carefully place a slide cover slip over the sample.
5. Turn the objective lens to low and place the slide under the clips on the stage.
6. Look into the eyepiece. You may need to change the objective lens to medium or high power. Next, turn the coarse adjustment dial until the item no longer appears blurry.
7. Turn the fine adjustment dial until the sample comes into sharp focus.

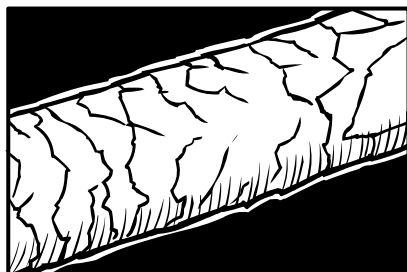




When looking at the dust sample, you might see something that you never expected—a microscopic bug called a *dust mite*! People cannot see dust mites with the naked eye, but they live under our beds, on our clothes, and even on our pillows. Under the microscope, these tiny bugs look ferocious. They have eight legs

and eat dead skin cells. But do not worry because dust mites will not harm you. They are just doing their jobs.

Next, try looking at your fingerprint. To prepare the slide, gently press your index finger on the center of the slide. Be careful not to move your finger. Then place the slide without a cover slip under the microscope. Look at the fine lines of your fingerprints. Your fingerprint may look like waves or it may form swirls or circles. No matter what it looks like, no one else on Earth has the same fingerprint as you.



Now, examine a strand of hair. Prepare a new slide in the same way as you did the dust sample. Then look at the strand of hair under low power. The hair may look like a smooth line. But turn the lens to the high power and tune the fine adjustment, and notice that the details change. The hair now looks like a rough stick.

As you can see, all the objects look different when viewed through a microscope than they do without magnifying them. When using the microscope, you can see details of each sample normally not seen. We can learn a lot by using a microscope to view every day items, and it is a lot of fun!

1. Circle the items you need when using a microscope.

tweezers

glue

scissors

microscope

water

hair

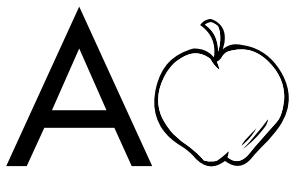
cover slips

2. Review the step-by-step instructions. Then draw a line to match each step with the correct description.

- | | |
|--------|--|
| Step 1 | Use the tweezers to carefully place a cover slip over the item on the slide. |
| Step 2 | Handle the microscope with care. |
| Step 3 | Look into the eyepiece and turn the coarse adjustment. |
| Step 4 | Turn the fine adjustment dial until the item comes into sharp focus. |
| Step 5 | Turn the objective lens to low and place the slide on the stage. |
| Step 6 | Squeeze a drop of water onto the slide. |
| Step 7 | Place the item on a slide. Using tweezers may help. |

Directions: Read the question. Then write your answer in complete sentences on the lines below.

3. What other items would you like to view under a microscope? Explain your answer.



Following Multi-Step Directions

Directions: Read the manual. Then complete the activities that follow.

Fun with a Compound Microscope

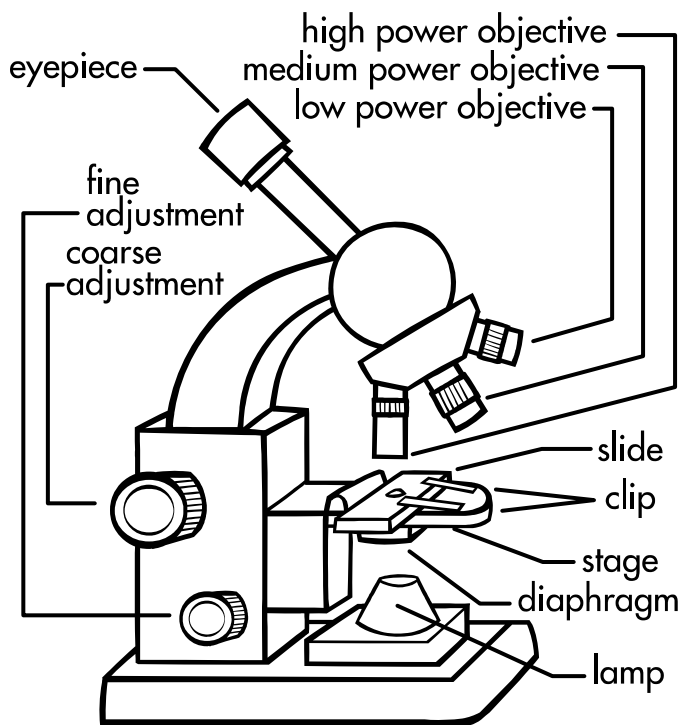
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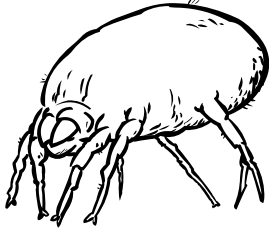
Items needed:

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- slide cover slips
- water dropper
- a strand of hair
- water
- a ball of fuzz or dirt from under your bed

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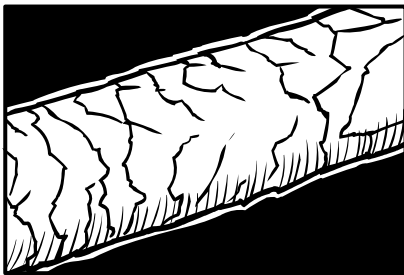




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1. Circle the items you need when using a microscope.

- tweezers
- glue
- scissors
- microscope
- water
- hair
- cover slips

2. Review the step-by-step instructions. Then draw a line to match each step with the correct description.

Step 1	Use the tweezers to carefully place a cover slip over the item on the slide.
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Directions: Read the question. Then write your answer in complete sentences on the lines below.

3. What other items would you like to view under a microscope? Explain your answer.

Answers will vary.



Identifying Steps in a Process

Directions: Read the passage. Then complete the activities that follow.

Training for Sport Climbing

Many athletes love a type of rock climbing called *sport climbing*. These climbers use anchors already set into the face of a mountain. They clip their safety rope to the anchors as they make their way up the steep, rocky cliffs. But the anchors and ropes only keep the climbers from falling. To get to the top, sport climbers must use every part of their body. They use their arms and legs. They even use their fingers and feet to grip the cracks in the rocks. Sport climbing is a lot of fun, but it takes hard work to prepare the body for such an extreme sport.

First, sport climbers need to eat foods rich in vitamins and proteins. Vegetables and fruits provide many vitamins. Meats, nuts, and beans are a great source of protein. These foods give the body the energy it needs to climb.

Second, sport climbers have to build their stamina or endurance. This sport requires a lot of effort. It could be dangerous if a climber quits in the middle of a climb. Regular, intense exercise helps sport climbers prepare for the many hours it takes to climb a steep mountain. Many sport climbers run, swim, and bike too. These activities help the climbers develop strong hearts and lungs. By doing these sports, the climbers increase their staying power so they do not get tired very easily.

Next, sport climbers need to increase their strength and flexibility. They must be strong enough to grip the cracks and pull themselves up the mountain. Lifting weights helps sport climbers build their strength. Often sport climbers will lift weights using only their fingers. They also have to be flexible enough to move around steep, rocky ledges. Stretching several times a day keeps sport climbers limber.

Finally, sport climbers have to practice. Many visit indoor climbing centers several times a week and scale the fake rock walls. These walls have different levels of skill. Most start climbing at the easiest level. Then they work their way up to the most difficult level. Some put small weights on a belt around their waists. This makes the practice climbs harder, but it makes the athletes stronger for climbing real mountains.

Sport climbing is a thrilling and fun outdoor adventure. But climbers must do many things before they even start going up the mountain. Preparing the body for this extreme sport is quite a process.

Directions: Read each word. Divide each word into its affix and base. Then write what each word means.

	Base	+	Affix	=	Meaning
1. climber	_____		_____		_____
2. endurance	_____		_____		_____
3. dangerous	_____		_____		_____
4. flexible	_____		_____		_____

Directions: Reread the passage. Underline the words that indicate a step in the process. Then identify each part of the process of training for sport climbing and describe it in the table below. The first one has been done for you.

Preparing the Body for Sport Climbing			
Step One	Step Two	Step Three	Step Four
Eat the right foods.			
What do the athletes need to do? Eat foods rich in vitamins and protein.	What do the athletes need to do?	What do the athletes need to do?	What do the athletes need to do?

Directions: Think about another process. Then identify and describe each part of the process in the table below.

Process: _____			
Step One	Step Two	Step Three	Step Four
What do _____ need to do?	What do _____ need to do?	What do _____ need to do?	What do _____ need to do?



Identifying Steps in a Process

Directions: Read the passage. Then complete the activities that follow.

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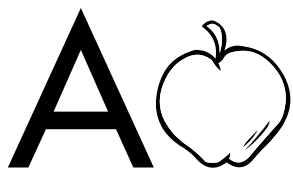
	Base	+	Affix	=	Meaning
1. climber	<u>climb</u>		<u>-er</u>		<u>one who climbs mountains</u>
2. endurance	<u>endure</u>		<u>-ance</u>		<u>ability to bear hardship</u>
3. dangerous	<u>danger</u>		<u>-ous</u>		<u>full of danger</u>
4. flexible	<u>flex</u>		<u>-ible</u>		<u>capable of bending</u>

Directions: Reread the passage. Underline the words that indicate a step in the process. Then identify each part of the process of training for sport climbing and describe it in the table below. The first one has been done for you.

Preparing the Body for Sport Climbing			
Step One	Step Two	Step Three	Step Four
Eat the right foods.	Build stamina.	Build strength and flexibility.	Practice.
What do the athletes need to do? Eat foods rich in vitamins and protein.	What do the athletes need to do? Athletes increase their staying power by running, swimming, and biking.	What do the athletes need to do? Lift weights and stretch the muscles daily.	What do the athletes need to do? Visit indoor climbing centers. Try different levels and put weights around the waist.

Directions: Think about another process. Then identify and describe each part of the process in the table below. **Answers will vary.**

Process: _____			
Step One	Step Two	Step Three	Step Four
What do _____ need to do?	What do _____ need to do?	What do _____ need to do?	What do _____ need to do?



Summarizing Text

Directions: Read the passage. Then underline the main idea in each paragraph.

Building Bridges

- 1 People travel across bridges every day. We use them to cross rivers and canyons, and even to go over other roadways. These bridges can be long, short, high, arched, or straight. It all seems so simple, and yet building bridges is no easy task. It takes a lot of careful planning and plenty of hard work.
- 2 Engineers must do a lot of the planning before they start building a bridge. First, they need to consider the location of the bridge. A bridge that will be built over water is constructed very differently than one built over land. Plus, bridges built in areas that have earthquakes need special attention too. No one wants a bridge collapse when the ground begins to shake!
- 3 Next, the engineers must determine how long the bridge will be. Some bridges may be only 200 feet long, while other may be thousands of feet long. Once they decide the size of the bridge, the engineers can pick the materials they want to use. Most bridges are made of concrete, steel, and iron. Finally, the engineers decide the shape of the bridge and how it will look.
- 4 After the planning process ends, the hard work of building the bridge begins. Not all bridges are built in the same way. Suspension bridges have huge towers with thick steel ropes called *cables*. The cables run from the towers to anchors at each side of the bridge. The anchors pull the cables out and down to hold the bridge in place. Then a second set of steel ropes hang from the main cables. The bridge's roadway is suspended from this set of cables. Two famous suspension bridges include the Golden Gate Bridge in San Francisco and the

Brooklyn Bridge in New York City. The longest suspension bridge is in Japan, and it is over 13,000 feet long!

5 Arch bridges have one or more arches. The arches look like half-circles. People building this type of bridge first construct support mounts at each end of the bridge. The arches of the bridge push out against its supports. This creates tension and holds the bridge in place. Then the roadway is built on top of the arches. The curve of each arch holds the weight of the road. The 3,000-foot Lupu Bridge in China is the largest arch bridge in the world.

6 It often takes years to build a bridge. People take a lot of time to carefully plan the construction for a bridge. Then hundreds of workers come together to build each part. But bridges are well worth the time and effort that people put into them. They connect people and places, they are beautiful, and they are fun to cross!

Directions: Summarize the main idea of each paragraph in the boxes below.

Paragraph 1

Paragraph 2

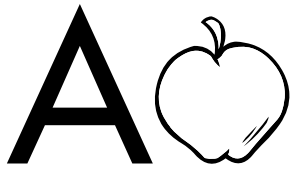
Paragraph 3

Paragraph 4

Paragraph 5

Directions: Read the question. Then write your answer using complete sentences on the lines below.

What is the main idea of the passage?



Summarizing Text

Directions: Read the passage. Then underline the main idea in each paragraph.

Building Bridges

- 1 People travel across bridges every day. We use them to cross rivers and canyons, and even to go over other roadways. These bridges can be long, short, high, arched, or straight. It all seems so simple, and yet building bridges is no easy task. It takes a lot of careful planning and plenty of hard work.
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Directions: Summarize the main idea of each paragraph in the boxes below.

Paragraph 1

It takes careful planning and hard work to build a bridge.

Paragraph 2

Engineers must plan bridges carefully. They first consider the bridge's location.

Paragraph 3

Engineers decide the length of the bridge, the materials they will use, and the shape of the bridge.

Paragraph 4

Different bridges are built in different ways. Suspension bridges have towers and cables.

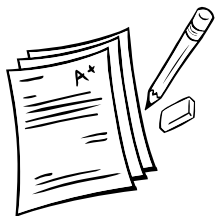
Paragraph 5

Arch bridges have mounts and curves to hold its parts in place.

Directions: Read the question. Then write your answer using complete sentences on the lines below.

What is the main idea of the passage?

This passage describes how bridges are planned, constructed, and built.



Following Multi-step Directions and Summarizing

Directions: Read the passage. Then read each question and circle the correct answer.

Tornado!

- 1 A tornado is an awesome force of nature. Tornadoes sprout down to the ground from violent thunderstorms. Their high winds can rip roofs from houses and throw cars hundreds of feet. They often carry hail the size of softballs. Seeing pictures of tornadoes in books and on the news can leave people feeling scared. Fortunately, it takes the right weather conditions and processes for a tornado to erupt.
- 2 First, three layers of air must exist on top of each other, like a sandwich. A layer of warm, humid air and strong south winds forms near the ground. In the middle, there must be a layer of hot, dry air called a cap. The cap allows the lower layer to get even warmer. And on top sits a layer of cold, dry air with a strong west wind.
- 3 Next, a cold storm system from the west must run into warm air from the east. This lifts the layers of air and removes the cap. This causes air from the ground to flow upward. The rising air collides with the cold winds at the top layer, making the air swirl in a circle. This creates a vacuum. The air is pulled up and pushed out with tremendous force.
- 4 Finally, the tornado is born. Air swirls around and around creating a funnel. The winds inside the tornado reach between 200 and 300 miles per hour. Tornadoes mostly occur in areas east of the Rocky Mountains during the spring and summer months. But tornadoes can occur almost anywhere. Moreover, a tornado often leaps and jumps, making it almost impossible to predict its path. But there are things that you can do to stay safe in a tornado. Just follow these safety rules:

1. Keep an eye on the sky. Look for a wall of dark, greenish clouds and large hail. These two things can be a sure sign of an approaching tornado.
2. If a tornado erupts, find a safe place to hide. The basement of your home is the safest place to be during a tornado. If you do not have a basement, move to an inside hallway or room on the lowest floor. Then crawl under a sturdy piece of furniture, like a desk or table.
3. Stay away from windows! Glass shatters easily in a tornado's high winds.
4. Be prepared. Make sure your family has a plan of action if a tornado strikes, and practice your drill. Also, have a supply kit ready to use in case of any natural disaster. The kit should include water, a first aid kit, flashlights, and batteries.

5 Few storms have the depth and power of a tornado. They can appear without much notice and leave a path of destruction in their wake. Still, tornadoes only form under the right weather conditions and processes. Being aware of these processes and following the proper safety directions helps keep people safe.

1. Which is the first step in the formation of a tornado?
 - A. A cold storm system from the west runs into warm air from the east.
 - B. Three layers of air form on top of each other.
 - C. The air starts to swirl around and around creating a funnel.
 - D. A thunderstorm must first begin.
2. Which is the first thing you should do to stay safe?
 - A. Find a safe place to hide.
 - B. Be prepared.
 - C. Stay away from windows.
 - D. Keep an eye on the sky.

3. Which answer best summarizes paragraph 3?
- A. Cold and warm air collides, causing the air to swirl and form a vacuum.
 - B. Tornado winds are very strong.
 - C. The layers of air are lifted.
 - D. A cold storm system removes the cap and causes air to flow upward.
4. Which answer best summarizes paragraph 4?
- A. Tornado winds reach between 200 and 300 miles per hour.
 - B. Only places east of the Rocky Mountains get tornadoes during spring and summer.
 - C. Tornadoes are dangerous and unpredictable, but we can do certain things to stay safe.
 - D. Air inside a tornado swirls around and around making a funnel.

Directions: Read the writing prompt. Then write your answer in complete sentences on the lines below.

Describe the worst storm you have ever seen or experienced.



Following Multi-step Directions and Summarizing

Directions: Read the passage. Then read each question and circle the correct answer.

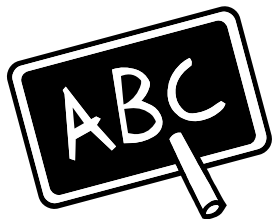
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5 Few storms have the depth and power of a tornado. They can appear without much notice and leave a path of destruction in their wake. Still, tornadoes only form under the right weather conditions and processes. Being aware of these processes and following the proper safety directions helps keep people safe.

1. Which is the first step in the formation of a tornado?
 - A. A cold storm system from the west runs into warm air from the east.
 - B. Three layers of air form on top of each other.**
 - C. The air starts to swirl around and around creating a funnel.
 - D. A thunderstorm must first begin.
2. Which is the first thing you should do to stay safe?
 - A. Find a safe place to hide.**
 - B. Be prepared.
 - C. Stay away from windows.
 - D. Keep an eye on the sky.



Identifying the Main Idea and Supporting Details

Directions: Read the interview. Then complete the questions that follow.

Interview with a Cartoonist

Interviewer: I have seen several of your cartoons. Your science-fiction cartoons are the funniest I have seen. When did you first start drawing?

Cartoonist: Even my earliest attempts at drawing included strange creatures. My mom tells me that I would draw stick figures with three heads. Once she took away my crayons for a week when she found three-headed creatures marching across my bedroom wall. Each head had one eye, and the stick bodies were the colors of the rainbow.

Interviewer: You attended school in New Jersey. Did you draw in school?

Cartoonist: I played different sports and was a Boy Scout. I loved football and riding my bicycle. My Boy Scout troop went on camping trips and I learned to love the outdoors and nature. I began imagining a creature that was part-human and part-wolf with special powers. From those early experiences, I later created my Supernatur-Al character. I did draw in my spare time, but I had a busy childhood with lots of other interests. Drawing science-fiction cartoons is a great pastime for kids of all ages.

Interviewer: You always have the most creative characters in your cartoons. In one cartoon, Supernatur-Al shrinks to an inch and then becomes as tall as a giant. Where do you get your ideas?

Cartoonist: First of all, I believe I have an overactive imagination because I am always seeing silly little scenes and situations in my head. But I also try to take things from real life. Once on a camping trip, one of my friends ran after a football, fell into some poison ivy, and was itchy and miserable the rest of the trip. I started to imagine Supernatur-Al using poison ivy to fight

some aliens who were kidnapping forest animals. It turned into a great cartoon. Did you ever see it?

Interviewer: I did see that cartoon. I loved how Supernatur-Al saved the bunny family. What is the process for creating a cartoon?

Cartoonist: First, I think of an idea and plan the story line, and then I sketch the cartoon with blue pencil because it doesn't show when printed. I use ink and a brush to make it final, and I scan it into the computer where I put on final touches and copy it to a disk. I take it to a print shop for copies and then send it to the magazine. They do any final editing and let me know if I need to change anything. Finally, they print it in a magazine, and I can view my published cartoon along with everyone else.

Interviewer: That is fascinating! Thank you for spending time with us, and now I guess it is back to the drawing board for you.

1. Circle the main idea in the second response from the cartoonist.
2. Underline two supporting details in the second response from the cartoonist.
3. Read the interviewer's comments and questions. Below list three facts and three opinions expressed by the interviewer.

Facts	Opinions

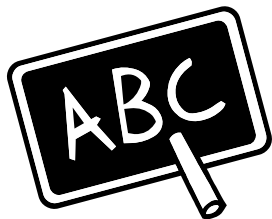
4. What questions would you ask the cartoonist if you were interviewing him?

5. Read these supporting details that the cartoonist could have said.

I went to college for two years. I had to pay part of my expenses, so I colored cartoons for comic books. Seeing all those ideas helped me develop my own characters. I worked on Beetleman, Captain USA, and some others. I reviewed as many cartoons as I could, and then started drawing my own. It is important to not copy other people's ideas.

Which is the best main idea for the supporting details given?

- A. I needed an education and experience to become a cartoonist.
- B. I loved to read cartoons more than doing any of my school work.
- C. It is expensive to go to college and most people get jobs to pay for it.
- D. Beetleman, Captain USA, and other cartoons are my favorite cartoons.



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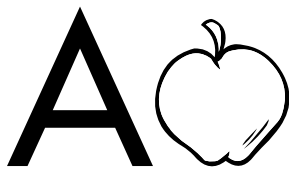
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Summarizing

Directions: Read the newspaper article. Then complete the activities that follow.

Columbus Daily Star

New Hospital Searching for the Best Healthcare Workers

By Angie Eckles

COLUMBUS, March 13 - Shady Sands Hospital will be ready to open by next spring. But before this beautiful new hospital can open, it will need to fill many empty positions, and finding the best people is a challenge. The hospital has many departments that need good healthcare workers.

Everyone knows the success of a hospital is due to the excellence of the people who work there. As part of the solution, Shady Sands recently held a job fair to find nurses and other healthcare workers. Dr. Sam Setitright is the head of the Children's Broken Bone Center. He was at the fair to interview people for his department.

"Our center is full of the best equipment that will save more lives," said Dr. Setitright. "My special area

is helping children with broken bones. At Shady Sands, we have the ability to fix any kind of broken bone. I need good nurses to care for the little patients in our department."

Nancy Tendercare attended the job fair. "I am excited to work at such a modern hospital," said Ms. Tendercare. "I have been a nurse for ten years. My favorite duty is caring for newborn babies because they are so tiny and helpless. In the beginning, they need attention twenty-four hours a day."

The hospital has a new x-ray department. X-rays take important pictures of the bones and organs found inside a body. Greg Goodview's goal is to become head of this department someday.

Mr. Goodview shared, "I just completed several years of college to become an x-ray technician. Our job is to provide the doctors with clear pictures of the patients' problems. I once took a picture of a

crack in a bone that was so tiny, the doctor almost missed it. Fortunately, I was able to take such a clear picture that she was able to see the hairline crack.”

There are many other jobs available at the new hospital. All healthcare workers are encouraged to apply. Technicians are needed for taking blood, while orderlies help to move

patients when needed. Nurses’ aides are very important in helping patients be more comfortable.

Connie Comfortall loves to take care of the patients who are under her care. She said, “A hospital can be a scary place. Sometimes a smile and a fresh pillow can be just what the doctor ordered to help someone feel better.”

1. Write a sentence that summarizes the information in the first paragraph.

2. Draw a line from each word on the left to its antonym on the right.

success

blurry

clear

prevent

better

easy

challenging

failure

encourage

worse

3. Find a word in the article that means the same as the underlined word. Then write the word in the blank to complete the sentence.

It is his purpose to attend medical school and train to be a doctor.

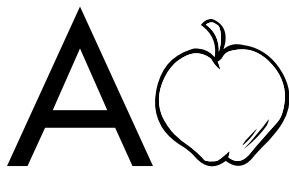
I have a _____ to become an architect someday.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

4. The statement in the box is about healthcare workers.

Finding the best people is a challenge.

What conclusions can you make from the statement? Use evidence from the text to support your answer.



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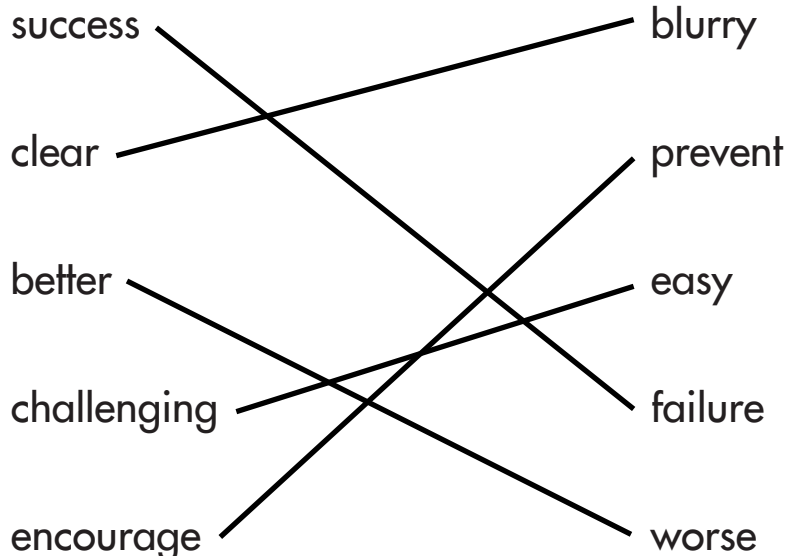
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1. Write a sentence that summarizes the information in the first paragraph.

The hospital needs to find good healthcare workers before it opens in the spring.

2. Draw a line from each word on the left to its antonym on the right.



3. Find a word in the article that means the same as the underlined word. Then write the word in the blank to complete the sentence.

It is his purpose to attend medical school and train to be a doctor.

I have a _____ **goal** _____ to become an architect someday.

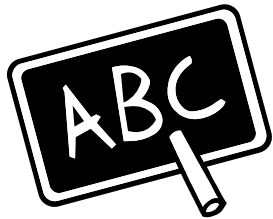
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Identifying the Correct Sequence of Events

Directions: Read the interview. Then complete the activities that follow.

Interview with a Movie Star

Reporter: Thank you for joining us today, Nathan. I know you are busy with your new movie *Pete and Me*.

Nathan: I am happy to share a little about my life with my fans. It is nice to have a break from the shoot also. We say we are “shooting a film” when we are filming a movie

Reporter: When did you start your acting career?

Nathan: I have always liked pretending to be someone else. My mom tells me that I used to pretend to be a dog before I could talk well. I even had her fix me a little bed on the floor next to my pet dog. Then my mom took me to an audition for a movie about a dog when I was five. I loved the lights, cameras, and attention from all the grown-ups, and they loved me too. I have been making movies ever since.

Reporter: How do you get ready to film a movie?

Nathan: Before I even start filming a movie, I do two things. First, I read the script because it tells me what to do and say in the movie. Then I read books about things that are in the movie. In *Pete and Me*, I play a boy who develops a friendship with a stray cat. I’ve not spent much time around cats, so I am reading a book about them. They are interesting animals.

Reporter: What is your regular day like when you are shooting a movie?

Nathan: I get up very early in the morning and try to eat some breakfast before we start filming. I practice the lines in the script while the makeup

team puts on my makeup and the wardrobe crew chooses my clothes for the day. I even have my own hair stylist. Sometimes it can take more than an hour just to get ready for the day's shoot, and the makeup team checks my face a lot throughout the day.

Reporter: What do you do after you are dressed and your makeup is done?

Nathan: I go to the set where we are filming and sit in a chair with my name on it. Fluffy, the cat that plays Pete in our movie, sits in his own chair too. If I am in the scene, the director tells me what she wants me to do, and then I practice the scene. Sometimes we act out one scene 15 to 20 times before we are ready to film it. It gets a little boring doing the same scene over and over. Finally, we shoot the scene with a camera. The days are long, but we always stop for lunch and often we work until dinnertime. That is the way most of my day passes on the set.

On breaks, I like to ride my skateboard around the studio. But most of the time when I'm not acting, I am doing homework assigned by my tutor.

Before I go home, we watch what we shot and talk about tomorrow's work. Sometimes when I go home I watch a movie on TV. It might even be one with me in it. Usually, I am ready to sleep because acting is tiring work.

1. Underline two sentences in the interview that tell what Nathan does before he starts filming a movie.
2. List two things Nathan does when he is not working on a film.

3. What does Nathan while people are getting him ready to shoot the film?

4. Circle the meaning of the word **wardrobe** as it is used in the passage.

the clothes an actor wears

the clothing and costume department

5. Order the following events from Nathan's day from 1 to 5.

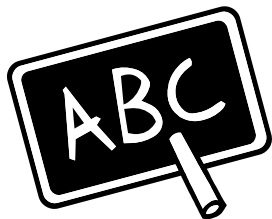
_____ We shoot the scene with the camera.

_____ I watch a movie with me in it.

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Identifying the Main Idea and Supporting Details and More

Directions: Read the article. Then read each question and circle the correct answer.

Fulton Daily News

Police Officers Honored at Special Dinner

By Tim Fong

FULTON, March 14 - Last night, our town's police officers were presented with special awards for their service to our community. The Mayor spoke about the bravery and responsibility of these people.

"They are all my heroes," said Mayor Banks. "Every day these people do what is needed to keep our community safe. Our police officers are the most courageous people in the world."

Fifty police officers were honored at the dinner. Their families were by their sides. Also attending were people who had been helped by these heroes. Mrs. Jones was there to honor Officer Pisi, who stopped two people from breaking into her garage. Mrs. Jones said, "Our

police will be there when you need them. That is very comforting to me."

After shaking Mrs. Jones's hand, Officer Pisi said, "I was doing my job. I am proud to know that people feel safer when I am around. I also like to tell these wrongdoers about better ways to spend their time. Those people we arrested are now working at the Helping Hands Recycling Center where they repair old bikes and then give them to children. That is a much better way for them to use their time and talents."

There was even a special place set aside for the canine unit. Rusty, Neil, and Rosie enjoyed bowls of the delicious dog food. These dogs use their special abilities to track people and animals who are lost, as well as find criminal suspects.

Rosie is the lead dog, and over the years she has found five lost children. Rusty has found three lost

children, two cats, and a runaway turtle. Neil tracked down a man who stole purses from diners at a restaurant.

Rusty's handler is Officer Garcia, and he shared, "You can always depend on these dogs. They give 100 percent to their duties as police dogs. On his days off, Rusty mopes around the house. But at work, he and his nose are always ready for a challenge. Rusty probably loves this job as much as I do."

Local businesses provided the food for the evening and gave prizes to the officers and their families, including a free vacation. "The officers deserve a weekend of fun and relaxation," said Mayor Banks. "Of course, they will not all go at the same time."

Speaking for the group, Officer Linda Evans said, "Thank you so much. We are proud of our jobs and will continue to keep our town safe."

1. Which statement shows how the police officers most likely feel about their jobs?

- A. We are ready to do what it takes to protect our town.
- B. Everyone needs to see how difficult our job is for us.
- C. We need new police cars and uniforms to do a better job.
- D. All criminals must be punished for their actions.

2. Which of the following statements expresses an opinion?

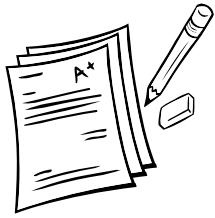
- A. They repair old bicycles and give them to needy children.
- B. Rusty has found three lost children, two cats, and a runaway turtle.
- C. Our police officers are the most courageous people in the world.
- D. Also attending were people who had been helped by the police.

3. Which of the following is an antonym for the word **protect**?
- A. mope
 - B. destroy
 - C. rescue
 - D. honor
4. Why are the dogs so successful at finding those that are lost?
- A. The dogs have been trained to follow their handlers wherever they go.
 - B. The dogs have an excellent sense of smell that they use to track things.
 - C. The dogs chosen to be police dogs have better vision than other dogs.
 - D. The dogs are able to run as fast as the criminals they are chasing.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. Read the main idea about the police dogs in the box below. Then write two details that support this main idea.

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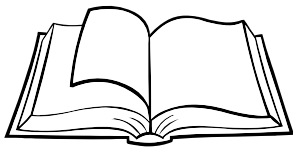
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You can always depend on these dogs. They give 100 percent to their duties as police dogs. _____



Drawing Conclusions

Directions: Read each paragraph. Then read each question and circle the correct answer.

Who Am I?

I am the youngest of three brothers. It is a good thing we get along so well because we spend a lot of time together. Our nearest neighbor is seven miles away! We divide up all the things we must do on the farm each week. I am not allowed to operate the tractor yet. My mom says I must wait until my thirteenth birthday, and that's another two years away. But I don't mind because spending all those hours in the hot sun in the fields doesn't look like fun to me at all.

1. What conclusions can you draw about who I am?
 - A. I am an eleven-year-old girl who lives in a cold region.
 - B. I am a fifteen-year-old girl who lives in a big city.
 - C. I am an eight-year-old boy who lives in a small town.
 - D. I am an eleven-year-old boy who lives in a rural area.

Who Am I?

I am so tired of climbing these stairs. This is the worst part of living on the top floor of a building with eight stories. At least I have a lot of friends in the building who go to the same school as I do, so it's never boring around here! I thought it would be fun to get my driver's license, but I probably won't need it because I use public transportation wherever I go. I like taking the subway and walking everywhere. But I don't like walking up these awful stairs. I wish they'd put an elevator in this old building.

2. What conclusions can you draw about who I am?
 - A. I am a teenager living in a city.
 - B. I am an adult living in a city.
 - C. I am a teenager living in a small town.
 - D. I am an adult living in a small town.

Who Am I?

I just returned from visiting my cousin. We had a great week together, but I just can't believe how different our lives are. For example, she wears shorts and T-shirts in February, and I wear pants and a winter jacket from November to March. She does have to wear a uniform to school, but she says she doesn't mind. I avoid wearing skirts as much as possible. If she visits me next February, she will be in for a big surprise!

3. What conclusions can you draw about who I am?
- A. I am a girl who lives in an area that is warm for most of the year.
 - B. I am a girl who lives in an area that experiences the four seasons.
 - C. I am a boy who lives in an area that is always cold.
 - D. I am a boy who lives in an area that experiences the four seasons.



Drawing Conclusions

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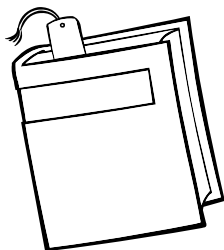
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Retelling Explicit and Implicit Main Ideas

Directions: Read each biography. Then retell the main idea for each one.

Shirin Ebadi

Shirin Ebadi was awarded the Nobel Peace Prize in 2003. She was given this award for her work for human rights. She is passionate about the rights of women and children. Ebadi is a lawyer and a judge who has also written several books. She knows firsthand how important the fight for equal rights is because she lives in Iran. In Iran, men have more rights than women. Ebadi's message for Muslim women is they should get their education and not think that they are less important than men. She thinks women need fight for what they believe in.

Main idea: _____

Mother Teresa

Mother Teresa was born in the Yugoslav Republic of Macedonia. At an early age, she felt a calling to help others. At the age of eighteen, she became a nun with the Irish order of Loeto. After a few months of training, she was sent to work in Calcutta, India. In 1948, she started a school for the poorest children in Calcutta. Her work soon spread to different countries. During her life, Mother Teresa worked not only to care for poor children, but also for victims of natural disasters. She was awarded the Nobel Peace Prize in 1979 for her selfless dedication to those most in need. She talked often about poverty. She said we think poverty is being without

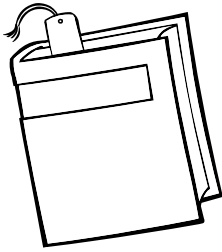
food, clothes, or a place to live. But she believed the greatest kind of poverty is not being wanted, loved, and cared for. Mother Theresa said we must begin in our own homes to fix this type of poverty.

Main idea: _____

Jimmy Carter

Jimmy Carter was the 39th president of the United States, and he was awarded the Nobel Peace Prize in 2002. Before he was president, Carter was the governor of Georgia. As governor, he worked to remove the walls of discrimination that still existed. When he was president, Carter started many different programs. Some of his programs aimed to improve the environment and education. Since his presidential term ended, Carter continues to promote and foster world peace. . He works with Habitat for Humanity, an organization that builds homes for people in need. He volunteers one week a year building a home. He says his faith demands that he tries to make a difference.

Main idea: _____



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Main idea: Shirin Ebadi worked hard to improve the rights of women and children. She believes strongly that all people are created equal and should be treated equally.

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food, clothes, or a place to live. But she believed the greatest kind of poverty is not being wanted, loved, and cared for. Mother Theresa said we must begin in our own homes to fix this type of poverty.

Main idea: **Mother Teresa devoted her life to care for others who were less fortunate. She believed poverty was not only a lack of money, but a lack of love.**

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Main idea: **Jimmy Carter, a former president of the United States, has helped the world. He works for peace and spends time volunteering for Habitat for Humanity. He believes in equality for all people, a good education, and a clean environment.**



Distinguishing Fact and Opinion

Directions: Read the passage. Then complete the activities that follow.

America, My New Home

My name is Yuko. I am 12 years old and have recently moved to the United States. My father's company transferred him to America, so he can train new workers. This is our first time living away from Japan. Everything here is very different. When my father announced we were moving, I felt both excited and scared. I worried about starting a new school, making friends, and fitting into a culture that was foreign to me.

After our plane landed and we arrived at our new home, my body did not know if it was time to wake up or go to sleep. The flight took about 11 hours. Also, the time difference between Japan and California is seventeen hours. When it was time for bed, I could not go to sleep. When I did fall asleep, I would wake in the middle of the night. It took about four days for my body to change to California time.

The difference in time was just one of many adjustments. When I met my teacher for the first time, she extended her hand to shake mine, but I bowed to her. In Japan, bowing is the most important way to show respect. It is the way we greet friends, honor our leaders, and say "thank you" or "good-bye." As soon as I realized my teacher was holding out her hand, I quickly straightened up and gave her hand a light shake. Although I was a little embarrassed, the teacher gave me a warm and understanding smile.

I have also had to adjust to the food in America. In Japan, we eat rice with every meal. There are several thousand varieties of rice grown in Japan. A bag of rice can cost anywhere from \$15.00 to \$70.00, and the most expensive rice is served during special celebrations. Rice is used in many foods. It can be formed into a ball with a piece of fish or vegetable

stuffed into the center. Rice balls are one of my favorite snacks. I like taking them on picnics and in my lunchbox.

One of my mother's biggest challenges has been learning how to drive on the right side of the road. In Japan, we drive on the left side of the road. Our car in Japan has the driver's seat on the right side. The controls for the windshield wipers and turn signals are also reversed. Sometimes when my mom is tired, she will get in on the wrong side of the car. Other times she will head down the road on the wrong side or turn on the wipers instead of the blinkers. If not paying attention, I find myself getting in on the driver's side instead of the passenger's side of the car.

Although moving here has had many ups and some downs, I am truly enjoying learning about American culture and way of life. My parents tell me that it is important to remember our Japanese ways. They say America is great because people like us move here from other countries and share our customs and beliefs.

Directions: Use the word **fact** or **opinion** to complete the sentence.

1. A _____ is something that can be proven using trusted resources.
2. An _____ is a feeling or belief about something and cannot be proven.

Directions: Read these statements from the passage. Write an *F* in front of each statement that is a fact. Write an *O* in front of each statement that is an opinion.

3. _____ In Japan, we drive on the left side of the road.
4. _____ The teacher gave me a warm and understanding smile.

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Reading Fluently

Directions: Read the passages aloud.

One Person Really Can Change the World

Written by Barbara Davis-Pyles

Can one person actually change the world? Mohandas Gandhi and Nelson Mandela are two individuals who did just that. Even though many obstacles stood in their way, both men changed the world around them.

Mohandas Gandhi was born in India in 1869. As was the Indian tradition, his parents arranged a marriage for him at the age of 13. After marriage, he finished school, studied law in England, and then worked in South Africa. While there, Gandhi saw that Indians were mistreated and did not have the same rights as white people. He set out to teach peaceful ways to solve problems and participated in peaceful protests against the government of South Africa.

Gandhi returned to India to stand up for the rights of the Indian people and India's independence from England. Once again, he taught his peaceful ways to the people. They began to call him *Mahatma*, meaning "great soul." Through his work, India finally achieved independence in 1947.

Nelson Mandela is another person who was concerned with the rights of his people. He was born in 1918 in a small South African village. His father named him *Rolihlahla*, meaning "troublemaker." He was later given the name "Nelson" by his first teacher.

At that time, South Africa was ruled by white people, many of whom thought that black Africans did not deserve equal rights. Mandela was angered by this unfairness, and as he grew up, he became very active in the equal rights movement. In fact, he became so active that he was kicked

out of college in 1940 for being part of a protest. He then had to finish his college degree by mail.

After college, Mandela went to law school and then opened a law office. One day in 1960, white police officers killed 69 black protesters, and Mandela decided that fighting back was the only solution. In 1964, the South African government found him guilty of sabotage and sentenced him to life in prison. While in prison, Mandela continued to work for the rights of black people, and over the years, people around the world took up his cause. They asked for his release from jail and for equal rights for black Africans.

After being released from prison in 1990, Mandela continued to focus on securing equal rights for black Africans. He and F.W. de Klerk, the president who released him, received the Nobel Peace Prize in 1993. In 1994, Nelson Mandela was elected president of South Africa.

Both Gandhi and Mandela made a difference by freeing their people. You can make a difference too. In fact, you can change the world!

My Okinawa Adventure

Written by Michele Tulenko-Brodie

From inside our building, I heard the wind howling and the rain slamming against my window at more than 100 miles per hour. We had just moved to Okinawa and we found ourselves locked in our apartment. A typhoon was heading straight toward the island and we were stuck inside for two days until the base commander gave us the “all clear” signal on the radio.

We move around a lot because my father is in the military, and of all

the places we have lived, Okinawa, Japan, is my favorite. Okinawa is located about 300 miles south of mainland Japan. When we moved there, I learned many Okinawan customs and traditions. I also learned to use chopsticks and to speak and write Japanese. I think living in a foreign country so far from home was an interesting experience.

We had seven typhoons our first summer! Typhoon season runs from June through November in Okinawa, and by the end of our first season, I felt like a typhoon pro.

A typhoon is a hurricane in the Pacific Ocean. Typhoons need water temperatures more than 80 degrees Fahrenheit to maintain their power. Okinawa is very hot and humid during the summer, so it is the perfect place for typhoons. That's why this area is called "Typhoon Alley."

Typhoons were not the only things in Okinawa that were new and exciting. On our first dining adventure, I remember looking at the menu. I thought it looked strange because there were several pictures of foods I did not recognize. The names of the dishes were written in Japanese symbols. "How are we supposed to order food?" I pondered.

When the waitress arrived, my dad pointed to the pictures of the dishes he guessed were tasty, and while waiting for our food, we practiced using chopsticks. Chopsticks are two long, thin sticks made of wood or bamboo. They are difficult to use. It took some time, but eventually I was able to pick up even the smallest grain of rice.

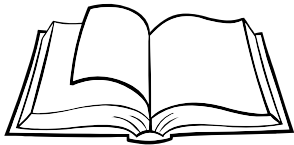
With time, we learned enough Japanese to place an order, compliment the chef, and ask for the bill. I liked sushi, teriyaki chicken, and pork curry the most. Many restaurants served a vegetable called goya. It looks to me like a large, bumpy cucumber and it can be prepared as a goya burger, goya juice, or as a side dish. Goya is an acquired taste; I found it bitter

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In addition to appreciating the food of Okinawa, I enjoyed learning about its culture and history. Okinawa is famous for holding the world's biggest tug-of-war. The contest is part of an annual festival in which Okinawans thank gods for the harvest, pray for rain, and ward off disease.

Okinawa is also known as the birthplace of *karate*, which means “art of the empty hand.” In the 1400s, the king passed a law forbidding the use of weapons. Without weapons, Okinawans learned to use their body, mind, and spirit to defend themselves.

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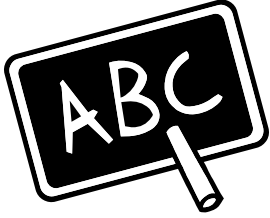
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Drawing Conclusions and Making Generalizations

Directions: Read the passage. Then read each question and circle the correct answer.

The Promised Land

My voyage to America was not an easy one. Months before we left, my parents made the necessary preparations for the journey. My father had secretly built a large raft and my mother had mapped out our course. We would cross the Straits of Florida as we made our way to Miami, Florida. She used swirling lines to mark the currents that we needed to avoid. When we looked at the map, the crossing seemed short. Yet the 90 miles that separated our home from the Miami shore were filled with many dangers.

We knew the journey would be risky. Several families who lived in our town had attempted the same voyage. Some tried to make the crossing on a raft like ours. One family, who set out in a rowboat, weathered a storm and circling sharks, only to be caught at sea and returned to the island. Others paid large sums of money to be taken across in speedboats. Those on speedboats did not always make it either. Strong winds and heavy seas would overturn them. But it was the news of families made it and the stories of their new lives that inspired us to try such a trip.

On the day we left, our parents woke very early to finish packing the last of our belongings. Under the cover of darkness, we eased the raft into the water. There were six of us in all—my family along with my two uncles. Using a compass and the map as our guides, we paddled for hours, but made little progress. A storm was moving in and the rough current was carrying us back toward the Cuban coast. So we gathered some rope, tied ourselves to the deck, and began paddling with all our might. After several hours of rowing, we were overcome with exhaustion and fell asleep.

By the fourth day, our hands were blistered and our faces were sunburned. Our supply of fresh water was gone. We knew we would not be able to go much farther. Suddenly, from out of nowhere, a seagull circled our raft. At that moment we knew the land of liberty was close. With new strength, we grabbed our paddles and pushed our way across the sea. Just as the sun was beginning to set, we saw a sight more beautiful than we had imagined. We had made it to America—the land of the free, the land of opportunity.

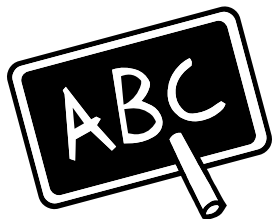
Today marks the first anniversary of our arrival to the United States. My father keeps our raft in a corner of the garage. He says that it serves as a reminder of where we came from and of the possibilities that lie ahead.

1. The author wrote this passage to ____
 - A. share a life changing experience.
 - B. inform readers about Cuban lifestyles.
 - C. describe the opportunities in America.
 - D. explain how to cross the Straits of Florida.
2. Which sentence supports the author's point of view about coming to America?
 - A. The author feels that his family was not prepared for the trip.
 - B. The author thinks it would have been better to stay in Cuba.
 - C. The author believes the raft would not hold up in the strong winds and heavy seas.
 - D. The author knows the journey was dangerous, but felt it was worth the risk.

3. Based on the passage, which of the following is true?
- A. All those who tried the journey in a rowboat were caught and taken back to Cuba.
 - B. Cuban people sometimes pay large amounts of money to be brought to America.
 - C. Strong winds and high seas cannot overturn speedboats.
 - D. A raft is the best means for crossing the Straits of Florida.
4. Which of the following would be another good title for the passage?
- A. "My Life in America"
 - B. "Caught in a Storm"
 - C. "Fleeing for Florida"
 - D. "The Cuban Coastline"

Directions: Read the question. Then write your answer using complete sentences on the lines below.

5. Why do you think people from Cuba attempt to cross the Straits of Florida? Use the information in the passage to support your answer.



Drawing Conclusions and Making Generalizations

Directions: Read the passage. Then read each question and circle the correct answer.

The Promised Land

My voyage to America was not an easy one. Months before we left, my parents made the necessary preparations for the journey. My father had secretly built a large raft and my mother had mapped out our course. We would cross the Straits of Florida as we made our way to Miami, Florida. She used swirling lines to mark the currents that we needed to avoid. When we looked at the map, the crossing seemed short. Yet the 90 miles that separated our home from the Miami shore were filled with many dangers.

We knew the journey would be risky. Several families who lived in our town had attempted the same voyage. Some tried to make the crossing on a raft like ours. One family, who set out in a rowboat, weathered a storm and circling sharks, only to be caught at sea and returned to the island. Others paid large sums of money to be taken across in speedboats. Those on speedboats did not always make it either. Strong winds and heavy seas would overturn them. But it was the news of families made it and the stories of their new lives that inspired us to try such a trip.

On the day we left, our parents woke very early to finish packing the last of our belongings. Under the cover of darkness, we eased the raft into the water. There were six of us in all—my family along with my two uncles. Using a compass and the map as our guides, we paddled for hours, but made little progress. A storm was moving in and the rough current was carrying us back toward the Cuban coast. So we gathered some rope, tied ourselves to the deck, and began paddling with all our might. After several hours of rowing, we were overcome with exhaustion and fell asleep.

By the fourth day, our hands were blistered and our faces were sunburned. Our supply of fresh water was gone. We knew we would not be able to go much farther. Suddenly, from out of nowhere, a seagull circled our raft. At that moment we knew the land of liberty was close. With new strength, we grabbed our paddles and pushed our way across the sea. Just as the sun was beginning to set, we saw a sight more beautiful than we had imagined. We had made it to America—the land of the free, the land of opportunity.

Today marks the first anniversary of our arrival to the United States. My father keeps our raft in a corner of the garage. He says that it serves as a reminder of where we came from and of the possibilities that lie ahead.

1. The author wrote this passage to ____
 - A. share a life changing experience.**
 - B. inform readers about Cuban lifestyles.
 - C. describe the opportunities in America.
 - D. explain how to cross the Straits of Florida.

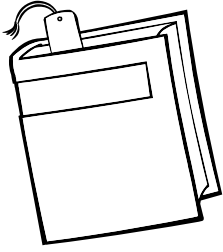
2. Which sentence supports the author's point of view about coming to America?
 - A. The author feels that his family was not prepared for the trip.
 - B. The author thinks it would have been better to stay in Cuba.
 - C. The author believes the raft would not hold up in the strong winds and heavy seas.
 - D. The author knows the journey was dangerous, but felt it was worth the risk.**

3. Based on the passage, which of the following is true?
- A. All those who tried the journey in a rowboat were caught and taken back to Cuba.
 - B. Cuban people sometimes pay large amounts of money to be brought to America.
 - C. Strong winds and high seas cannot overturn speedboats.
 - D. A raft is the best means for crossing the Straits of Florida.
4. Which of the following would be another good title for the passage?
- A. “My Life in America”
 - B. “Caught in a Storm”
 - C. “Fleeing for Florida”
 - D. “The Cuban Coastline”

Directions: Read the question. Then write your answer using complete sentences on the lines below.

5. Why do you think people from Cuba attempt to cross the Straits of Florida? Use the information in the passage to support your answer.

Many people are trying to leave Cuba by crossing the Straits of Florida on rafts and rowboats. They want to reach the Florida coast. In America, they know they will have more opportunities for a better way of life.



Using Text Structure to Aid in Understanding

Directions: Read the encyclopedia entry. Then complete the activities that follow.

The People's Republic of China

People

China has the largest population of any country in the world. One-fifth of all people on the earth are citizens of China. There is great diversity among the people who live in China. In fact, a person in one part of China may speak a different language than a person in another part of China.

Government

The country of China is divided into several provinces. These provinces began during the T'ang Dynasty and were similar to individual nations. Over the years they grew in power and importance. However, during the middle of the twentieth century, a Communist government was established. The government limited the control and power of the provinces. The provinces still play an important role in Chinese government, but they are more like the states in the United States than the individual nations of the past.

Geography

China is a large, diverse country. With an area of approximately 3,696,100 square miles, China is almost as large as all the European countries combined. Only Russia and Canada surpass China in the total amount of land area. Within its borders, China has the highest mountain peak in the world, Mount Everest. However, parts of China are below sea level, including the Turfan Depression.

Landmarks

China boasts the highest mountain peak in the world, Mount Everest. It measures at 29,035 feet high and is a challenge to climbers. China has

impressive landmarks made by humans as well. In fact, the Great Wall of China can be seen from the international space station. Other landmarks are the Grand Canal, the Silk Road, and the Yangtze and Yellow rivers.

Climate

Because China covers such a large area, its climate varies across the country too. In northwestern China, the climate is extremely dry. But in southeastern China, the area receives enormous amounts of rain during parts of the year. Because of its climate, China has perhaps the greatest variety of plant and animal life of anyplace on Earth.

Economy

The Chinese economy has improved in recent years and is considered the world's largest developing economy. China's economy is a "mixed" economy that blends ideas taken from Communism with ideas taken from countries like the United States. The central government continues to control the overall process. But individuals and local officials have some responsibility for production of certain products and services.

1. Listed below are facts about China. Mark an *X* under the heading of where you would find information about the fact.

	People	Government	Geography	Landmarks	Climate	Economy
China developed a strong Communist government.						
China has a variety of plant and animal life.						
The highest mountain peak in the world is Mount Everest.						
One-fifth of all people in the world live in China.						
Some individuals are responsible for the production of certain products.						
The Great Wall of China is a popular place to visit.						

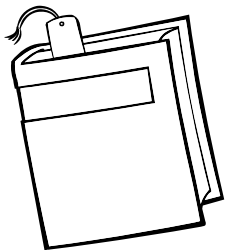
2. Circle the correct meaning of the word **peak** as it is used in the encyclopedia entry.

the front or back part of a ship

the top of a mountain

3. Paraphrase the following excerpt from the encyclopedia entry.

China boasts the highest mountain peak in the world, Mount Everest. It measures at 29,035 feet high and is a challenge to climbers.



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The highest mountain peak in the world is Mount Everest.			X			
One-fifth of all people in the world live in China.	X					
Some individuals are responsible for the production of certain products.						X
The Great Wall of China is a popular place to visit.				X		

2. Circle the correct meaning of the word **peak** as it is used in the encyclopedia entry.

the front or back part of a ship

the top of a mountain

3. Paraphrase the following excerpt from the encyclopedia entry.

China boasts the highest mountain peak in the world, Mount Everest. It measures at 29,035 feet high and is a challenge to climbers.

Answers will vary.



Using Titles, Table of Contents, and Chapter Headings

Directions: Read the table of contents and the paragraphs. Next, write the title of the chapter that describes what the paragraph is about. Then write a summary of the paragraph in one sentence.

Contents

Introduction	2
Chapter 1. Characteristics of Sharks	5
Chapter 2. Types of Sharks	17
Chapter 3. Feeding Habits	31
Chapter 4. Shark Environment	45
Chapter 5. Endangered Species	62
Chapter 6. Shark Attacks	76

Heading: _____

It has been reported some sharks, such as the great white, bull, and tiger shark, have been known to attack humans. However, most experts believe that humans are not the usual prey of sharks. A common belief is that sharks mistake humans for large fish or seals. From a shark's viewpoint, a human looks quite similar to a large fish.

Summary: _____

Heading: _____

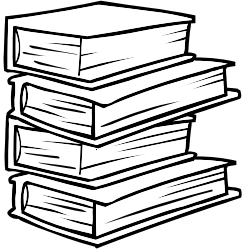
There are approximately 350 species of sharks in the waters around the world. The two largest species are the whale and basking sharks. They can grow to be fifty feet in length! Other types of sharks include the great white, hammerhead, tiger, bull, white tip, and blue. They vary greatly in both size and shape.

Summary: _____

Heading: _____

Like most fish, sharks use gills to take oxygen from the water. There is great variety between the differing species of sharks. But most sharks have gray, tough skin. Sharks usually have a pointed fin and snout, a football shaped body, and rows of sharp teeth.

Summary: _____



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Heading: Shark Attacks

It has been reported some sharks, such as the great white, bull, and tiger shark, have been known to attack humans. However, most experts believe that humans are not the usual prey of sharks. A common belief is that sharks mistake humans for large fish or seals. From a shark's viewpoint, a human looks quite similar to a large fish.

Summary: Even though

humans are not the usual prey
of sharks, sometimes sharks
attack humans because they
mistake them for fish.

Heading: Types of Sharks

There are approximately 350 species of sharks in the waters around the world. The two largest species are the whale and basking sharks. They can grow to be fifty feet in length! Other types of sharks include the great white, hammerhead, tiger, bull, white tip, and blue. They vary greatly in both size and shape.

Summary: A variety of

sharks live in waters around
the world, including very large
species like the whale and
basking sharks, and many
others, such as the great white,
tiger, and blue shark.

Heading: Characteristics
of Sharks

Like most fish, sharks use gills to take oxygen from the water. There is great variety between the differing species of sharks. But most sharks have gray, tough skin. Sharks usually have a pointed fin and snout, a football shaped body, and rows of sharp teeth.

Summary: Most sharks are

gray, have tough skin, a
pointed fin and snout, a
football shaped body, rows of
sharp teeth, and use gills to
get oxygen from the water.

Heading: Feeding Habits

Fish is the main diet of most sharks. Larger sharks eat seals, sea lions, and dolphins. One type of shark, the tiger shark, is known as the “garbage can of the sea” because they will eat just about anything. Some kinds of sharks are known as bottom feeders. They eat food off the ocean floor. Other sharks, like the whale shark and basking shark, consume large quantities of plankton by straining them out of the water.

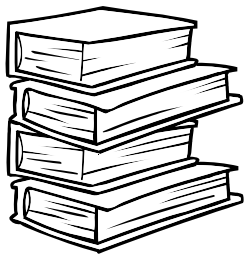
Summary: Sharks mainly eat fish, but some types of sharks eat other things like seals, sea lions, dolphins, and plankton.

1. Under which heading would you find information about sharks that are near extinction?

Endangered Species

2. Under which heading would you find information about where sharks live?

Shark Environment



Using Information from Tables and Charts

Directions: Read the table and encyclopedia entry. Then read each question and circle the correct answer.

Mount Everest

Mount Everest is the tallest mountain in the world. It is located on the border between Tibet and Nepal, and is part of a group of mountains known as the Himalayas.

Mount Everest Facts	
Height	29,035 feet
Age of Mount Everest	Formed about 60 million years ago
Its name	Named after Sir George Everest, British land surveyor, 1865
Other names	Chomolungma (Tibetan) Sagarmatha (Sanskrit and Nepali)
First people to climb to the top	Sir Edmund Hillary and Tenzing Norgay, 1953
First ascent by a woman	Junko Tabei, 1975
First ascent by a legally blind person	Erik Weihenmeyer, 2001
First person to climb from three points of the compass	Kushang Dorjee Sherpa
Youngest climber	Temba Tsheri at age 15 years old, 2001
Oldest climber	Yuichiro Miura at age 70 years and 222 days old, 2003
Most climbs	Apa Sherpa with 15 climbs, 2000

Longest stay on top	Babu Chiri Sherpa stayed for over 21 hours, 1999
Fastest trip down the mountain	Jean-Marc Boivin returned in 11 minutes by paraglider, 1988
First ski descent	Davo Karnicar, 2000
Highest cause of death	Avalanches
Most dangerous area	Khumbu Icefall with 19 deaths

Southeast Ridge Route

If climbers take the Southeast Ridge route, they must spend about two weeks in Base Camp so they can adjust to the altitude. The trek to the next camp begins very early in the morning. Once the sun reaches the icefall, it becomes extremely dangerous to climbers.

Camp I is just above the icefall. From Camp I, climbers continue up to Camps II, III, and IV. Once they are at Camp IV, climbers only have about two or three days to attempt a climb to the summit. That is about how long they can survive in the high altitude. The weather must be clear and winds low in order for climbers to try to reach the top. If conditions are not good, climbers have to return to Base Camp.

Northeast Ridge Route

The Northeast Ridge route begins in Tibet. Base Camp is located on the Rongbuk Glacier. From Base Camp, climbers go to Camps II, and III. Climbers must use ropes in order to reach Camp IV.

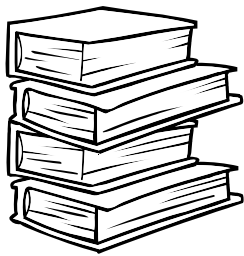
From Camp IV, climbers continue on to Camps V and VI. It is from Camp VI that climbers try to reach the summit. First, they must go through the First Step, Second Step, and Third Step, which are three bands of different types of rock. Once climbers have passed the Third Step, they have a short distance before reaching the top, but it is very steep.

1. Who was the oldest person to climb Mount Everest?
 - A. Edmund Hillary
 - B. Apa Sherpa
 - C. Yuichiro Miura
 - D. Temba Tsheri

2. What causes the most deaths on Mount Everest?
 - A. falls
 - B. lack of oxygen
 - C. storms
 - D. avalanches

3. How did Jean-Marc Boivin get down the mountain in only 11 minutes?
 - A. by helicopter
 - B. by paraglider
 - C. by skis
 - D. by parachute

4. Who is the only climber to have climbed from three sides of Mount Everest?
 - A. Kushang Dorjee Sherpa
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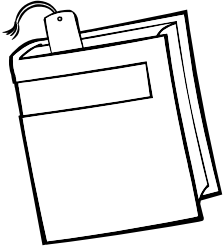
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Using Text Structure to Aid in Understanding

Directions: Read the encyclopedia entry. Then read each question and circle the correct answer.

Hurricanes

Description

A tropical cyclone that starts over the ocean is called a *hurricane*. Heavy rainfall and high winds are two signs of a hurricane. A hurricane can be up to 1,200 miles across and it must have winds faster than 75 miles per hour.

Warm water is needed to form and fuel a hurricane. Once a hurricane reaches land, it begins to die out because it is cut off from its energy source. Unfortunately, hurricanes die out slowly, especially if they are very strong. As a result, damage from a hurricane can reach far inland.



Every hurricane has an eye, or center, where there are no winds or clouds. When the eye of a storm passes over a spot, it may seem as if the storm is finished. But it is not. The winds and rain are swirling around the eye. Eventually, the back part of the hurricane will cross over the location.

Names

Americans usually use the term *hurricane* to refer to this type of destructive storm. In other parts of the world, the terms *cyclone* and *typhoon* are used.

Different Names for a Tropical Cyclone

Term	Origin
hurricane	western India
typhoon	China
baquios	Philippines
willy-willies	Australia
cyclone	India

Storm surge

A storm surge occurs when a hurricane's winds create a wall of water. The hurricane pushes the wall of water inland where it can cause severe damage. A storm surge can even flood an entire city. Sometimes the damage caused by a storm surge is even greater than the damage caused by the tornado inside the hurricane.

1. What are two signs of a hurricane?
 - A. heavy rainfall and high winds
 - B. a warm water and no winds
 - C. storm clouds and high winds
 - D. heavy rain and a wall of water

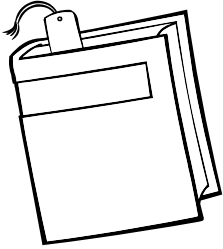
2. What is a storm surge?
 - A. high winds
 - B. a water tornado
 - C. storm clouds
 - D. a wall of water

3. What does the word **eye** mean as it is used in the passage?
 - A. an organ of sight
 - B. close attention
 - C. to look at
 - D. in the center

4. What is another name for hurricane?
 - A. typhoon
 - B. tornado
 - C. storm surge
 - D. eye

Directions: Read the question. Then write your answer using complete sentences on the lines below.

5. Why are hurricanes so dangerous? Use details from the passage to support your answer.



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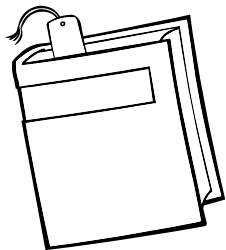
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Answers will vary.



Determining the Meaning of Multiple-Meaning Words

Directions: Read the story. Then complete the activities that follow.

The Missing Mascot

“Don’t loaf around, kids,” Coach yelled to us. “Start warming up.”

Our league championship was about to begin, but none of us were in the mood to play. Our spirits were down because it seemed our team mascot had deserted us just when we needed her most. Lucy was a lark who watched every one of our practices and home games, and she was not chirping away in the tree behind the dugout as she usually did.

We reluctantly started throwing and catching some balls as Coach demanded us to do, but the whole time we were wondering what had happened to our mascot. How could she choose this day to fly away?

Just as our first batter started walking towards home plate, we heard the most beautiful sounds coming from Lucy’s tree. Immediately, we turned to listen, and there was Lucy rooting us on with her melodious chirps. The strange thing was that Lucy was not alone. Tucked in her nest were three baby birds singing in time with their mother.

“Congratulations!” we all cheered in unison.

Lucy responded to our happy cries with a chirp we had never heard before. It sounded as if she said, “Play ball!” So with great excitement and relieved hearts, we set our minds on winning the game.

Directions: Circle the meaning of the word as it is used in the story.

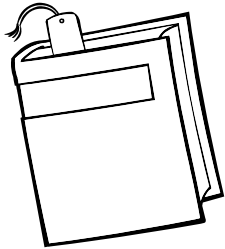
- | | |
|--------------------------|----------------------------|
| 1. loaf | 4. lark |
| A. to be idle | A. an amusing prank |
| B. block of bread | B. small brownish songbird |
| 2. league | 5. heard |
| A. measure of distance | A. listened to |
| B. group of sports clubs | B. large group of animals |
| 3. desert | |
| A. to leave alone | |
| B. hot, dry area of land | |

Directions: In the story, underline each of the words listed below. Then write the context clues that help determine the meaning of each word. The first one has been done for you.

- | | |
|-------------|---|
| 1. loaf | <u>“Start warming up” and “none of us were in the mood to play”</u> |
| 2. league | _____ |
| 3. deserted | _____ |
| 4. lark | _____ |
| 5. heard | _____ |

Directions: Reread the story. Then complete each question in the graphic organizer.

Element of Plot	How the Element Appears in the Story
Conflict What problem does the team have in the story?	<hr/> <hr/> <hr/> <hr/>
Rising Action What does the team do to try to solve their problem?	<hr/> <hr/> <hr/> <hr/>
Climax When is the team's problem solved?	<hr/> <hr/> <hr/> <hr/>
Outcome How does the story end?	<hr/> <hr/> <hr/> <hr/>



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“Don’t loaf around, kids,” Coach yelled to us. “Start warming up.”

Our league championship was about to begin, but none of us were in the mood to play. Our spirits were down because it seemed our team mascot had deserted us just when we needed her most. Lucy was a lark who watched every one of our practices and home games, and she was not chirping away in the tree behind the dugout as she usually did.

We reluctantly started throwing and catching some balls as Coach demanded us to do, but the whole time we were wondering what had happened to our mascot. How could she choose this day to fly away?

Just as our first batter started walking towards home plate, we heard the most beautiful sounds coming from Lucy’s tree. Immediately, we turned to listen, and there was Lucy rooting us on with her melodious chirps. The strange thing was that Lucy was not alone. Tucked in her nest were three baby birds singing in time with their mother.

“Congratulations!” we all cheered in unison.

Lucy responded to our happy cries with a chirp we had never heard before. It sounded as if she said, “Play ball!” So with great excitement and relieved hearts, we set our minds on winning the game.

Directions: Circle the meaning of the word as it is used in the story.

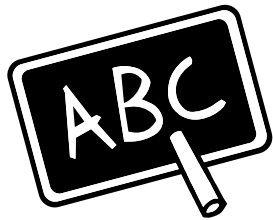
- | | |
|---|--|
| <p>1. loaf
 A. to be idle
 B. block of bread</p> | <p>4. lark
 A. an amusing prank
 B. small brownish songbird</p> |
| <p>2. league
 A. measure of distance
 B. group of sports clubs</p> | <p>5. heard
 A. listened to
 B. large group of animals</p> |
| <p>3. desert
 A. to leave alone
 B. hot, dry area of land</p> | |

Directions: In the story, underline each of the words listed below. Then write the context clues that help determine the meaning of each word. The first one has been done for you.

- | | |
|-------------|---|
| 1. loaf | “Start warming up” and “none of us were in the mood to play” |
| 2. league | “championship” and “our practices and home games” |
| 3. deserted | “How could she choose this day to fly away?” |
| 4. lark | “chirping away in the tree” and “flying away” |
| 5. heard | “the most beautiful sounds” and “turned to listen” |

Directions: Reread the story. Then complete each question in the graphic organizer.

Element of Plot	How the Element Appears in the Story
<p>Conflict What problem does the team have in the story?</p>	<p>The team's mascot was not singing in the tree. She would usually sing during practices and home games.</p>
<p>Rising Action What does the team do to try to solve their problem?</p>	<p>They tried to begin their game without their mascot.</p>
<p>Climax When is the team's problem solved?</p>	<p>When the first batter goes up to home plate, they hear Lucy and her baby birds singing in the tree.</p>
<p>Outcome How does the story end?</p>	<p>Lucy seemed to chirp "play ball," so the team became excited and ready to win the game.</p>



Cause and Effect: Understanding a Character's Changing Feelings

Directions: Read the story. Then complete the activities that follow.

Just for the Fun of It

Mike began playing golf when he was four years old, but by the time he was eleven, he had grown annoyed with the game and was playing poorly. Mike played so terribly in a junior championship game that he came in last place. He felt ashamed and was angry with the sport of golf.

“I’m never playing this game again,” Mike yelled as he stomped off the course. His father was unhappy with Mike’s poor sportsmanship and conduct. When they reached the car, his dad had Mike sit down so they could talk about what had happened.

“I understand how upset you are, Mike, but you can’t give up just because you didn’t play well.” His father was not disappointed with how poorly Mike played, but he was unhappy about how Mike reacted to losing. “You love playing golf and you can still enjoy it whether you win or lose.”

“You don’t understand, Dad,” Mike replied. “I used to be so good at this game, and now I’m not good at all.”

But Mike’s father knew differently, and he thought all Mike needed was a change in his attitude. “Well, maybe you’ll feel better after some lessons. If you’re still unhappy after the lessons, then you don’t ever have to play again.” His father simply wanted to see Mike try his best.

Mike acknowledged he had a poor attitude and agreed to take some golf lessons. He thought taking a break from competitive play might help

him learn to love the game again. So one morning, he woke up early—even before the birds began chirping—to go to his first golf lesson. He was a little unsure how it would proceed, but as soon as he met his instructor, all Mike’s fears disappeared.

“Good morning, Mike. I’m Peter.” Peter reached out to shake Mike’s hand.

There was something special about Peter. His enthusiasm about the game was infectious and it made Mike smile. For the rest of the morning, Mike listened carefully as Peter spoke passionately about the game. Mike began to remember why he had started playing golf in the first place. Mike remembered how fun it was to play golf, and how much he enjoyed the exercise and fresh air the sport afforded him.

The two golfers met once each week until Mike felt satisfied about his progress. As the summer came to an end, Mike felt ready to play in tournaments again. He played well at his first tournament, but he noticed that he was losing interest again. After the second tournament, Mike spoke to his father about his feelings.

“Dad?” he questioned in a quiet voice.

“Yes, Son, what’s wrong?”

“Well, it’s just ... I’m not having any fun. I mean I like playing golf, but these tournaments are too much pressure. They take all the fun out of the game.” Mike explained that competing made him feel nervous and angry.

His father was pleased with Mike’s honesty and proud of his son for giving golf another chance. From that day forward, Mike stepped away from competitive golf, but he continued to play the sport—just for the fun of it.

Directions: Answer the questions to complete the story map below.

What is Mike's problem at the beginning of the story?

What causes Mike to dislike golf?

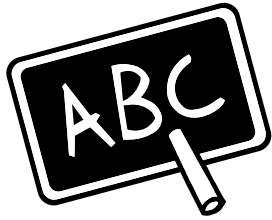
How does his father feel about Mike's decision to stop playing golf?

What advice does Mike's father give him?

At the end of the story, how does Mike feel about golf?

Directions: Read the question. Then write your answer in complete sentences on the lines below.

What are two cause and effect relationships in this story?



Cause and Effect: Understanding a Character's Changing Feelings

Directions: Read the story. Then complete the activities that follow.

Just for the Fun of It

Mike began playing golf when he was four years old, but by the time he was eleven, he had grown annoyed with the game and was playing poorly. Mike played so terribly in a junior championship game that he came in last place. He felt ashamed and was angry with the sport of golf.

“I’m never playing this game again,” Mike yelled as he stomped off the course. His father was unhappy with Mike’s poor sportsmanship and conduct. When they reached the car, his dad had Mike sit down so they could talk about what had happened.

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“You don’t understand, Dad,” Mike replied. “I used to be so good at this game, and now I’m not good at all.”

But Mike’s father knew differently, and he thought all Mike needed was a change in his attitude. “Well, maybe you’ll feel better after some lessons. If you’re still unhappy after the lessons, then you don’t ever have to play again.” His father simply wanted to see Mike try his best.

Mike acknowledged he had a poor attitude and agreed to take some golf lessons. He thought taking a break from competitive play might help

him learn to love the game again. So one morning, he woke up early—even before the birds began chirping—to go to his first golf lesson. He was a little unsure how it would proceed, but as soon as he met his instructor, all Mike’s fears disappeared.

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His father was pleased with Mike’s honesty and proud of his son for giving golf another chance. From that day forward, Mike stepped away from competitive golf, but he continued to play the sport—just for the fun of it.

Directions: Answer the questions to complete the story map below.

What is Mike's problem at the beginning of the story?

Mike no longer likes to play golf.

What causes Mike to dislike golf?

Mike isn't playing well in his tournaments. He feels ashamed that he isn't playing well. Mike feels angry about the sport.

How does his father feel about Mike's decision to stop playing golf?

His father is disappointed. He feels like Mike is giving up because Mike has enjoyed playing golf in the past.

What advice does Mike's father give him?

His dad encourages him to change his attitude and take some lessons.

At the end of the story, how does Mike feel about golf?

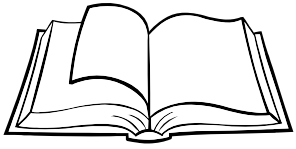
Mike enjoys golf again. He has a positive attitude about the sport. Now he plays for fun, and not for the contest.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

What are two cause and effect relationships in this story?

Mike was playing golf badly, and then he started to dislike the game.

Mike changed to a positive attitude about golf, and then he played better.



Interpreting Theme

Directions: Read the story. Then complete the activities that follow.

Playing in the Band

Diego read the poster on the door of band room, and it said “Auditions for junior high school band will be held next Thursday.” Diego was thrilled. He had played saxophone for a couple of years in the beginning band. This time he planned try out for a spot as a drummer.

Though he was skilled at playing the saxophone, Diego dreamed of playing drums in the band. For the past year he had been taking drum lessons. He enjoyed playing drums so much. Diego hoped to secure a position as a drummer in the junior high band.

During band practice after school, Diego’s teacher handed out the schedule for the tryouts. There was going to be a live audition and a music test. At first, the test did not concern Diego because he knew how to read sheet music. Then Diego noticed an important note explaining how drummers would have to achieve a very high score in reading rhythm patterns to make the band. This test posed a challenge to him, and Diego was concerned because he was not used to reading for drums.

Diego really wanted to be a drummer in the band, so he practiced his drums for the audition. But he also practiced playing his saxophone, reading sheet music, and interpreting the rhythm patterns. Diego knew in his heart he might not be ready to play drums, and he would have to play the saxophone for one more year.

The day of tryouts arrived, and Diego could barely eat his breakfast. His mind was filled with worry and he had a difficult time concentrating in school. During lunch, when Diego’s friends asked if he wanted to play a

game of basketball, he said no because he felt too sick to his stomach.

After school, Diego ran to the multi-use room where the auditions were being held. He felt anxious and excited all at once. He was starting to get butterflies in his stomach. It was nerve-wracking listening to all the wonderful musicians-especially the drummers! “They sound so great,” Diego thought. “They are as good as rock stars!”

When it was Diego’s turn he decided to play both instruments for the judges. At first, he played as quiet as a mouse because he was so nervous. But as he began to block out the sounds and distractions around him, he forgot his fears and played with gusto. Diego felt like he played both instruments very well, but he knew some of the other kids had done well too. Later, he was called in to take the music test. Diego did the best he could.

Three days later, the band teacher let the cat out of the bag and told Diego how he did at the audition. Diego had mixed feelings about the outcome. He was happy that he had earned a spot in the band, but disappointed to discover that he was assigned the saxophone again.

Diego asked his band teacher how he did in the audition. The teacher told him that the judges thought he played both instruments very well, but he did not score high enough on the music test. Diego was encouraged by this feedback and thought, “I will study hard and try again next year. But at least I still get to play in the band!”

Directions: Read each question. Then complete the questions in order to help you determine the theme of the story.

1. How did Diego feel about trying out for the junior high band?

2. What does Diego do to prepare for the audition?

5. What is the theme of the story?

4. What does the main character learn in the story?

3. How did Diego feel when he learned about the outcome of his tryouts?

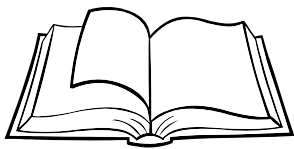
Directions: Read each question. Then write your answer for each question on the lines below.

6. What does it mean when the author said Diego was “starting to get butterflies in his stomach?”

7. What does it mean when the author says the teacher “let the cat out of the bag?”

8. To what does Diego compare the other musicians?

9. Which simile in the passage describes how Diego began to play at his audition?



Interpreting Theme

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Diego was thrilled.

2. What does Diego do to prepare for the audition?

Diego practices playing both instruments, reading music, and interpreting rhythm patterns.

5. What is the theme of the story?

Never give up.

If at first you do not succeed, try, try again.

4. What does the main character learn in the story?

Diego learns that sometimes you do not get what you want.

3. How did Diego feel when he learned about the outcome of his tryouts?

At first, Diego has mixed feelings because he really wanted to be a drummer. But then he is happy because he gets to play saxophone in the band.

Directions: Read each question. Then write your answer for each question on the lines below.

6. What does it mean when the author said Diego was “starting to get butterflies in his stomach?”

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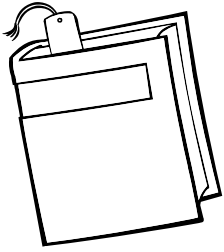
Diego’s music teacher told him before he was supposed to or before the other kids found out.

8. To what does Diego compare the other musicians?

rock stars

9. Which simile in the passage describes how Diego began to play at his audition?

as quiet as a mouse



Determining Meaning of Multiple-Meaning Words

Directions: Read the passage. Then read each question and circle the correct answer.

Waiting for Pablo

The recital was about to begin and I was very nervous. There must have been over a hundred people in the auditorium waiting to hear me play my solo. I looked out into the audience and was heartbroken because my best friend Pablo was not sitting where he said he would be. Pablo had promised he would come. Hearing the cheers from the crowd reminded me I had to play even though Pablo was not there.

After the recital, I walked to the parking lot with my parents. Although I had received countless compliments on my playing, I still felt sad. Pablo had made a promise he did not keep, and I was disappointed.

Just as I was about to get into the car, I heard a familiar voice call my name. It was Pablo! When he and his father reached us, Pablo told us how their car got a flat tire on the way to the recital.

I let out a sigh of relief because I knew in my heart there must have been a good reason why Pablo was not at the recital. He and his father continued to apologize, and then they asked if I would play for them right there.

"You want me to play for you now?" I said almost laughing.

I could tell by my parents' clapping that they thought Pablo's idea was fantastic. So I took out my flute and gave an encore presentation in the parking lot with Pablo in the front row.

1. What is the theme of the passage?

- A. honesty
- B. trust
- C. survival
- D. loyalty

2. Determine whether the underlined words in the sentence below represent a cause or an effect.

I looked out into the audience and was heartbroken because my best friend Pablo was not sitting where he said he would be.

- A. cause
- B. effect

3. Determine whether the underlined words in the sentence below represent a cause or an effect.

So I took out my flute and gave an encore presentation in the parking lot with Pablo in the front row.

- A. cause
- B. effect

4. Which is the correct definition for the word **fluke** as it is used below?

My friends congratulated me for doing well on the exam. I was afraid to tell them I thought the A was a **fluke** because I didn't study as much as I should have.

- A. a type of fish
- B. a stroke of luck
- C. part of a whale's tail
- D. part of a boat anchor

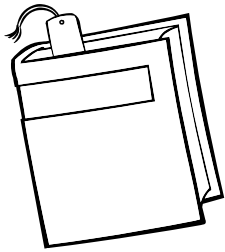
5. Which is the correct definition for the word **racket** as it is used below?

“What is all the **racket**?” my father yelled. I guess he didn't like me practicing my drums in the house.

- A. a loud noise
- B. a lightweight bat with strings
- C. a business
- D. an easy way of living

Directions: Read the question. Then write your answer in complete sentences on the lines below.

6. What can you infer about the type of person Pablo is based on the story? Use evidence from the story to support your answer.



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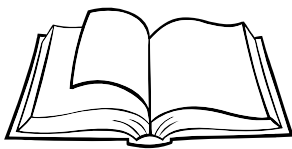
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Answers will vary.



Summarizing

Directions: Read the recipe. Then complete the activity that follows.

How to Make Veggie Pizza

Pepperoni pizza is a popular food that people of all ages love. It has melted cheese and a crispy crust, but it also has tasty sauce and sometimes a flavorful pepperoni topping. But a couple pepperoni slices have about 10 grams of fat. If you add that to the amount of fat in one-fourth cup of low-fat cheese, there is about 20 grams of fat in one slice of pepperoni pizza. This is not a healthy choice. That is how much fat most people eat in half a day-and this is just one meal.

The good news is not all pizza is bad for you. Guess how many grams of fat vegetables have? Most have very few if any at all. In fact, by taking out the pepperoni and adding vegetables, pizza can be extremely healthy. Even though eating a veggie pizza may seem unusual, it can be tasty and very easy to make. Here is a recipe that is simple to make and even simpler to eat.

Ingredients

- 2 packages of refrigerator crescent roll dough, pre-made
- 1 jar of your favorite pizza sauce or spaghetti sauce
- 1 zucchini
- 2 or 3 carrots
- 1 carton of pre-sliced mushrooms
- 1 8-ounce bag of low-fat mozzarella cheese

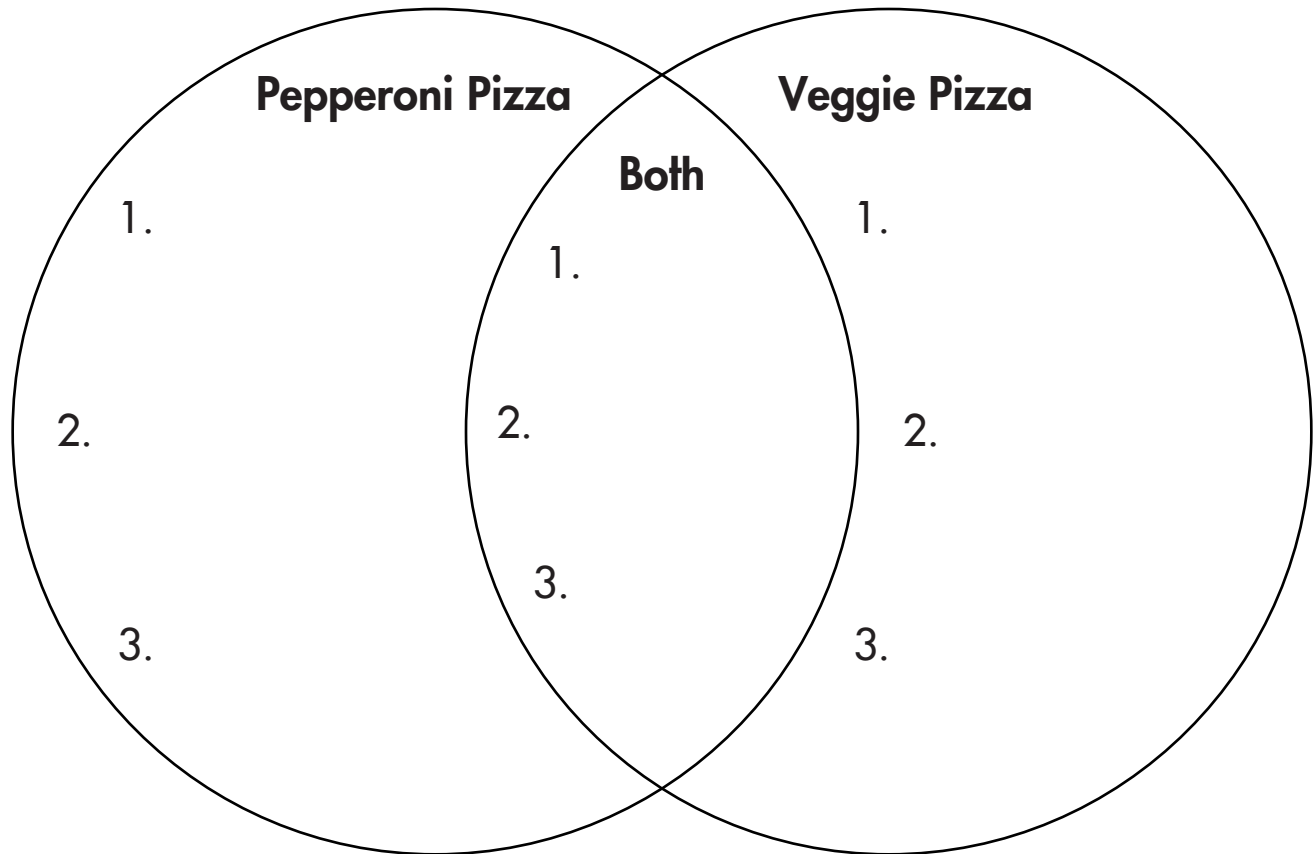
Supplies

- 1 cookie sheet
- 1 cheese grater
- 1 spoon
- 1 plate

How to Make the Veggie Pizza

1. Have an adult preheat the oven to 350 degrees. Place your materials on the counter.
2. Using the cheese grater, grate the one cup of zucchini and one cup of carrots on to the plate.
3. Follow the instructions on the crescent roll packages to remove the dough.
4. Place the dough on the cookie sheet and unroll it so it is flat. You can fit both packages of dough on one cookie sheet.
5. Using a spoon spread the sauce in the center dough. Do not put sauce all the way to the edge of the dough, but leave the edges of the dough untouched.
6. Sprinkle the zucchini, carrots, and mushrooms on top of the sauce.
7. Sprinkle the cheese on top of the vegetables.
8. When you are done building your pizza, have an adult put the cookie sheet in the oven for you.
9. Bake your pizza for about 12 to 15 minutes, or until the cheese starts to brown.
10. Have an adult remove the pizza from the oven and cut it into slices.

Directions: Use the Venn diagram to compare and contrast pepperoni pizza and veggie pizza. List three ways in which pepperoni and veggie pizza are the same. Then list three differences for each type of pizza.



Directions: Summarize how to make a veggie pizza in your own words.

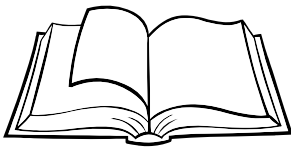
Directions: List three vegetables you would put on your pizza.

1. _____

2. _____

3. _____

Explain why you chose each of the vegetables on the lines below.



Summarizing

Directions: Read the recipe. Then complete the activity that follows.

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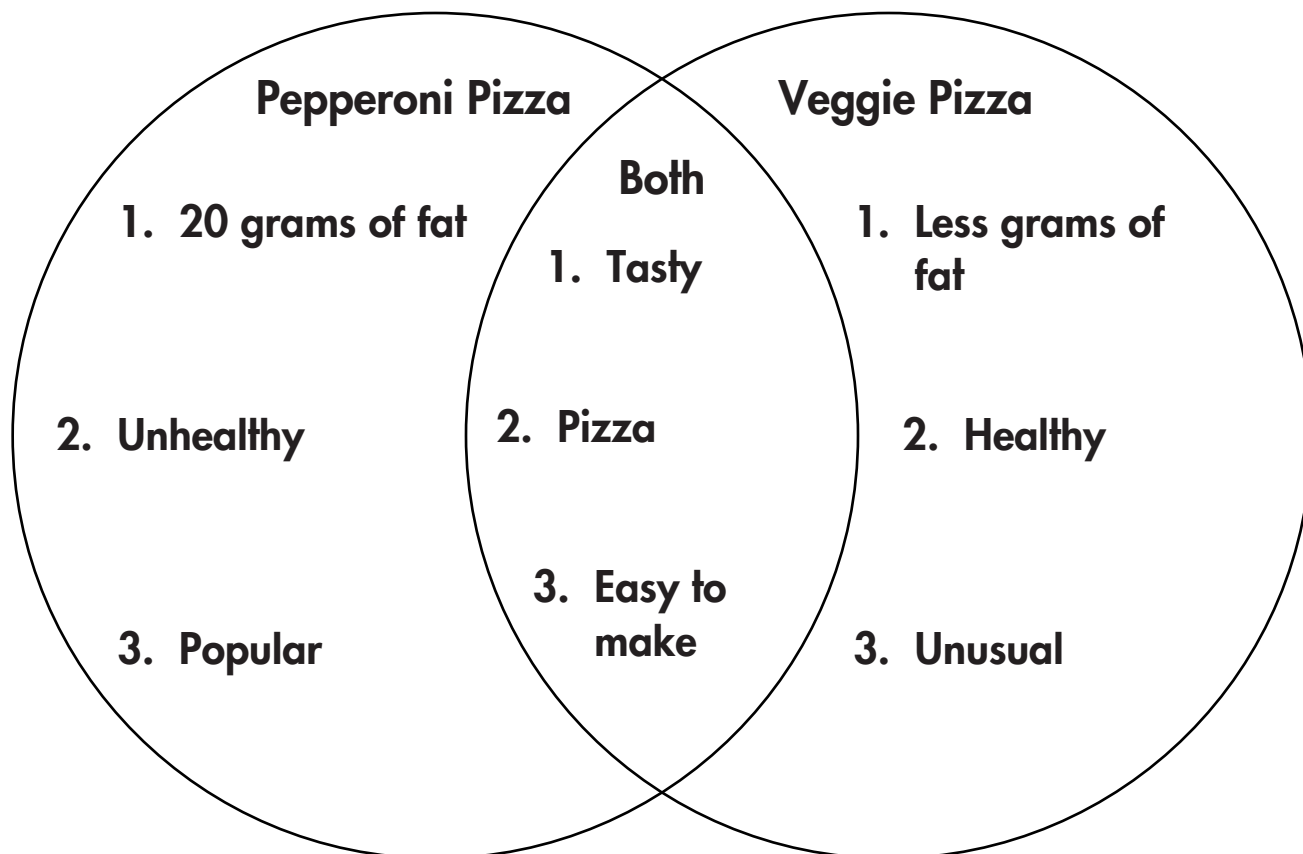
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Directions: Use the Venn diagram to compare and contrast pepperoni pizza and veggie pizza. List three ways in which pepperoni and veggie pizza are the same. Then list three differences for each type of pizza.



Directions: Summarize how to make a veggie pizza in your own words.

First, have an adult heat the oven to 350 degrees and collect all the
supplies for the pizza. Next, grate the vegetables and put the pizza
dough on the cookie sheet. Then spread the sauce on the dough and
add the vegetables. Next, sprinkle the cheese on top. Finally, bake the
pizza for about twelve minutes, or until the cheese turns brown. Have
an adult help take it out and cut the pizza into slices.

Directions: List three vegetables you would put on your pizza.

Answers will vary.

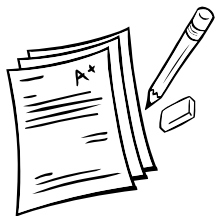
1. _____

2. _____

3. _____

Explain why you chose each of the vegetables on the lines below.

Answers will vary.



Using Information from Charts and Maps

Directions: Read the passage. Then complete the activity that follows.

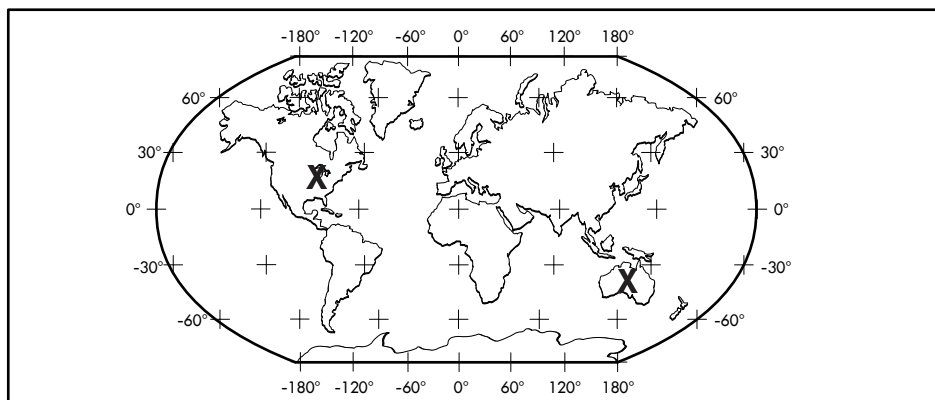
Serena's Serious Vacation

Serena could not believe it. Her mother and father just told her about a big trip they were going to take during winter break. It was up to Serena to decide where they would go as a family. Serena had no idea where she wanted to visit. Her mom suggested that she first think about the kinds of things she would like to do, and then research places that would have the right weather for those activities.

Serena thought that her mom had a great idea. She took out her journal and started making a list of things she wanted to do on vacation. She wrote down these activities:

- horseback riding
- swimming
- snorkeling
- hiking
- camping
- making sand castles
- surfing

Based on her list, Serena discovered that she wanted to visit a warm place that had a beach. Serena lived in Chicago and she knew her winter break at home would be cold. But she also knew there must be some places that had warm weather in December.



So Serena got on the Internet, found a world map and started researching different locations. She soon learned that countries at or below the equator had warm climates in December. After some investigation, she found a chart for Sydney, Australia, that listed its average temperatures and the amount of rainfall it received every month. She decided Sydney, Australia, would be perfect for their trip. It was on the coast, and she could do everything she had on her list.

Converting Celsius to Fahrenheit (Temperatures in Australia are measured in degrees Celsius.)												
°C	0°	5°	10°	15°	20°	25°	30°	35°	40°	45°	50°	55°
°F	32°	41°	50°	59°	68°	77°	86°	95°	104°	113°	122°	131°
Historical Rainfall and Temperature Averages in Sydney												
Season	Summer		Autumn			Winter			Spring			
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Sydney												
Average High (°C)	26°	26°	25°	22°	19°	17°	16°	18°	20°	22°	24°	25°
Average Low (°C)	18°	19°	17°	15°	11°	9°	8°	9°	11°	13°	16°	17°
Average Rainfall*	104	117	135	129	121	131	100	81	69	79	82	78
Rainy Days	12	12	13	12	12	12	10	10	10	11	11	12

*Rainfall amounts are in millimeters. Twenty-five millimeters is approximately equal to one inch. A rainy day is counted if rain fall exceeds 0.2mm.

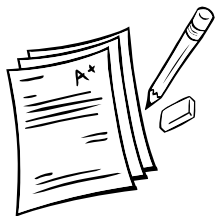
Serena showed her parents the chart and told them that Sydney, Australia, was her choice. In December, Serena figured out that the temperature was about 78° F and was perfect for swimming! She also discovered Australia has an arid climate. It only rains about twelve days in December and the total amount of rain was only 3 inches for the entire month!

They were all very excited because this would be the first time they had traveled to Australia. Serena bounded to her room and marked the dates of their vacation on her calendar. It was only one month away, so she started making a list of all the items she would need to pack. Serena knew she had a lot of time to think about it, but she just could not wait to go.

1. Circle the items Serena should pack based on the activities she wants to do and the weather chart.

sunglasses	sweater	snow jacket	winter boots	tank tops
ski hat	bathing suit	sandals	umbrella	scarf
T-shirts	turtlenecks	sunscreen	shorts	gloves

2. What would Serena need to pack if her family was visiting Sydney, Australia, in July? Remember, the temperatures in Australia are measured in degrees Celsius, not degrees Fahrenheit.



Using Information from Charts and Maps

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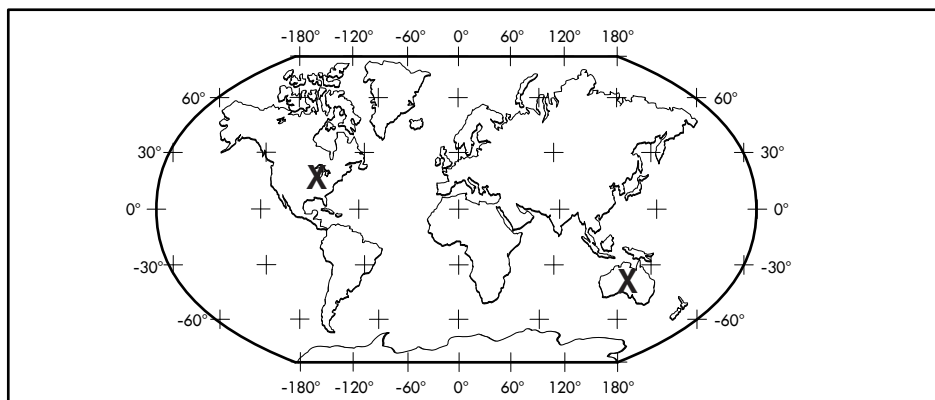
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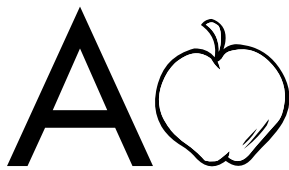
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Answers will vary.



Analyzing Word Choice

Directions: Read the poem. Then complete the activity that follows.

Big Tent

The air smells of popcorn, cotton
candy,
Salted peanuts in the shell.
The ground crunches.
People walk across the dirt
To reach the ticket booth
And buy their way into the Big Tent.

All kinds of people come,
Big and small, short and tall,
To watch and see if anyone will fall.
To see the performers do tricks
The audience only dreams up in
their minds
As they lay their heads **gently** on
the pillow,
With heavy eyes and slow breaths,
Their minds drift to a world
Where everything is possible,
Where they see purple horses
Hop from cloud to cloud
And sit down on the puffy white
wisps
To enjoy the view of the world
below.

People come to the Big Tent
And witness dreams coming true:
Dancing elephants,

Clowns **cramming** in a car,
Acrobats flying in the air,
A bearded lady with really long
hair—
They measured it, 50 feet in all!
And acrobats riding bicycles on a
high wire
One hundred feet above the ground.
They ride like the wire is a sidewalk,
Wide and roomy,
Zooming forward and back.

During all these tricks,
The crowds **gasp** and scream.
They giggle and laugh
And point above to the scene.
In the air, a delicate sphere floats
high above.
Everyone in the stands
Watches, holds their breath,
Releases, and cheers
Keeping the bubble from touching
the ground.

The audience believes in the
performers,
And they believe in the bubble.
They wonder aloud, “How in the
world ... ?”

When they go home, after seeing
Lions leap through rings of fire,
Bears balancing on beach balls,
Twenty clowns squeezing into a
tiny car,
Acrobats flying from swing to swing
And slowly **breeze** across the high
wire!
Whew!
At home, the people flop on their
couches,
Out of breath at what they've seen—
Speechless,
They will save their ticket to the Big
Tent.
They will tell what brave
Frightening tricks unfolded above
them.

They will point to that ticket
Ten, twenty years later, and share
their story.

But then the lions will leap through
bigger rings,
Bears will **boldly** balance on *bigger*
beach balls,
Forty clowns will slip in the car with
ease,
And acrobats will fly and flip *higher*
And *streak* across the high wire.

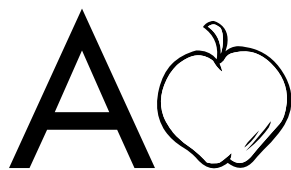
They will smile and say,
“You weren't there, you wouldn't
know.
I sat beneath it all,
Me, in **awe**.”

Directions: Read each part of the poem below. For each word in bold, decide if it gives you a positive or negative feeling. Then explain why under the appropriate heading. The first one has been done for you.

Parts of Poem	Positive Feeling	Negative Feeling
As they lay their heads gently on the pillow, With heavy eyes and slow breaths.	This word makes me think of holding a baby <input type="checkbox"/> carefully.	
Clowns cramming in a car		
During all these tricks, The crowds gasp and scream.		
Acrobats flying from swing to swing And slowly breeze across the high wire!		
Bears will boldly balance on <i>bigger</i> beach balls.		
They will smile and say, “You weren’t there, you wouldn’t know. I sat beneath it all. Me, in awe .”		

Directions: Read the question. Then write your answer using complete sentences on the lines below.

How does the poem make you feel about the circus?



Analyzing Word Choice

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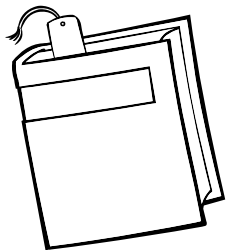
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Clowns cramming in a car		X
During all these tricks, The crowds gasp and scream.		X
Acrobats flying from swing to swing And slowly breeze across the high wire!	X	
Bears will boldly balance on <i>bigger</i> beach balls.	X	
They will smile and say, “You weren’t there, you wouldn’t know. I sat beneath it all. Me, in awe .”	X	

Directions: Read the question. Then write your answer using complete sentences on the lines below.

How does the poem make you feel about the circus?

I felt excited about going to the circus. The smell of popcorn, the excitement of the tricks, and the feeling of amazement all made me feel like I was in the tent. It felt exciting, scary, and funny.



Summarizing, Using Information from Tables, and Analyzing Words

Directions: Read the recipe. Then read each question and circle the correct answer.

How to Make Fruit Salsa

Sometimes desserts can be full of fat and not very healthy. Cakes, ice cream, and pies are all full of sugar and fat with very little nutritional value. But there are ways you can make a sweet and yummy dessert without all the fat and added sugar.

Dessert	Fat (grams)
cake	13
apple pie	13
ice cream	11
fruit salsa	0

If you have ever had vegetable salsa, you know it is made of chopped tomatoes, onions, herbs, and spices. Sometimes this salsa is spicy—sometimes it is too spicy to eat! What if you took your favorite chopped fruit and made it into a salsa? You would have a great dessert that is good for you too. Fruit salsa is made of fruit with no sugar added and a little cinnamon to give the fruit a fresh flavor. Also, you can make your own healthy chips to dip into the salsa.

Ingredients

1 cup of sliced strawberries and melon
 1 cup of diced peaches, canned
 1 cup of crushed pineapple, canned
 1 cup red grapes
 1 cup of diced apples
 1 lemon
 $\frac{1}{2}$ teaspoon cinnamon
 flour tortilla strips

Supplies

1 cookie sheet
 1 large bowl
 1 spoon
 1 can opener

How to Make the Fruit Salsa

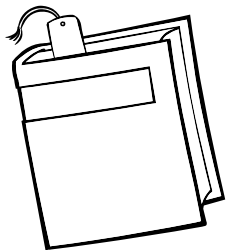
1. Place your supplies on the counter.
2. Using the can opener, open the cans of peaches and pineapple, and then drain the fruit.
3. Mix all the fruit together in the bowl.
4. Measure the cinnamon, sprinkle it on the fruit, and then stir with a spoon.
5. After an adult cuts the lemon in half, take half of the lemon and squeeze the juice over the fruit. Mix the fruit well. The lemon will help keep the fruit from turning brown. Cover the salsa and refrigerate for two hours.
6. Have an adult preheat the oven to 350 degrees.
7. Tear tortillas into one-inch wide strips. Then tear them in half.
8. Place the strips on the cookie sheet and have an adult put the sheet in the oven. Then bake the tortilla strips for about ten minutes or until golden brown.
9. Remove the salsa from the refrigerator just before serving.
10. When you are ready to eat the salsa, scoop the salsa onto the chip and eat it up!

1. In the recipe, the word **fresh** means ____
 - A. bright and vibrant.
 - B. youthful and spirited.
 - C. pure and wholesome.
 - D. new and different.
2. Fruit salsa is different from other desserts because ____
 - A. it does not have any added fat or sugar.
 - B. fruit is the main ingredient in the recipe.
 - C. it has more sugar than other desserts.
 - D. it is not as healthy as other desserts.

3. The main ingredients in fruit salsa are ____
- A. one kind of fruit.
 - B. all your favorite fruits.
 - C. tomatoes and onions.
 - D. cinnamon and lemon.
4. What does the table tell you about fruit salsa?
- A. Fruit salsa has the most amount of fat.
 - B. Cake has less fat than ice cream.
 - C. Ice cream is the healthiest dessert.
 - D. Fruit salsa has the least amount of fat.

Directions: Read the question. Then write your answer using complete sentences on the lines below.

5. Describe how you would make your own fruit salsa. What would you add to the recipe?



Summarizing, Using Information from Tables, and Analyzing Words

Directions: Read the recipe. Then read each question and circle the correct answer.

How to Make Fruit Salsa

Sometimes desserts can be full of fat and not very healthy. Cakes, ice cream, and pies are all full of sugar and fat with very little nutritional value. But there are ways you can make a sweet and yummy dessert without all the fat and added sugar.

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Supplies

- 1 cookie sheet
- 1 large bowl
- 1 spoon
- 1 can opener

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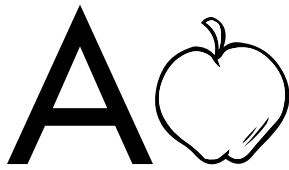
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Answers will vary.



Identifying Cause and Effect

Directions: Read the article. Then complete the activity that follows.

Houston Globe

Still Time to Help Hurricane Katrina Victims

By Sarah Mullaney, Guest Writer

HOUSTON, Feb. 10 - If you are thinking about helping the victims of Hurricane Katrina by giving food and clothing, please read my story.

My name is Sarah and I am eleven years old. I lived in Gulfport, Mississippi, my entire life. My two brothers and I were born there. Gulfport was the only home we had ever known until last summer. That's when Hurricane Katrina roared through and destroyed our entire subdivision.

Our house, just like all the houses on our street, is now just a pile of broken boards, loose shingles, and pieces of plaster and sheet rock. Trees without branches stand in silent rows along the streets.

We feel very lucky to be alive. Before the storm hit Gulfport, our

father wisely packed us up and drove north. We drove for hours before we could even find a hotel room where my family could ride out the tremendous winds.

We turned on the television at the hotel and could not take our eyes off the screen for nearly 48 hours. We saw trees blow over onto cars and buildings. Water rose over the porches and through the doors of the houses. The wind howled for hours as news anchor people reported the damage. The actual hurricane passed fairly quickly, but it left a trail of disaster behind it.

It was six days before we could go home. The police department issued statements warning people of the danger of high water and downed power lines, so residents were asked to wait as long as possible before returning. The auto repair shop my family owned for over 20 years was destroyed. Worst of all, our home was leveled along with all the other homes in our neighborhood. That means everything we had not

packed in our car a week before was gone as well.

Dad and Mom had to make a decision of where we would live, so we evacuated from Gulfport and moved to Houston, Texas. My dad has found a job and my brothers and I are in a new school. People are friendly here, but they know I am an “evacuee,” and I don’t always feel like I fit in.

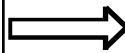
Kids like me who are victims of Hurricane Katrina need food and clothing donations. We are trying to build a new life in a new city. Food and clothing are expensive. By now most people think the worst part is over. To us, the worst part has not passed, but is still sitting there in ruins. Any help you can offer will be greatly appreciated. Thank you for reading my story, and thank you even more for helping us.

Directions: Complete the graphic organizer by writing the cause or effect for each statement below. Paraphrase information from the article for your answers.

Cause

Effect

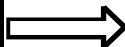
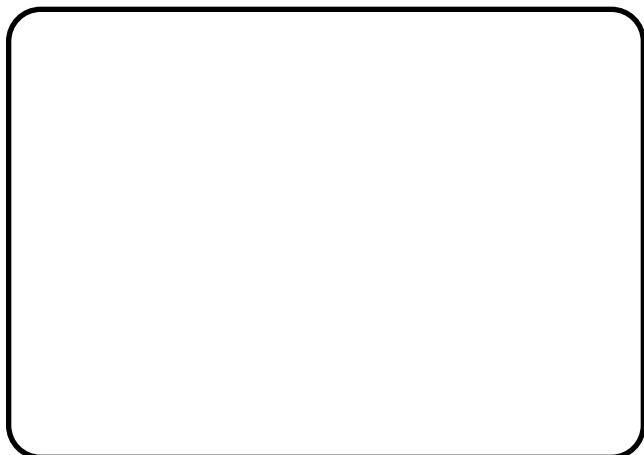
Hurricane Katrina roared through Sarah’s subdivision.



They viewed trees blowing onto cars and buildings, water rising over porches, and the wind howling.

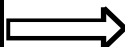
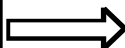
Cause

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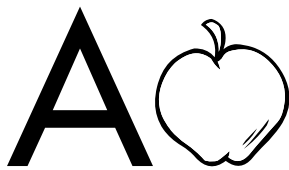


Sarah and her family waited six days before they returned home.

Sarah and her family evacuated from Gulfport and move to Houston.



Victims of Hurricane Katrina need help buying food and clothing.



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We feel very lucky to be alive. Before the storm hit Gulfport, our

father wisely packed us up and drove north. We drove for hours before we could even find a hotel room where my family could ride out the tremendous winds.

We turned on the television at the hotel and could not take our eyes off the screen for nearly 48 hours. We saw trees blow over onto cars and buildings. Water rose over the porches and through the doors of the houses. The wind howled for hours as news anchor people reported the damage. The actual hurricane passed fairly quickly, but it left a trail of disaster behind it.

It was six days before we could go home. The police department issued statements warning people of the danger of high water and downed power lines, so residents were asked to wait as long as possible before returning. The auto repair shop my family owned for over 20 years was destroyed. Worst of all, our home was leveled along with all the other homes in our neighborhood. That means everything we had not

packed in our car a week before was gone as well.

Dad and Mom had to make a decision of where we would live, so we evacuated from Gulfport and moved to Houston, Texas. My dad has found a job and my brothers and I are in a new school. People are friendly here, but they know I am an “evacuee,” and I don’t always feel like I fit in.

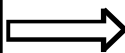
Kids like me who are victims of Hurricane Katrina need food and clothing donations. We are trying to build a new life in a new city. Food and clothing are expensive. By now most people think the worst part is over. To us, the worst part has not passed, but is still sitting there in ruins. Any help you can offer will be greatly appreciated. Thank you for reading my story, and thank you even more for helping us.

Directions: Complete the graphic organizer by writing the cause or effect for each statement below. Paraphrase information from the article for your answers.

Cause

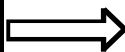
Effect

Hurricane Katrina roared through Sarah’s subdivision.



Hurricane Katrina destroyed Sarah’s entire subdivision.

Sarah and her family watched television for 48 hours.

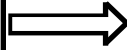


They viewed trees blowing onto cars and buildings, water rising over porches, and the wind howling.

Cause

Effect

The police issued a warning, and told people the danger of high water and downed power lines. People were asked to wait as long as possible before returning home.



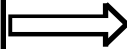
Sarah and her family waited six days before they returned home.

Sarah and her family evacuated from Gulfport and move to Houston.

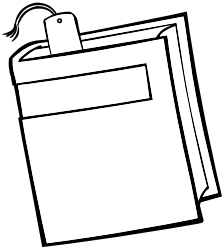


Sarah's dad has found a new job and Sarah and her brothers are in a new school.

Food and clothing are expensive.



Victims of Hurricane Katrina need help buying food and clothing.



Answering Inferential and Evaluative Questions

Directions: Read the article. Then answer the questions that follow.

The New Mexico Courier

What Are the Effects of Television on Children

By Paula Rio

ALBUQUERQUE, Jan. 1 - Do you know what most children do every day after school? Do you know what they do first thing Saturday morning? Are they playing football or baseball, visiting friends, doing homework, or reading books? Research suggests young people are not doing these things nearly enough. Researchers say children are watching too much television. Many current studies show American children watch up to 40 hours of television each week. The studies also reveal children who sit in front of a television may develop some health and learning problems.

The bad effects of watching too much television have been well studied. The research proves children who watch a lot of

television are not as physically fit as those who watch less. Watching television is a passive event. Sitting still for long periods of time can lead to unhealthy weight gain. It can also result in lower overall fitness in children.

Other research concludes that watching too much television may lead to achieving lower grades in school. This is because students watching the small screen are spending less time on homework. Children who study less typically do not do as well in school. Another report also indicates too much television viewing seems to bring down reading scores. Children who are watching TV are simply not reading enough.

So how much television is OK to watch? Most experts seem to agree children should watch no more than two hours of TV per day. These experts also consider playing video games the same as watching TV.

For children under two, many experts say there is no amount of television that is appropriate.

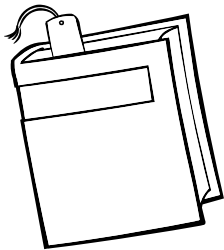
Parents can help children can take control of this problem. Some researchers suggest children set time limits on their viewing. All

agree that staying physically active is important. Staying active will help both young and old people maintain overall health. By keeping these ideas in mind and switching the television off, children can be healthy and happy.

Directions: Read each question. Then write your answer using complete sentences on the lines below.

1. What are some of the problems with children watching too much television?

2. What are some ways to solve the problem of children watching too much TV? Use information from the article and your own ideas.



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agree that staying physically active is important. Staying active will help both young and old people maintain overall health. By keeping these ideas in mind and switching the television off, children can be healthy and happy.

Directions: Read each question. Then write your answer using complete sentences on the lines below.

1. What are some of the problems with children watching too much television?

Children don't read enough.

Children don't study enough.

Children don't get enough exercise.

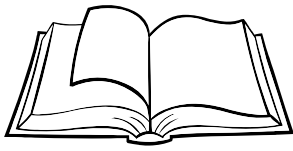
2. What are some ways to solve the problem of children watching too much TV? Use information from the article and your own ideas.

Limit the TV time to less than two hours per day.

Parents and children can take control of the problem together.

Do more physical activities.

Make TV watching a treat or reward instead of a daily habit.



Business Letter

Directions: Read the letter. Then complete the activity that follows.

300 Dakota Street
Houston, Texas 77005

March 1, 2006

Mr. John Tenuta
4000 W. 18th Street
New York City, NY 20018

Dear Mr. Tenuta:

Before writing you this letter, I looked you up on the Internet and saw that you are the richest person in the world. Because you have earned a lot of money, I believe you must appreciate people who have terrific new ideas which will make you even more money. I also read you and your wife strongly support education and you enjoy providing children with opportunities for a better life.

My name is Deirdra Jackson and I am a fifth-grade student at Washington Elementary School. I am the oldest child in my family. My three brothers and I live with my mom. My mom works extremely hard at her job as a legal secretary. She has a tremendous workload because she is raising us by herself. She not only works Monday through Friday, but she also works a half-day on Saturday and whenever her boss calls her. I would love to help her pay the bills, but I am too young for a regular job. I do have new ideas like the one I am proposing to you here. I hope you will be as excited about it as I am. Maybe, if it works, my mom can quit worrying so much and stop working so hard. We would like to spend more time with her.

I am writing you about a fantastic idea that I have for an action-packed video game. I am sure it will make us both a lot of money. It is nonviolent with multi-screen play and colorful, high-definition characters. It also requires the player to make smart and moral decisions quickly. The final score is based on two parts. In the first part, points are awarded according to the logical choices and decisions the player makes. The second part labels the player as either a “hero” or a “villain” based on their choices. For instance, a hero will always choose honesty. Honesty wins more points.

This game will be a powerful force in teaching children how to make solid, moral choices, and it will also carefully guide them in making better decisions in life. Plus, they will learn how to use a video game console, which children really enjoy.

Please let me know if you are interested in this exciting, unique idea. I am anxiously waiting to hear from you.

Sincerely,

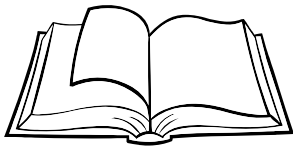
Deirdra Jackson

Deirdra Jackson

1. Underline words and phrases in the letter that might make the reader feel sad for Deirdra. Then record the words in the box below.

2. Circle words in the letter that try to make the reader think the game is a great idea. Then record the words in the box below.

3. Record any other words in the box below that might persuade Mr. Tenuta to buy the video game idea.



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Please let me know if you are interested in this **exciting, unique** idea. I am anxiously waiting to hear from you.

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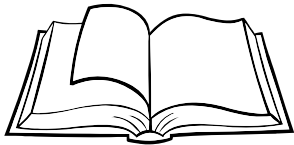
**My mom works extremely hard
She has a tremendous workload
She not only works Monday through Friday
I would love to help her pay the bills
my mom can quit worrying so much and stop working so hard.**

2. Circle words in the letter that try to make the reader think the game is a great idea. Then record the words in the box below.

**fantastic
action-packed
make smart and moral decisions
a hero would always choose honesty
solid moral choices
exciting, unique**

3. Record any other words in the box below that might persuade Mr. Tenuta to buy the video game idea.

**you and your wife strongly support education
providing children with opportunities for a better life**



Reading Fluently

Directions: Read the passages aloud.

To the Beat of the Drum

Written by Wendi Silvano

Last year, Jameel's father bought him a drum set, and he practices on it almost every day. Jameel loves nothing better than beating on the drums and is always pounding out a rhythm on objects everywhere he goes.

Finally, as a fifth grader, he could take the test to be the drummer in the school band. He had been practicing particularly hard all month and was as nervous as a mouse at a cat show.

Jameel entered the music room with his drumsticks and his pencil in hand. Everything was silent except for a soft melody coming from the teacher's office. "I'm ready to take the drumming test, Mr. Edwin," he said.

Mr. Edwin motioned for Jameel to take a seat at one of the music stands and then handed him the test. "Today you will take the written test. If you do well enough, you can come in tomorrow, and then I'll test your drumming skills."

Jameel's palms began to sweat, as he repeated to himself, "I am prepared . . . I am prepared." He opened the test booklet and stared at the musical symbols on the page. He was determined to do his best, but he just was not sure he could remember all the things he had studied.

He found it particularly difficult to remember the high notes, but he continued and tried to stay confident. He did what his best friend Ken suggested and kept a silent rhythm going in his head as he worked.

Jameel finally made it through the first two pages, and he went straight

on to the next section. His head began to spin when he saw what was there. He had struggled to memorize the difference between the various major and minor chords, but his mind drew a blank.

He took a deep breath and pushed forward. “This is one tough test!” he thought. Jameel grew impatient with himself when he could not figure out some of the answers, but he guessed the best he could and continued.

The next morning, Jameel entered the music room with a knot in his stomach; he hardly dared ask how he had done.

Mr. Edwin was in the instrument room, polishing a saxophone. He glanced up and waved Jameel into the room. “Here’s your new saxophone,” he said. “I’ll have it ready in just a minute and you can try it out.”

Jameel’s heart sank. “So I guess I didn’t do quite well enough to be the drummer, did I?” he asked Mr. Edwin.

“Not this time, but I was impressed with how much you knew for a beginner,” said Mr. Edwin. “It’s not unusual to take a year or two playing another instrument before working your way up to the drums. I know you’ll do it.” Then he handed the saxophone to Jameel.

Jameel took the saxophone and gave it a blow. “I guess I can get used to this,” he said. “I can always tap out rhythms with my foot as I play to keep in practice for next year’s test.”

Pizza Party

Written by Sue Motter Johnson

Having friends over for a party is always fun. But sometimes it is hard to find a healthy treat that everyone will enjoy. Here is just the thing: homemade pizzas that your friends can put together themselves. Each pizza is one of a kind, made by each of your guests. All your friends can have their favorite toppings on their own individual pizzas!

This party will be the greatest ever. Start by gathering all the ingredients. The list is simple. In fact, there may be items that you have in your kitchen right now. You will need a package of English muffins, a jar of spaghetti sauce, mozzarella cheese, a can of sliced olives, and some fresh vegetables. Mushrooms, green peppers, and tomatoes are all delicious pizza toppings.

You will also need a small bowl for each topping, a larger bowl for the cheese, a spoon for the sauce, and a baking sheet. Be sure to have small plates available to use for building the pizzas and later for eating.

The secret to a great party is preparing everything before your friends arrive. And this is the perfect meal for planning ahead.

You can clean all of the vegetables ahead of time, and then depending on the vegetable, you can slice or chop them. Put each one in its own bowl and cover it until the party. Now, create a pizza center so when your friends are ready, they can create their own meals.

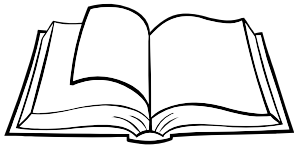
When your friends arrive, they will surely be in for quite a surprise. Take them to the kitchen and let them see what you have prepared. Turn on the oven to 400 degrees, and while it is heating, let your friends create their own personal pizzas. Start by having each person place half of a

muffin on the plate. Then add a spoonful of sauce and spread it around until the muffin is covered.

Next, it is time to add the veggies. All of your friends can choose their favorites. If they do not like something, they can leave it off; if they love it, they may want to add extra. Finally, sprinkle the cheese across the top of the little pizza and put the whole thing on the baking sheet.

When all the pizzas are ready to bake, pop the baking sheet into the oven and wait. It should only take about eight minutes before they are bubbling hot and ready to eat.

This is a quick and easy way to treat your friends to something great. They are fun to make and great to eat, and your friends will be busy going back to make more of these healthy treats.



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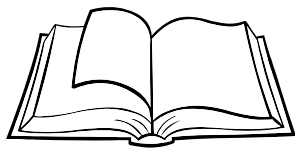
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Identifying Cause and Effect Relationships and More

Directions: Read the letter. Then read each question and circle the correct answer.

4419 San Teepass
Tompres, IN 66341

March 13, 2006

Mr. Wayne Decker, Principal
Ten Trails Elementary School
8770 Capital Street
Tompres, IN 66341

Dear Mr. Decker,

I am a fifth-grade student at Ten Trails Elementary School. You may not know who I am because I am new to this town and the United States. I would like to make a request concerning pets at school. I believe you should consider letting us bring pets to school. At my old school, students were allowed to bring pets under certain conditions.

Bringing a pet to school was a reward for making good grades and turning in all homework assignments for a month. The student and the pet had to follow certain rules at school. The animal had to be on a leash or in a cage, and it had to be quiet and not disrupt the other students. The pet had to be clean and not smell bad too. Certain animals from the farm, like goats, sheep, or ponies, were too large to bring to school. However, the principal did not mind students bringing small animals, like rabbits, hamsters, lizards, or cats.

I believe you are a reasonable and fair man, Mr. Decker. You always

seem to know the best way to handle students who do not follow the rules. Why not reward those of us who do our best at school? Allowing pets might encourage students to study more. It could also help students with poor behavior to act nicer and obey the rules. If students knew they would be rewarded for their good behavior, they might try harder to earn a “pet day.”

Many children have heard about my idea. They really like it and would like to vote on it. America is a great country, and here voting can make things happen. The teacher says that parents and other grownups would have to approve the idea. Please talk to us about having a pet day soon.

Sincerely,

Galina Troski

Galina Troski

1. Which phrase from the letter is persuasive?
 - A. I am a student
 - B. reward the students
 - C. a newcomer to the school
 - D. parents and grownups

2. Galina’s old school was probably ____
 - A. located in the city.
 - B. located in the country.
 - C. very crowded.
 - D. the same as her new school.

3. Why did students get to bring pets to Galina's old school?

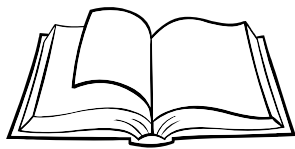
- A. for Show and Tell
- B. to study their habits
- C. for making good grades
- D. the pets needed a place to stay

4. Pets at Ten Trails Elementary School are ____

- A. seen every day.
- B. always welcome.
- C. have their own cages.
- D. not allowed.

Directions: Read the question. Then write your answer using complete sentences on the lines below.

5. What problems may occur if students bring their pets to school?



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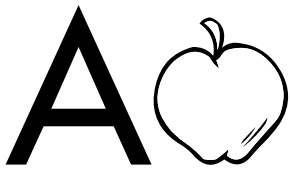
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 - B. to study their habits
 - C. for making good grades**
 - D. the pets needed a place to stay
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- A. seen every day.
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 - D. not allowed.**

Directions: Read the question. Then write your answer using complete sentences on the lines below.

5. What problems may occur if students bring their pets to school?

Answers will vary.



Identifying Meanings of Words

Directions: Read the article. Then complete the activities that follow.

The Science of Earthquakes

Long ago, people made up all kinds of stories about why earthquakes happen. Some people believed four elephants carried the earth while standing on the back of a turtle. They thought the earth shook when any of the animals moved. Another group of people believed the earth was on a sled being pulled by dogs. They were sure the earth abruptly began to shake when the dogs stopped to scratch their fleas. This was before scientists, called *geophysicists*, learned the truth about how and why earthquakes happen. Geophysicists discovered that earthquakes really occur when separate layers of rock in the interior of the earth scrape up against each other. This causes the ground above to shake and rattle.

Some geophysicists are called *seismologists*. Seismologists use an instrument called a *seismograph* to measure the size of an earthquake. The size of an earthquake is called its *magnitude*. Some earthquakes have small magnitudes and are not felt or barely felt on the earth's surface. Some earthquakes have large magnitudes and cause a lot of damage to the earth's surface. A seismograph measures the magnitude of an earthquake by making lines on a piece of paper during the earthquake. When the earth shakes, the bottom of the seismograph shakes too. A pen that dangles from a weight makes lines on a rolling piece of paper attached to the bottom of the seismograph. The lines move up and down to make a zigzag pattern. A small zigzag pattern on the paper means that the earthquake was small. A large zigzag pattern means the earthquake was large. The zigzag patterns that seismologists are measuring are called waves.

Seismographs can only measure earthquakes while they are happening. They can not tell beforehand when an earthquake will happen. There is still no way to know ahead of time exactly when an earthquake will occur. However, the information collected from seismographs does show scientists where earthquakes are most likely to occur. This is very important because it means that scientists can teach people in the areas where earthquakes might happen how to prepare and protect themselves.

Perhaps future geophysicists will develop new instruments that will be capable of telling when earthquakes will happen. We have already come a long way from the days of thinking the earth shook when dogs itched. It is possible to go even further.

Directions: Match each word part on the left to its meaning on the right.

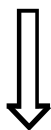
- | | |
|------------------|--------------------------|
| 1. <i>inter-</i> | a. to write or to record |
| 2. <i>-graph</i> | b. to tear or to break |
| 3. <i>geo-</i> | c. of the earth |
| 4. <i>-rupt-</i> | d. between |

Directions: Underline four words in the article that contain *inter-*, *-graph*, *geo-*, or *-rupt-*. Write the words and their meanings on the chart below.

Word	Meaning

Directions: Write the main idea of this article and three supporting details.

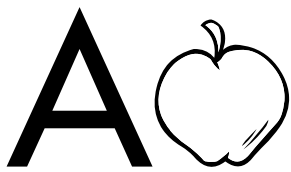
Main idea:



Detail 1:

Detail 2:

Detail 3:



Identifying Meanings of Words

Directions: Read the article. Then complete the activities that follow.

The Science of Earthquakes

Long ago, people made up all kinds of stories about why earthquakes happen. Some people believed four elephants carried the earth while standing on the back of a turtle. They thought the earth shook when any of the animals moved. Another group of people believed the earth was on a sled being pulled by dogs. They were sure the earth abruptly began to shake when the dogs stopped to scratch their fleas. This was before scientists, called geophysicists, learned the truth about how and why earthquakes happen. Geophysicists discovered that earthquakes really occur when separate layers of rock in the interior of the earth scrape up against each other. This causes the ground above to shake and rattle.

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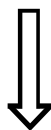
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| 4. <i>-rupt-</i> | | d. between |

Directions: Underline four words in the article that contain *inter-*, *-graph*, *geo-*, or *-rupt-*. Write the words and their meanings on the chart below.

Word	Meaning
geophysicist	one kind of scientist who studies the earth
interior	in between the top and bottom, inside of
seismograph	an instrument that records the earth's movements
abrupt	sudden, unexpected

Directions: Write the main idea of this article and three supporting details.

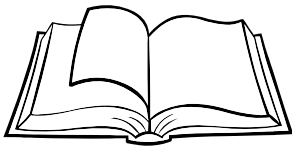
Main idea: **Some scientists study and measure the size of earthquakes to learn more about them.**



Detail 1: **Before scientists had instruments to learn about earthquakes, people did not know how they really happened.**

Detail 2: **Scientists use seismographs to record and measure earthquakes.**

Detail 3: **Seismographs help scientists to know where and how often earthquakes occur.**



Comparing and Contrasting Texts

Directions: Read the article. Then complete the activities that follow.

Fuel Sources

Fuel is an important part of our world. It powers cars, trains, and planes as well as run factories and refrigerators. It powers rocket ships, and it even heats up homes. The fuels most commonly used in the world today are called *fossil fuels*. Fossil fuels come from natural resources like coal, oil, and gas that come from within the earth.

Today about ninety percent of our energy needs come from fossil fuels. Fossil fuels do not cost a lot of money to use, and they are easy to deliver. But fossil fuels are limited in supply and will not last forever. Moreover, they are a major source of pollution in the world. Fossil fuels are known to cause acid rain, and they also pollute the air. For these reasons and others, scientists and others are looking for different things that can possibly be made into fuel. They are trying to find or create fuels that will not run out and will not pollute the earth.

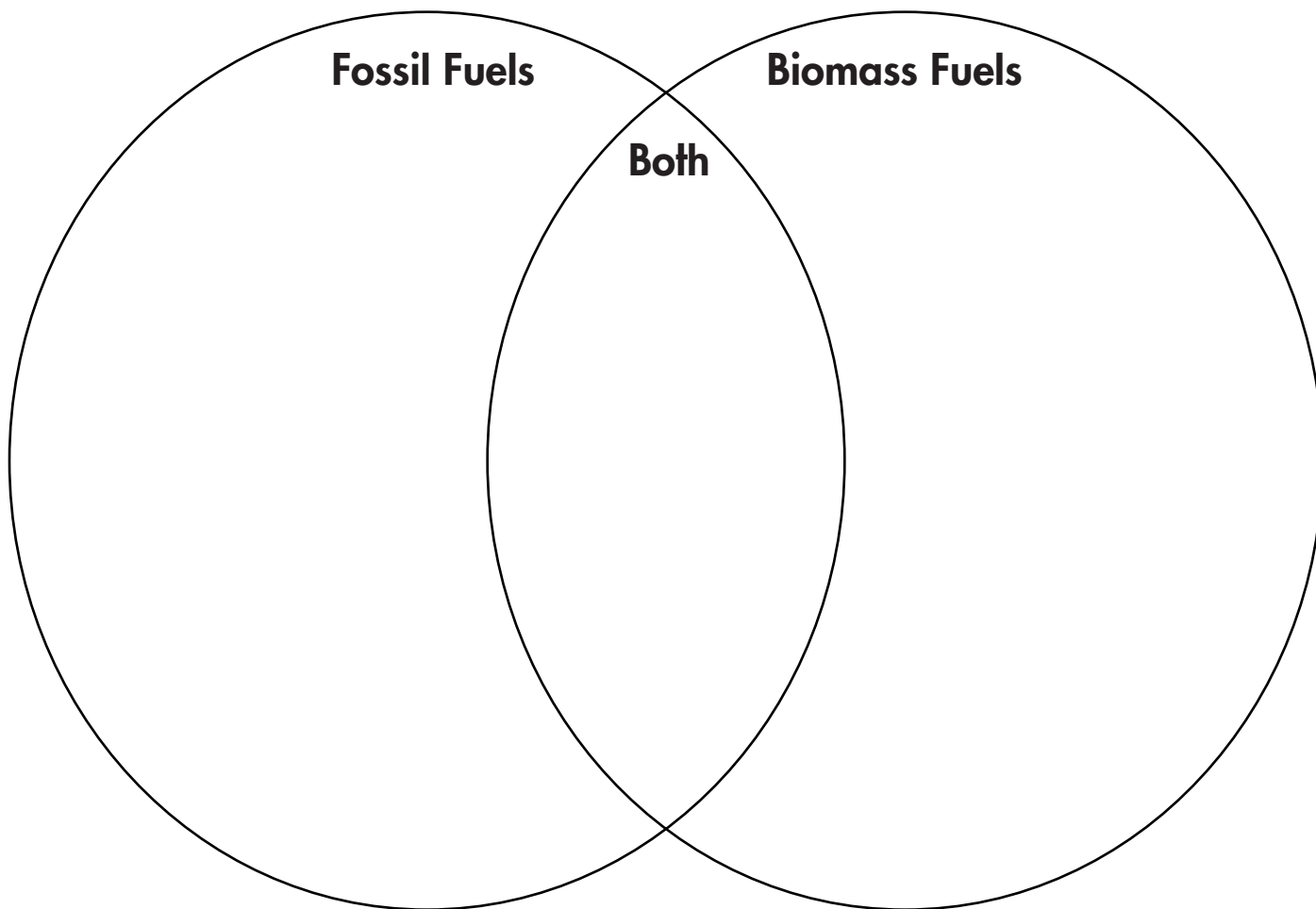
A different fuel source is called biomass. Biomass includes plants and plant-based garbage. Biomass can be burned for energy, like fossil fuels. Corn and sugar cane crops, old paper, sawdust, and lawn clippings are all biomass. Even cooking grease from restaurants is biomass. Fuels developed from biomass cause less pollution than fossil fuels. Also, biomass fuels are dependable forms of energy because plants and garbage are plentiful in the world. But biomass fuels cost more to use than fossil fuels. Changing biomass into fuel involves a more complex and difficult process too.

Another alternative fuel source is the sun. This is called *solar power*. Special shields, called solar panels, are laid out across wide patches of

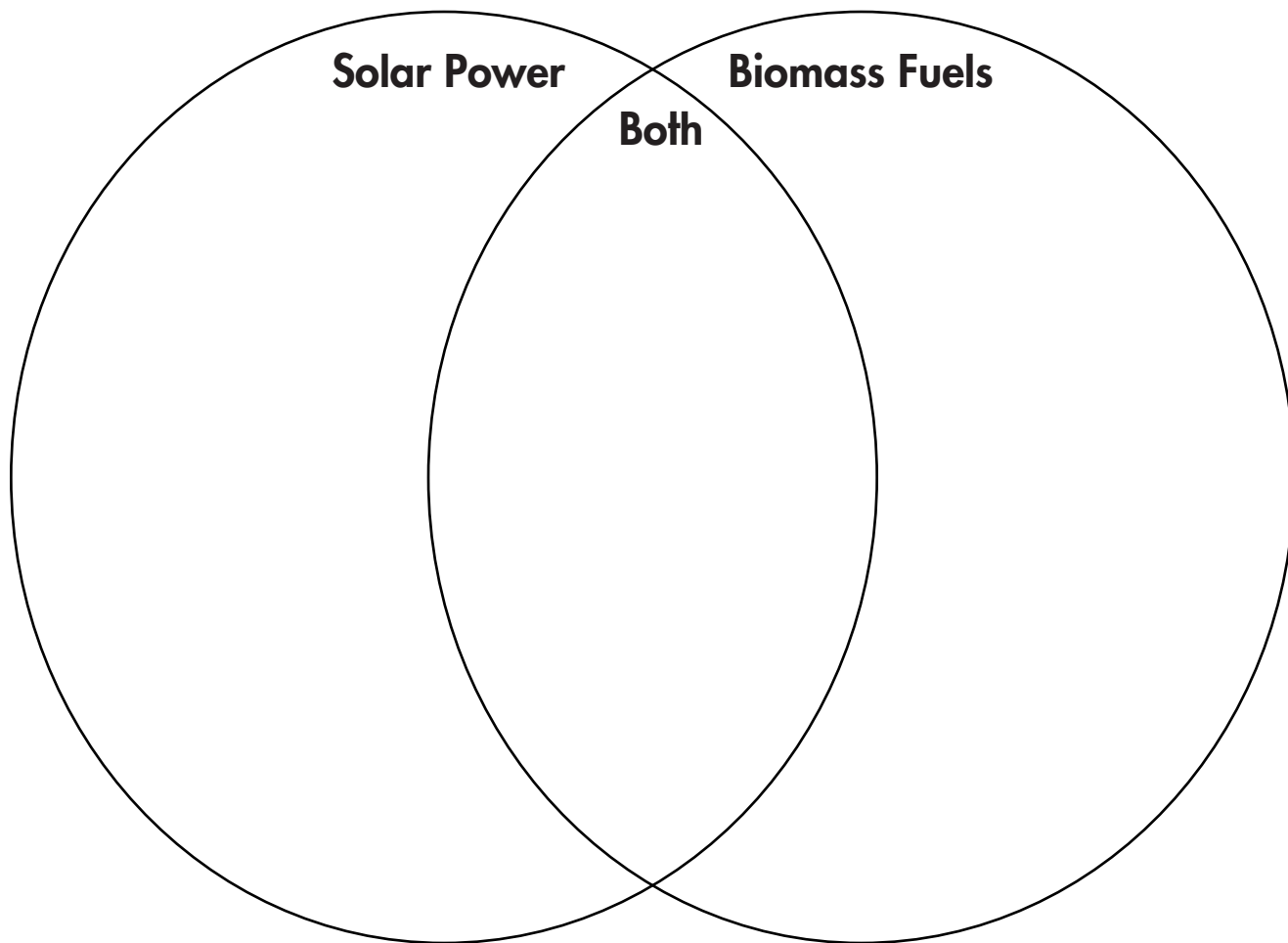
land. They are propped up at angles to collect energy from the sun's rays. There is no limit of the amount of energy that can be made from solar power. Also, this type of fuel is free of pollution. It does not involve burning anything to gather energy. The process of changing solar energy into other forms of energy is simple and clean. However, solar panels cost a lot of money and they need regular repairs to work properly. Solar panels take up a lot of space too. To produce enough energy to be useful to people, solar panels must be laid across a large area of land.

Today fossil fuels are the major producers of energy for the workings of everyday life. However, many people are working together to find alternative sources of fuel. Right now, fossil fuels cost the least amount of money to use, but they also cause the most pollution. Many people are working hard to try to find a way to make other types of fuel as simple and as cheap to use as fossil fuels. They hope that this will save fossil fuels from running out and also will cut down on pollution to the environment and atmosphere.

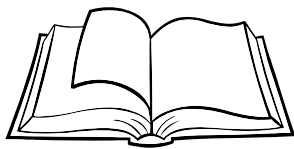
Directions: Use the Venn diagram to compare and contrast fossil fuels and biomass fuels.



Directions: Use the Venn diagram to compare and contrast solar power and biomass fuels.



Directions: Paraphrase the first two paragraphs about fossil fuels on the lines below.



Comparing and Contrasting Texts

Directions: Read the article. Then complete the activities that follow.

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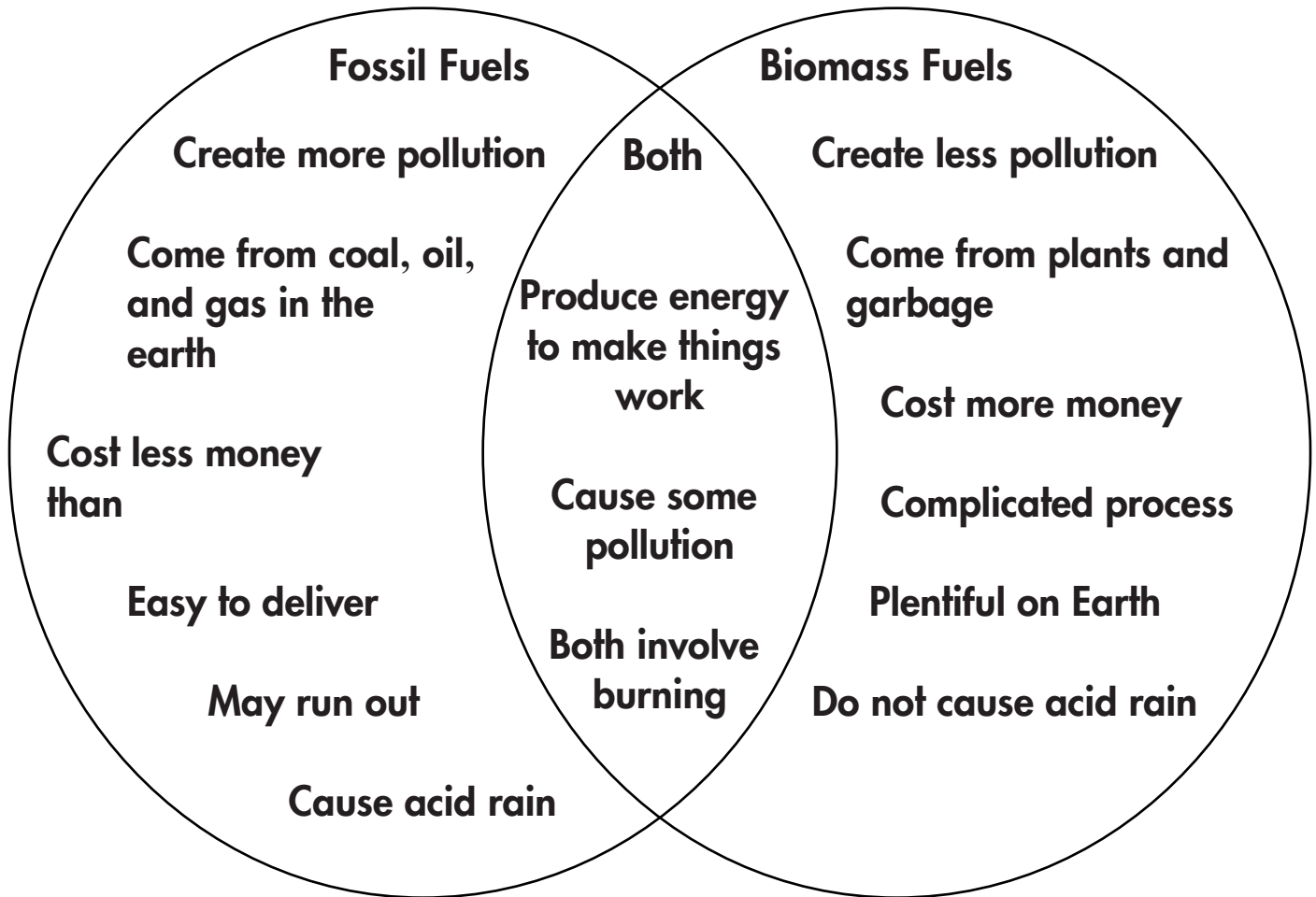
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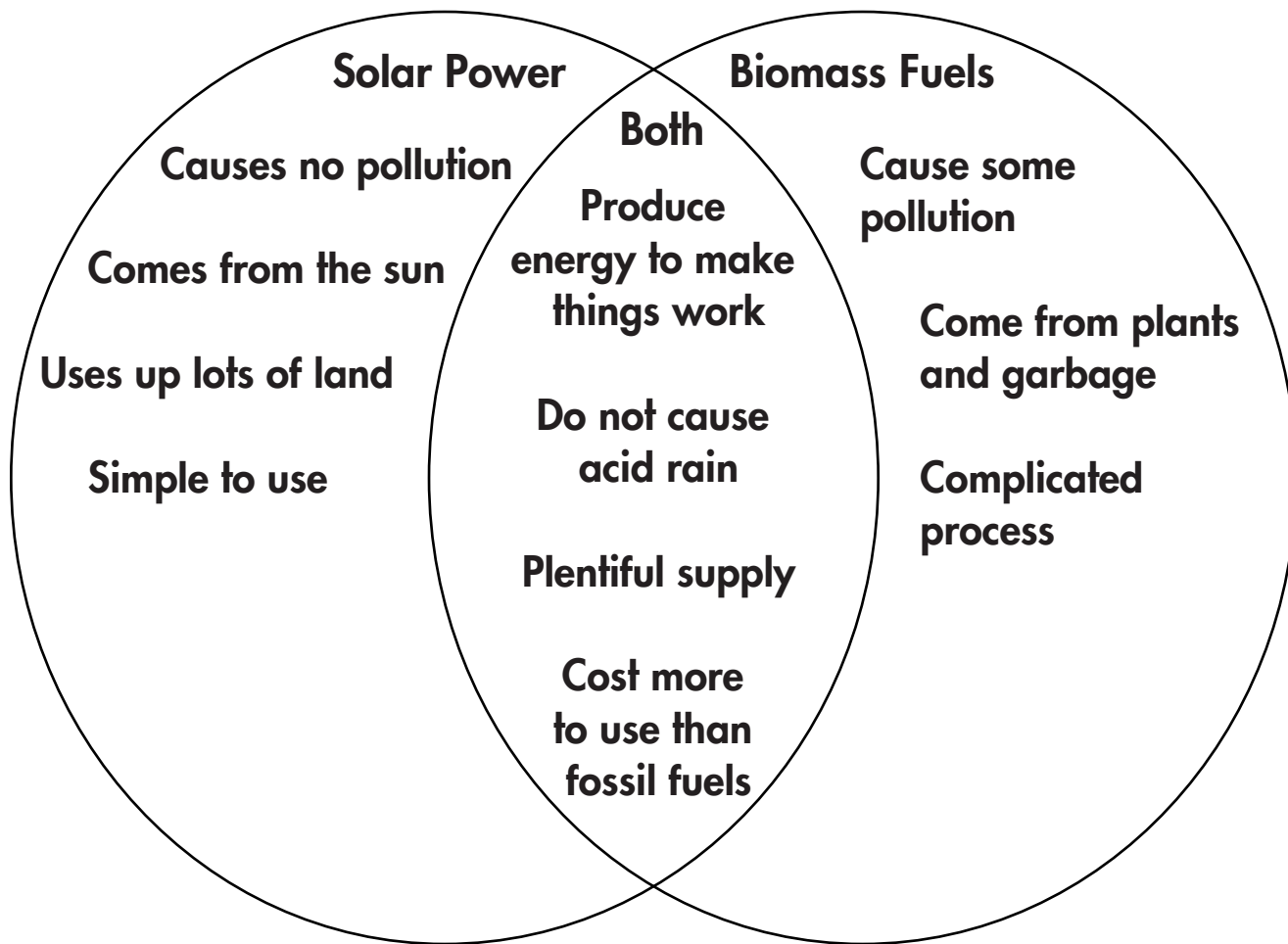
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Directions: Use the Venn diagram to compare and contrast fossil fuels and biomass fuels.

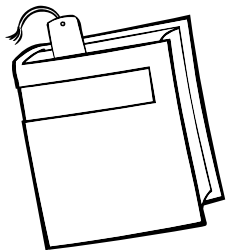


Directions: Use the Venn diagram to compare and contrast solar power and biomass fuels.



Directions: Paraphrase the first two paragraphs about fossil fuels on the lines below.

Answers will vary.



Categorizing and Identifying Meaning of Words

Directions: Read the article. Then read each question and circle the correct answer.

Insecta

All insects have six legs, three body parts, one pair of antennae, and belong in a class of animals called *Insecta*. Even though all insects share these characteristics, they come in all shapes and sizes. Some can fly, some can crawl, and some even live together in community nests. You may have seen various kinds of insects like butterflies, crickets, termites, or ladybugs around your home or neighborhood. While they all are insects, each one is unique and belongs to a different *Insecta* order.

Butterflies and moths belong to an order of insects called *Lepidoptera*. They have two wings covered with small scales and geometric designs. They are born as caterpillars and can spin cocoons, or chrysalises, from special glands on their bodies. Butterflies and moths change from caterpillars into insects with wings through a process called *metamorphosis*. They also have a long tube attached to their heads called a proboscis. Butterflies and moths uncoil the proboscis, put it into a flower, and use it like a straw to drink nectar.

Crickets belong to an order of insects called *Orthoptera*. Grasshoppers and locusts also belong to this order. Insects in the *Orthoptera* order have strong back legs that help them with jumping. If you have ever seen a cricket jump, then you know how high and far they can go! Insects in this order also chew food in their mouths. Sometimes, but not always, they have two pairs of small clear wings attached to their middle body part.

Biological Classification
Phylum
Class
Subclass
Order
Suborder
Family
Subfamily
Genus
Species

Termites belong to an order of insects called *Isoptera*. White ants also belong to this order. Insects in this order are known for living in large communities where each member has a job to do. There is always a king and a queen and several workers who take care of the nest. There are also soldiers who protect the nest. These insects have biting mouths, soft bodies, and a long life span compared to other insects.

Ladybugs belong to the order of insects called *Coleoptera*, which is the beetle order. Other insects in this order are the tiger beetle, Colorado beetle, stag beetle, and scarab beetle. Beetles make up the largest order in the entire animal kingdom! Insects in this order have hard outer shells divided down the middle. The hard outer shells protect their wings underneath. They go through four or five different stages of growth before they turn into adults.

There are many more orders in the class Insecta in addition to the ones given here. Many of these orders are divided into suborders, families, and finally into individual species. For example, one species of beetle is the violet ground beetle, and it is in the ground beetle family. The ground beetle family is in the carnivorous beetle suborder, which includes all beetles that eat meat. The carnivorous beetle suborder is part of the *Coleoptera* order, and it is part of the class Insecta. By placing insects into different group, scientists can learn more about insects.

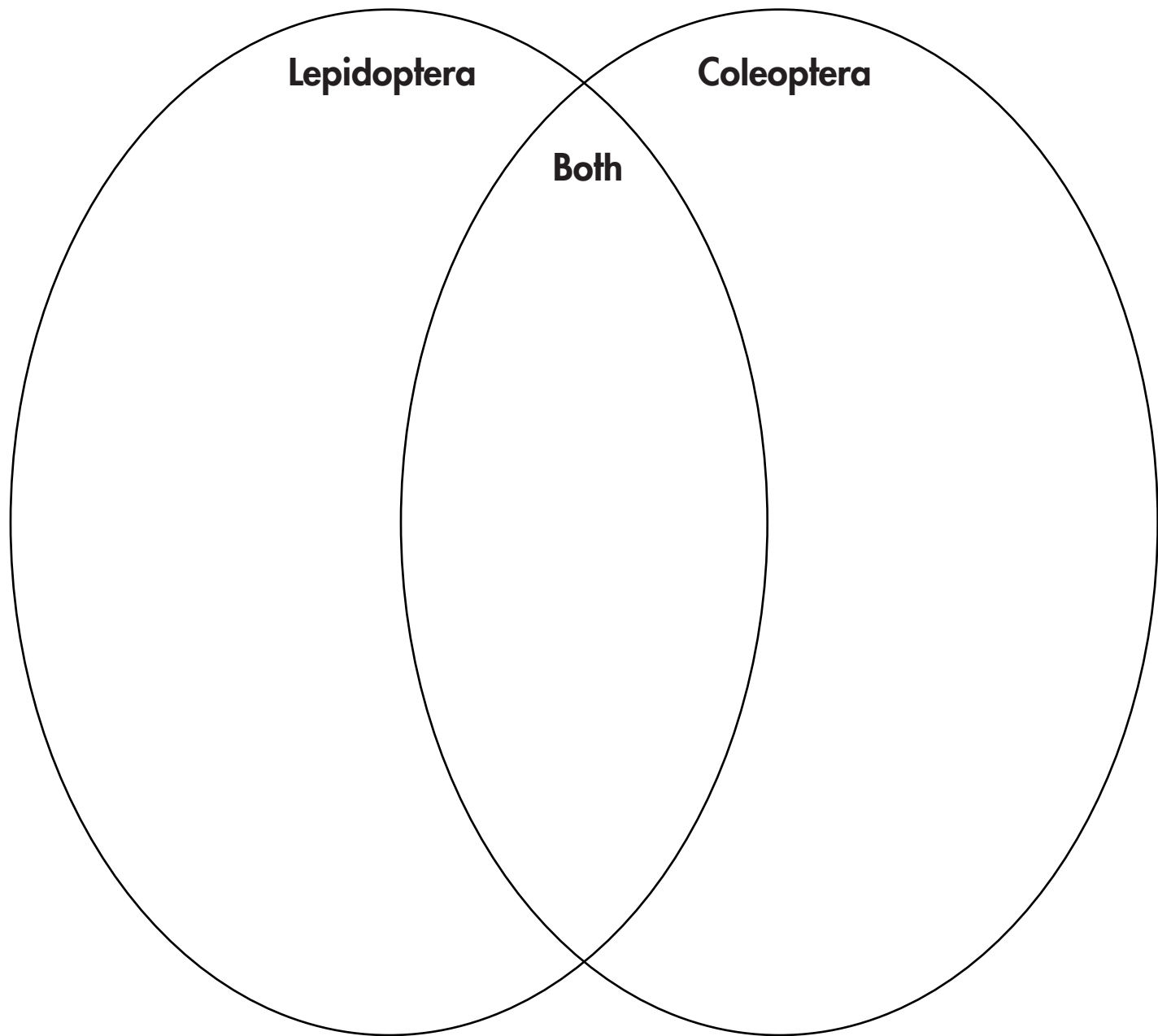
1. Which is the main idea of this article?
 - A. The class Insecta can be divided into smaller orders of insects.
 - B. Butterflies belong to the order of insects called Lepidoptera.
 - C. Insects in the order Isoptera live in communities and have jobs.
 - D. Beetles make up the largest order in the entire animal kingdom.

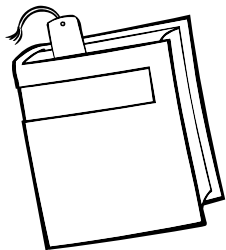
2. Which order of insects includes white ants?
 - A. Coleoptera
 - B. Orthoptera
 - C. Isoptera
 - D. Lepidoptera

3. What suborder includes the violet ground beetle?
 - A. Colorado beetle
 - B. Insecta
 - C. Carnivorous beetle
 - D. Coleoptera

4. What does the word **geometric** mean?
 - A. a process in which an animal changes forms
 - B. having designs made up of shapes
 - C. a long tube used by butterflies to drink nectar
 - D. hard outer shells divided down the middle

Directions: Use the Venn diagram to compare and contrast insects in the two orders below.





Categorizing and Identifying Meaning of Words

Directions: Read the article. Then read each question and circle the correct answer.

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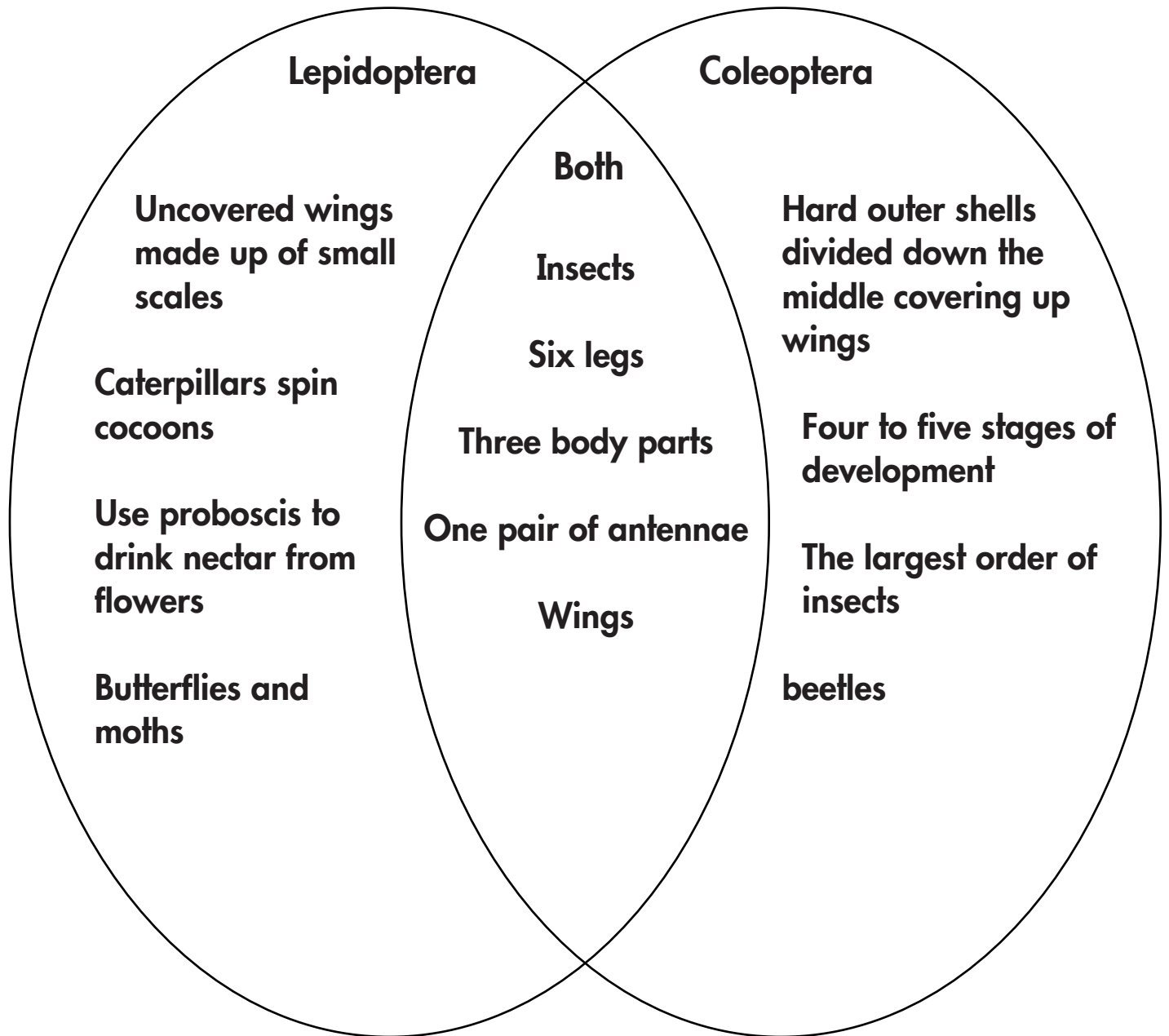
- A. **The class *Insecta* can be divided into smaller orders of insects.**
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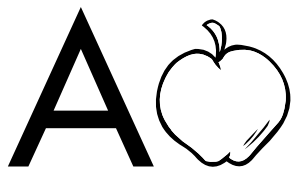
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 - D. hard outer shells divided down the middle

Directions: Use the Venn diagram to compare and contrast insects in the two orders below.





Determining Meanings of Words

Directions: Read the poem. Then complete the activity that follows.

Desert Rain

This morning the sky opened and
rivers fell.
I was sleeping like a cat in the sun.
When I opened my eyes and peeked
outside,
No sun was to be found,
But it was raining cats and dogs.

I'm usually quiet, you see,
Quiet as a mouse.
But this morning, I jumped and
squealed!
It was raining, and raining hard!
Everything gleamed with water—
Sidewalks, driveways, streets, bricks,
Grass, leaves, petals!

Huge puddles appeared.
A pool around the cactus in our yard,
The desert roses open their petals
And sipped a long, quenching drink.
Across the street, Marissa, my friend,
Splashed around the puddles in her
yard.

I rushed to get dressed, hurried to eat
And darted across the crosswalk in
the street

To reach her house.
Together we splashed and played
Because there was no other today.
Tomorrow, the sun will shine
And hug the desert
With his long, hot rays.

All the puddles will dry up
And the clouds will drift away.
The blue skies will appear
Like they awakened from a long
nap,
And stretch and stretch to every
horizon.

Before I wait for the next rain,
I was going to enjoy *this* rain—
This chilly and wet winter rain.
After playing with Marissa,
I went home with my hair soaked
through,
Dripping rain water.
The cuffs of my jeans were a deep,
dark blue,
My shoes squish and squash,
Socks, coat, hands, and feet—
Wet, wet, wet!

Directions: Determine if the text is a simile, idiom, or both. Then explain what it means on the lines below.

No sun was to be found,
But it was raining like cats and
dogs.

This is an example of _____

What it means: _____

I was sleeping like a cat in the
sun.

This is an example of _____

What it means: _____

I'm usually quiet, you see,
Quiet as a mouse.
But this morning, I jumped and
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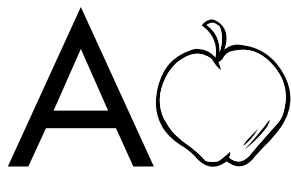
This is an example of _____

What it means: _____

The blue skies will appear,
Like they awakened from a long
nap,
And stretch to every horizon.

This is an example of _____

What it means: _____



Determining Meanings of Words

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No sun was to be found,
But it was raining like cats and
dogs.

This is an example of **an idiom**

What it means: **This idiom**
means it was raining very hard.

I was sleeping like a cat in the
sun.

This is an example of **a simile**

What it means: **This simile**
means that the narrator of the
poem was cozy and warm while
sleeping. Cats that sleep in the
sun appear cozy and warm.

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But this morning, I jumped and
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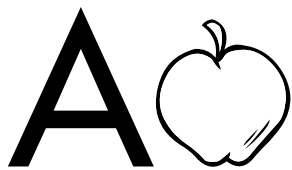
This is an example of **both**

What it means: **People think**
mice are very quiet. By
comparing the narrator to a
mouse means the narrator does
not talk very much.

The blue skies will appear,
Like they awakened from a long
nap,
And stretch to every horizon.

This is an example of **a simile**

What it means: **This simile**
shows that usually the sky is
blue where the narrator lives
and rarely rains.



Recognizing Figurative Language

Directions: Read the poem. Then answer the questions that follow.

The Picnic

Sprinklers turned on high
Spraying rain showers on all,
Dewdrops on shoulders.

Family dog running
Jumping, str...e...tching, catching,
chomp!
Thump, thump as he lands.

Trots the Frisbee to
Patient Uncle Zed, waiting
To toss it again.

Baby Cousin Sue
Bawling, hiccup! Bawling, hic—
Wailing in Mom's arms.

Dad is grilling steaks,
Onion, salt, pepper wafting,
Finding our noses.

Spit, sputter, sizzle!
Hot dogs slapped down on the grill
Get ketchup ready!

Cool watermelon,
Sweet, red, and juicy,
Dripping down my chin.

Ice cold lemonade
Cloudy yellow, floating pulp,
Pour on crackling ice.

Take a long, sweet sip,
So tart and tangy and mmmmm!
Quench my growing thirst

My brother squashes
A dandelion when he
Plops down in the shade.

The sun weighs heavy
On our shoulders, a blanket
We cannot shrug off.

So we hide in shade,
The calm wind kissing our cheeks,
Eating lunch—munch, munch!

Then three-legged races,
Horseshoes, baseball, and croquet!
Clank, ring, pop, and snap!

Smiles and laughter
Falls and scrapes, get up, brush off,

Win that crazy race!

And when all is said
And when all is shared and done,
We had lots of fun!

Directions: List five words from the poem that imitate sounds.

1. _____
2. _____
3. _____
4. _____
5. _____

Directions: Write two examples from the poem of words that created an image you could taste.

1. _____
2. _____

Directions: Write two examples from the poem of words that created an image you could see.

1. _____

2. _____

Directions: This poem consists of three-line stanzas. Circle the type of poem each stanza is. Then explain why on the lines provided.

cinquain

free verse

haiku

Each stanza is an example of _____ because _____

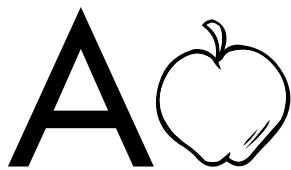
Directions: Read each question. Then circle the correct answer.

1. In the poem, what does the word **dew** mean?

- A. to carry out an action
- B. beads of moisture
- C. expected to arrive

2. In the poem, what does the word **cooler** mean?

- A. a box that keeps liquids chilled
- B. a refreshing drink
- C. slang for very good



Recognizing Figurative Language

Directions: Read the poem. Then answer the questions that follow.

The Picnic

Sprinklers turned on high
Spraying rain showers on all,
Dewdrops on shoulders.

Family dog running
Jumping, str...e...tching, catching,
chomp!
Thump, thump as he lands.

Trots the Frisbee to
Patient Uncle Zed, waiting
To toss it again.

Baby Cousin Sue
Bawling, hiccup! Bawling, hic—
Wailing in Mom's arms.

Dad is grilling steaks,
Onion, salt, pepper wafting,
Finding our noses.

Spit, sputter, sizzle!
Hot dogs slapped down on the grill
Get ketchup ready!

Cool watermelon,
Sweet, red, and juicy,
Dripping down my chin.

Ice cold lemonade
Cloudy yellow, floating pulp,
Pour on crackling ice.

Take a long, sweet sip,
So tart and tangy and mmmmm!
Quench my growing thirst

My brother squashes
A dandelion when he
Plops down in the shade.

The sun weighs heavy
On our shoulders, a blanket
We cannot shrug off.

So we hide in shade,
The calm wind kissing our cheeks,
Eating lunch—munch, munch!

Then three-legged races,
 Horseshoes, baseball, and croquet!
 Clank, ring, pop, and snap!
 Smiles and laughter
 Falls and scrapes, get up, brush off,

Win that crazy race!
 And when all is said
 And when all is shared and done,
 We had lots of fun!

Directions: List five words from the poem that imitate sounds.

1. **chomp**
2. **thump**
3. **spit**
4. **snap**
5. **hiccup**

Directions: Write two examples from the poem of words that created an image you could taste.

1. **Cool watermelon, Sweet, red and juicy, dripping down my chin**
2. **Ice cold lemonade, tart and tangy**

Directions: Write two examples from the poem of words that created an image you could see.

1. **Sprinklers turned on high, Spraying rain showers on all, Dewdrops**
 on shoulders
2. **My brother squashes a dandelion when he plops down in the tree's**
 cool shade

Directions: This poem consists of three-line stanzas. Circle the type of poem each stanza is. Then explain why on the lines provided.

cinquain

free verse

haiku

Each stanza is an example of haiku because _____
it follows a 5-7-5 syllable pattern.

Directions: Read each question. Then circle the correct answer.

1. In the poem, what does the word **dew** mean?

- A. to carry out an action
- B. beads of moisture**
- C. expected to arrive

2. In the poem, what does the word **cooler** mean?

- A. a box that keeps liquids chilled**
- B. a refreshing drink
- C. slang for very good

aeiou

Identifying Types of Poetry

Directions: Read the poems. Then complete the activity that follows.

Take Flight

Butterfly flutter
Dance on the whispering breeze
Then rest weary wings

On Holiday

No matter where I travel, I just
know
Vacation is better each time I go.

Lazy Cat

My cat—
What a lazy cat!
Napping on the couch
And stretched out
In a patch of sunlight.
Dreaming of mice dancing in her
head,
Whiskers twitching,
Belly exposed,
Legs and feet flopping.
Must be nice
To have your only worry be a
nap.
Oh to be a cat!

New Dress

There was a young lady from town
She wandered around with a frown
She wanted to dance
But just missed her chance
She just lost her beautiful gown

New Brother

They just brought home a new baby boy,
He looks like me, with curly brown hair,
Blue eyes like the skies for us to enjoy,
A body so small, his skin is so fair.

My little brother—this just seems so odd!
I am *big* brother, much more mature
He looks up at me and gives me a nod
I am his Knight, sworn to keep him
secure,

I sit and cuddle him in my strong arms,
He weighs no more than a light downy
feather,
I fall prey to his smile and cute baby
charms.
I know for a fact there's no storm we
can't weather.

My brother and best friend he will
always be.
I know he is safe when he is with me.

Directions: Draw a line from the name of the poem to the type of poem it is.

- | | |
|------------------|---------------|
| 1. "Take Flight" | a. free verse |
| 2. "On Holiday" | b. sonnet |
| 3. "Lazy Cat" | c. limerick |
| 4. "New Dress" | d. haiku |
| 5. "New Brother" | e. couplet |

Directions: In the poem "New Brother," explain what the following lines mean:

I sit and cuddle him in my strong arms,
He weighs no more than a light, downy feather.

Directions: Reread the poem “New Dress” below. Underline words that rhyme with the word **prance**. Then circle words that rhyme with the word **frown**.

There was a young lady from town.
She wandered around with a frown.
She wanted to dance,
But missed her chance.
She just lost her beautiful gown.

Describe what you notice about this poem on the lines below.

aeiou

Identifying Types of Poetry

Directions: Read the poems. Then complete the activity that follows.

Take Flight

Butterfly flutter
Dance on the whispering breeze
Then rest weary wings

On Holiday

No matter where I travel, I just
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I know for a fact there's no storm we
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My brother and best friend he will
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Directions: Draw a line from the name of the poem to the type of poem it is.

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| 3. "Lazy Cat" | c. limerick |
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| 5. "New Brother" | e. couplet |
-

Directions: In the poem "New Brother," explain what the following lines mean:

I sit and cuddle him in my strong arms,
He weighs no more than a light, downy feather.

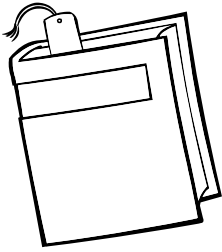
The poet means that the new baby brother is very light. He is so light, his brother can barely feel him.

Directions: Reread the poem “New Dress” below. Underline words that rhyme with the word **prance**. Then circle words that rhyme with the word **frown**.

There was a young lady from town
She wandered around with a frown.
She wanted to dance,
But missed her chance.
She just lost her beautiful gown.

Describe what you notice about this poem on the lines below.

The poem has a rhyming pattern. The first, second, and fifth lines
rhyme. The third and fourth lines rhyme.



Determining Meaning of Words, Recognizing Figurative Language

Directions: Read the poem. Then read each question and circle the correct answer.

Sparklers

It's my turn to get braces,
Those little silver wires
That straighten teeth.
I'm not sure I want braces.
I won't be able to eat popcorn
Corn on the cob,
Anything too stringy,
Anything too chewy.

What a pain!
I wonder if it will hurt
Or sting like a bee?
I wonder if I'll look different,
Feel different,
Be different.

Mom says I'm being silly—
Being dramatic and unreasonable.
All these grownup words.
I think I'm being me,
Just a little scared,
Just a little kid worried.

The dentist's office
Smells like cotton balls and soap.
The waiting chairs feel like rocks.

The lady behind the desk
Wears a shirt as white as a cloud.

I tell my mom
I don't need straight teeth!
I'll just never open my mouth
Never smile.
Never talk.
Only use pen and paper to
communicate.

Crrreak. I glance up.
A door opens slowly.
I see red sneakers—
Familiar red sneakers.

“Camille!” I say.
My cheeks as red as apple skin.
“Why are you here?”

She smiles wide,
A silver gleam like moonlight.
She has braces too!

“Just got 'em,” she said.
She's smiling

Just like she always does.
 She's not scared
 Or hurting
 Or embarrassed.
 She's the same Camille.

I look at Mom
 Who's smiling at me.
 And I smile and say,
 "I'm turning over a new leaf."
 Then the dentist calls my name.

1. This poem is an example of ____
 - A. a haiku.
 - B. a sonnet.
 - C. free verse.
 - D. limericks.

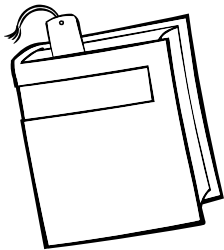
2. In the poem, the phrase "turning over a new leaf" means the girl has ____
 - A. changed how she feels about braces.
 - B. been raking the leaves in the yard.
 - C. changed how she feels about apples.
 - D. has turned the page in her textbook.

3. In the poem, the phrase "a shirt as white as a cloud" means ____
 - A. the office has clouds on the walls.
 - B. the office is painted white.
 - C. the shirt has a cloud pattern.
 - D. the shirt is bright white.

4. What does the line "The waiting chairs feel like rocks" mean?
 - A. The other patients are uncomfortable.
 - B. The chairs are uncomfortable.
 - C. The waiting time is taking forever.
 - D. The chairs are comfortable like rocks are.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. What images in the poems helped you see, smell, or feel things? Give two examples and explain why.



Determining Meaning of Words, Recognizing Figurative Language

Directions: Read the poem. Then read each question and circle the correct answer.

Sparklers

It's my turn to get braces,
Those little silver wires
That straighten teeth.
I'm not sure I want braces.
I won't be able to eat popcorn
Corn on the cob,
Anything too stringy,
Anything too chewy.

What a pain!
I wonder if it will hurt
Or sting like a bee?
I wonder if I'll look different,
Feel different,
Be different.

Mom says I'm being silly—
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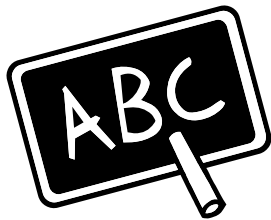
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 - A. The other patients are uncomfortable.
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 - D. The chairs are comfortable like rocks are.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. What images in the poems helped you see, smell, or feel things? Give two examples and explain why.

The dentist's office smells like cotton balls and soap. I could tell that the dentist's office smelled clean. Camille's smile was like silver gleam like moonlight made me think how shiny the silver the metal wires were. Also, I thought Camille was happy because she smiled.



Recognizing Elements of Plot in a Fantasy

Directions: Read the story. Then complete the activities that follow.

Journey into the Past

It was the strangest elevator they had ever seen. Arturo and Tamika were almost afraid to step past the doors with the geometric designs. But once inside the museum elevator, they saw a button with a picture of the same building they had seen in the Inca room of the museum. Without thinking, Arturo pushed the button with the picture. The doors closed immediately, and the elevator zoomed upward so quickly that Arturo and Tamika were thrown to the floor.

When the elevator stopped, the doors opened and what they saw was beyond anything they could have imagined. They closed their eyes, rubbed them, and then looked again. Arturo and Tamika were no longer in the museum, but somewhere outdoors. They saw a tall mountain with a rounded top in the distance. Green grass and flowering plants grew in the gardens planted in the large flat area built into the sides of the mountain. They had learned at the museum that these were terraces.

Square buildings with open windows and doorways sat in clusters along a road of stones. The dark-haired people were dressed in loose garments, decorated with designs of red, gold, and brown. Below Arturo and Tamika were dozens of stone steps leading down into the town.

“Look, Tamika,” whispered Arturo, “somehow we’ve landed in an ancient Incan village, like the model we saw at the museum.”

“This is so amazing!” Tamika replied. “The elevator must be a time machine, so let’s explore while we are here.” They started down the steps, looking around to make sure they could find their way back to the

elevator.

Arturo and Tamika walked toward some children gathering potatoes into bags made of cloth. They started to say hello when a girl looked up at them and cried out. The other children saw them too, and started throwing potatoes at them.

“Oh dear, they must think we are here to hurt them,” Tamika cried, as she dodged the potatoes.

“Quick, Tamika. Let’s hide in this house!” yelled Arturo, and they dove into an open doorway.

Only an animal hide stretched over the opening for the door. There was no furniture, but only grass mats covering the packed dirt floor. They peeked out the window and saw children and adults pointing to the house where they were hiding. A herd of llamas grazed between them and the elevator.

“Let’s crawl into the middle of the herd of llamas,” said Tamika, “and then we can make a dash up the steps to the elevator.”

They crept out of the house and into the herd where they crawled under the llamas until they reached the bottom of the stone steps. As fast as they could, they scrambled up the steps to the open elevator. The picture by the button now looked like “Home, Sweet Home.” Tamika pushed it, and the doors shut just as the potatoes started flying toward them again. Soon they were home, hugging their moms, and breathing a great sigh of relief.

Directions: Complete the steps below.

1. Underline words that describe the conflict of the story.
2. Circle words that describe the climax in the story.
3. Draw wavy lines under words that describe the resolution of the story.

Directions: Describe the conflict, climax, and resolution of the story in the boxes below.

Climax

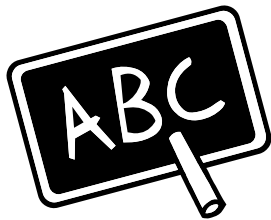
Conflict

Resolution

Directions: Read each question. Then write your answer using complete sentences on the lines below.

1. Summarize the story in three sentences or less.

2. Tamika and Arturo saw many things during their short visit to the Incan village. List at least three things they saw.



Recognizing Elements of Plot in a Fantasy

Directions: Read the story. Then complete the activities that follow.

Journey into the Past

It was the strangest elevator they had ever seen. Arturo and Tamika were almost afraid to step past the doors with the geometric designs. But once inside the museum elevator, they saw a button with a picture of the same building they had seen in the Inca room of the museum. Without thinking, Arturo pushed the button with the picture. The doors closed immediately, and the elevator zoomed upward so quickly that Arturo and Tamika were thrown to the floor.

When the elevator stopped, the doors opened and what they saw was beyond anything they could have imagined. They closed their eyes, rubbed them, and then looked again. Arturo and Tamika were no longer in the museum, but somewhere outdoors. They saw a tall mountain with a rounded at the top in the distance. Green grass and flowering plants grew in the gardens planted in the large flat area built into the sides of the mountain. They had learned at the museum that these were terraces.

Square buildings with open windows and doorways sat in clusters along a road of stones. The dark-haired people were dressed in loose garments, decorated with designs of red, gold, and brown. Below Arturo and Tamika were dozens of stone steps leading down into the town.

“Look, Tamika,” whispered Arturo, “somehow we’ve landed in an ancient Incan village, like the model we saw at the museum.”

“This is so amazing!” Tamika replied. “The elevator must be a time machine, so let’s explore while we are here.” They started down the steps, looking around to make sure they could find their way back to the

elevator.

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Only an animal hide stretched over the opening for the door. There was no furniture, but only grass mats covering the packed dirt floor. They peeked out the window and saw children and adults pointing to the house where they were hiding. A herd of llamas grazed between them and the elevator.

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Directions: Complete the steps below.

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2. Circle words that describe the climax in the story.
3. Draw wavy lines under words that describe the resolution of the story.

Directions: Describe the conflict, climax, and resolution of the story in the boxes below.

Climax

Incan children and adults throw
potatoes at Anturo and Tamika
as they try to escape the village
by hiding in a herd of llamas
and then running back to the
strange elevator.

Conflict

Arturo and Tamika get on an
elevator in a museum, which
turns out to be a time machine
that delivers them to an Incan
village.

Resolution

Arturo and Tamika safely return
home through the time-machine
elevators.

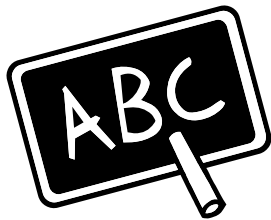
Directions: Read each question. Then write your answer using complete sentences on the lines below.

1. Summarize the story in three sentences or less.

“Journey into the Past” is a story about two friends who travel back in time in a museum elevator to an ancient Incan village. While exploring the village, the friends are discovered by Incan children who are afraid of them and throw potatoes at them. Arturo and Tamika safely return home after escaping the villagers by hiding in a herd of llamas and running back to the elevator.

2. Tamika and Arturo saw many things during their short visit to the Incan village. List at least three things they saw.

Tamika and Arturo saw terraced gardens, a tall mountain, square houses with only openings for the windows and doors, people dressed in loose garments, children gathering potatoes, herd of llamas, and stone steps.



Recognizing Flashback

Directions: Read the passage. Then complete the activities that follow.

Unwelcome Guest

Spencer knew if he stayed patient a little longer, the mystery would soon be solved. The glowing lump in the middle of the carpet was slowly moving toward his open backpack placed just under the edge of the rug. The light inside the backpack matched the glow from the lump, and it looked like Spencer's plan might work. The small, mysterious creature was drawn to the familiar green glow, perhaps thinking it was one of its family members. If Spencer could fool it long enough to scoop it up, he would soon see what was causing all the fuss.

Earlier that day, Spencer had been cleaning his new bike when he heard his neighbors scream. He saw Laurel, her mom, and their dog Sam come bounding out of their house looking extremely scared.

“What is going on over there?” Sam asked.

“There is something in our house that does not belong there,” Laurel cried, “and it is making a mess.”

Spencer did not understand until Laurel calmed down enough to explain. She had been baking cookies with her mom when she heard something banging around in the living room. When she looked, she saw tables knocked over and lamps on the floor. As she stood there in shock, a chair tipped and fell over.

Spencer went into their house slowly, being careful not to make any noise. He peeked around the corner into the living room and saw a lump under the rug that had a greenish glow. The rug moved up and down like

it was breathing. Spencer thought for a minute, and then rushed back outside and looked around the yard. He saw what he suspected might be there. A tiny spaceship was sitting under the tree, looking like it would take off soon. Several glowing spots of green were moving toward the ship.

Spencer remembered hearing a loud sound that morning when he was in bed that morning. It must have been the spaceship landing, and now it was ready to take off leaving one of its own, unless Spencer did something fast to help! He remembered a glow stick he had put in the freezer from the last carnival. He grabbed the glow stick, put it in his backpack, and then hurried back to Laurel's house.

Now he was waiting for the creature to go into his backpack. He could barely see a smooth round body sliding toward him with several of short arms. It looked like a frog, only with big round ears and little eyes. It also looked very scared.

“Come on, little guy. I'll take you to your ship,” whispered Spencer. After the creature was in the backpack, he gently scooped it up and closed the opening. The creature bounced around inside trying to get out. Spencer ran outside, opened the backpack, and placed it by the spaceship. The little green alien slid out and jumped on his ship just as it started to move away. With a flash of green light, the ship was gone. He went back to where Laurel and her mother were standing.

“All clear,” he said. “It was just a gopher or some other animal looking for a way out of your house.”

“Thanks, Spencer. You are our hero!” cried Laurel and her mom. Spencer winked at Sam the dog, who gazed at him with wise eyes.

Directions: Underline two sentences in the story that show a flashback to a different time. Write the sentences below.

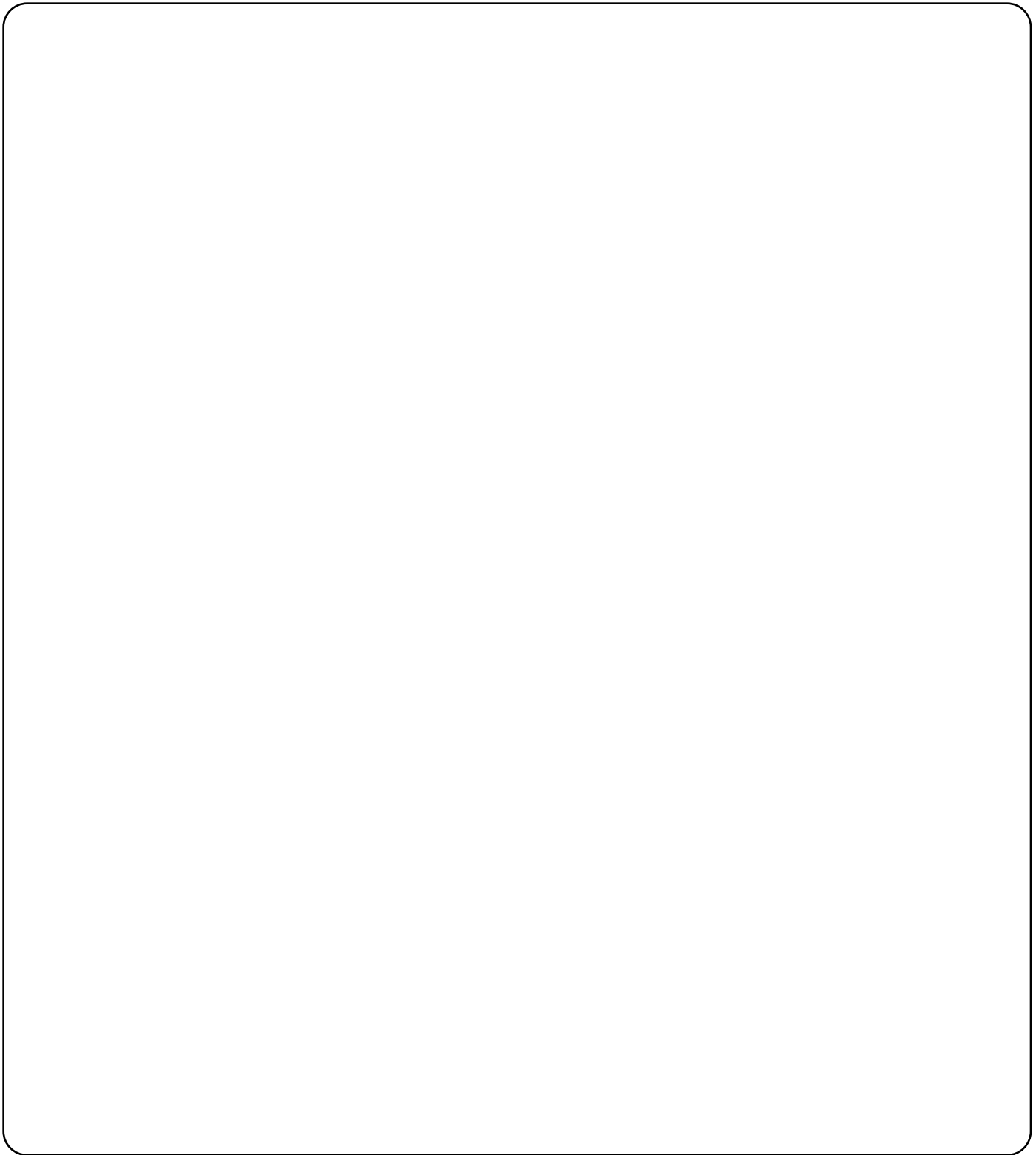
Directions: Read the questions. Then write your answer using complete sentences on the lines below.

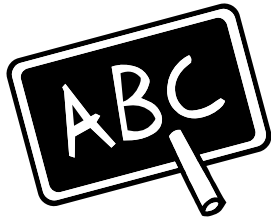
1. Why did Spencer put a glow stick in his backpack?

2. Who else probably knew what was under the rug?

3. Why do you think Spencer did not tell Laurel and her mom what was really under the rug?

Directions: Draw a picture of what the spaceship looked like the box below.





Recognizing Flashback

Directions: Read the passage. Then complete the activities that follow.

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“Thanks, Spencer. You are our hero!” cried Laurel and her mom. Spencer winked at Sam the dog, who gazed at him with wise eyes.

Directions: Underline two sentences in the story that show a flashback to a different time. Write the sentences below.

Earlier, Spencer had been cleaning his bike when he heard someone
scream. Spencer remembered hearing a loud sound that morning while
he was still in bed. He remembered a glow stick he had put in the
freezer from the last carnival.

Directions: Read the questions. Then write your answer using complete sentences on the lines below.

1. Why did Spencer put a glow stick in his backpack?

Spencer thought it would attract the alien because it also glowed.

2. Who else probably knew what was under the rug?

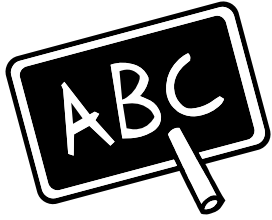
Laurel's dog, Sam, probably knew.

3. Why do you think Spencer did not tell Laurel and her mom what was really under the rug?

Spencer might have thought they would not have believed him. He
might have thought they would have been scared.

Directions: Draw a picture of what the spaceship looked like the box below.

Pictures will vary.



Distinguishing between Figurative and Literal Language

Directions: Read the passage. Then complete the activities that follow.

Sightseeing on Earth

Linda was on pins and needles waiting for her dad to return home because he was bringing with him a family to spend the day with her own. This was no ordinary family, but visitors from another planet who had been studying English and the ways of humans since their arrival. Now they were ready to explore life on Earth. Linda felt butterflies in her stomach as she watched their van pull into the driveway.

The last person out of the van was a girl about Linda's age who had long brown hair and wore a pastel sundress just like Linda's.

Linda tore out of the house and stopped in front of the girl. Linda's mother looked at both of them and said, "Hmmm, you are like a pair of bookends."

The girl looked puzzled, and then asked, "Do you want us to hold up books?"

The families laughed, and Linda's mom answered, "No, no. I meant you two look very similar."

The girl smiled and said, "Are you Linda? I'm happy to meet you. My Earth name is Adnil because my real name is too hard for you to say."

Linda said, "We have a wonderful day in store for you. We'll hook up with some of my friends to explore the sights in town, and we may have time to take in the zoo after we picnic at the park. Tonight, the town is throwing you a party at our school."

Adnil once again looked very confused as she was trying to picture “a day in store” and if they would need a hook to use with Linda’s friends. She also could not imagine anyone strong enough to throw a party. When it was all explained to her, she thought, “These humans use their language in strange ways.”

The day went as planned with the girls enjoying their new friendship. Adnil liked seeing the polar bears at the zoo. She thought they were the most beautiful creatures she had ever seen. Adnil continued to be surprised at the way her new friends talked. She finally thought she was getting the hang of it. Adnil gave Linda a present she had made—a necklace of smooth, sea green pebbles from her planet.

“How did you know I loved this color?” asked Linda.

Adnil answered, “A baby robin chirped to me.”

It was Linda’s turn to look puzzled until she figured out that Adnil had meant to say, “A little bird told me.”

After visiting the zoo, the girls made a beeline for Linda’s room for a little nap, and then they cleaned up before joining their parents to walk to the party. When she saw the girls, Linda’s mom said, “You both look as pretty and fresh as a daisy.”

Adnil smiled and said, “Thank you. You are as beautiful as a polar bear.”

Linda’s mom looked surprised at first, and then they all had a good laugh.

Directions: Underline examples of figurative language in the story.

Directions: Choose the correct expressions to complete the sentences below.

1. After taking a nap and washing my face, I felt _____
_____.
2. I was _____ thinking about the
upcoming recital and my solo piece.
3. You could say _____ about the
surprise party.
4. Your parents have great plans _____
someday.

Directions: Draw a line to match each of the expressions with its meaning.
Next, choose three of the expressions and write a sentence for each on the
lines below.

hooking up with

look similar

butterflies in her stomach

going directly to something

look like a pair of bookends

getting together

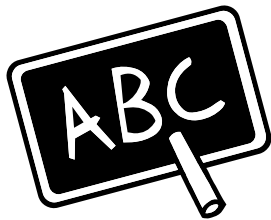
making a beeline

feeling nervous

1. _____

2. _____

3. _____



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1. After taking a nap and washing my face, I felt fresh as a daisy.
2. I was on pins and needles thinking about the upcoming recital and my solo piece.
3. You could say a little bird told me about the surprise party.
4. Your parents have great plans in store for you someday.

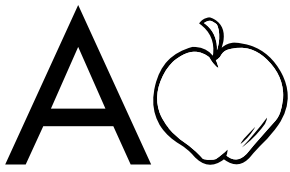
Directions: Draw a line to match each of the expressions with its meaning. Next, choose three of the expressions and write a sentence for each on the lines below.

hooking up with	look similar
butterflies in her stomach	going directly to something
look like a pair of bookends	getting together
making a beeline	feeling nervous

1. **Answers will vary.**

2.

3.



Recognizing Elements of Plot and More

Directions: Read the passage. Then read each question and circle the correct answer.

Chimp in Space

The young astronauts settled into their seats as their spaceship orbited Earth. They waited eagerly to hear from Mission Control about their crewmate and the stowaway who were zooming toward home.

“He looked relieved when we tucked him into the mini-shuttle with Jenna,” said Faith. “He will probably sleep like a log all the way home, and I bet someone will be tickled pink to see him.”

Just eight hours ago they had been relaxing in their sleeping compartments, when suddenly they heard noises in the supply room. Rob and Faith checked it out and noticed the food boxes were torn open. Stranger still was seeing the extra spacesuit flopping around the area with a set of dark eyes peeking out from a furry face. Rob pulled off the helmet to discover a chimp huddled inside the suit. Neither Rob nor Faith had a clue how he had boarded the spaceship. This was their first stowaway.

The chimp floated across the ceiling and grabbed onto a pipe. He tried to swing through the hatch door. But without gravity, he just tumbled and floated through the entryway into the area where astronauts prepared for their space walks. Faith was alarmed to see the chimp pushing buttons on the control panel. If the chimp pushed the wrong button, he would be out in space without a spacesuit! Quick as lightning, Faith grabbed for the chimp and managed to pull him safely away from the panel. Then he was off floating through the spacecraft again.

Faith decided they need a plan. Rob was all ears as she explained her idea, and soon they put it into action. Faith sat by the food boxes with two

freeze-dried bananas in her hands. Rob sat beside her with a blanket in his lap. Faith started to eat the first banana, making loud slurping noises. The chimp stared at the banana and licked his lips. Rob was ready as the chimp slowly floated towards Faith and the freeze-dried fruit. When the chimp was close enough, Rob wrapped the blanket around the stowaway. Meanwhile, Faith calmed the chimp with soft words and pieces of banana. It was then decided that Jenna would return to Earth with the chimp, and the rest of them would complete their mission.

Suddenly, a voice came over the radio. “The mini-shuttle has splashed down safely,” the voice said, “and they have been picked up. The chimp belongs to the space director’s daughter. She apologizes for the trouble JoJo caused. They were on the observation deck when the chimp slipped away from her. We hope it wasn’t too much of a circus up there when you were trying to catch him.”

The astronauts looked at each other and smiled from ear to ear. Rob responded, “It’s smooth sailing for us now with our stowaway gone.”

1. Which of the following sentences from the story is an example of a flashback?
 - A. It’s smooth sailing for us now with our stowaway gone.
 - B. Just eight hours ago they had been relaxing in their sleeping compartments.
 - C. Suddenly, a voice came over the radio.
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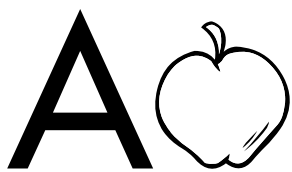
2. What does the expression “tickled pink” mean?
 - A. very embarrassed
 - B. giggling
 - C. very pleased
 - D. turning colors

3. What does the expression “all ears” mean?
 - A. very large ears
 - B. to be ready for action
 - C. more than one ear
 - D. to listen carefully

4. Which of the following is the climax?
 - A. Then he was off floating through the spacecraft again.
 - B. Rob pulled off the helmet to discover a chimp huddled inside the suit.
 - C. If the chimp pushed the wrong button, he would be out in space without a spacesuit!
 - D. When the chimp was close enough, Rob wrapped the blanket around the stowaway.

Directions: Read the question. Then write your answer using complete sentences on the lines below.

5. Summarize the plot of the story in one to two sentences.



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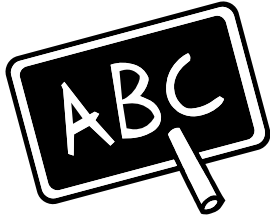
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Directions: Read the question. Then write your answer using complete sentences on the lines below.

5. Summarize the plot of the story in one to two sentences.

The astronauts discovered a stowaway on their spaceship. It was a chimp and they needed to catch it and send it home.



Describing Character's Changing Feelings

Directions: Read the legend. Then use details from the story to complete the graphic organizer that follows.

Characters often change in the course of a story. As you read “The Well Dragon,” pay attention to how the knight’s feelings change.

The Well Dragon

Many years ago, in a small English village, a monstrous dragon guarded a well. He would not allow the villagers to approach the well, so they had to trudge to a river several miles away to get water. The villagers were frustrated, but did not know how to rid themselves of the dragon. Finally, after many months, a knight appeared in the village. He had heard rumors about a dragon and had come to defeat it.

The knight, confident he would have no trouble getting rid of the dragon, swaggered into a local inn. After the knight explained his purpose for coming to the village, the innkeeper offered the knight food and a place to rest. The knight slept well, and after breakfast the next morning set out to contend with the dragon.

With his sword drawn, the knight approached the dragon at the well. The two fought all day long, one with his sword and the other with sharp talons. At the end of the day, the knight was exhausted. He had inflicted several wounds on the dragon, but each one had healed almost instantly! And while the knight was completely worn out, the dragon seemed to have plenty of energy left. The knight returned to the village downhearted, fatigued and sore.

On the second day, the knight returned to the well to fight the dragon,

but this time less confident than he had been the day before. Nonetheless, the knight fought vigorously, his frantic sword striking the dragon repeatedly. Unfortunately for the knight, each wound healed quickly and the dragon never tired. By the end of the second day, the tired knight left the well without having defeated the dragon. The knight was depressed and a little embarrassed because defeating a dragon was not as easy as he had previously believed. He retired to the village and collapsed into bed.

The next day, the knight decided to use his brains instead of just his sword to conquer the dragon. He was determined to succeed. Instead of just attacking the dragon repeatedly, this time the knight moved slowly and observed the dragon. He noticed that the dragon's tail never left the water in the well, so the knight decided to lure the dragon away from the well. He attacked, and then pretended to be scared and retreated. The dragon followed, thinking he could easily destroy the knight. As soon as the dragon's tail left the water, the knight darted between the dragon and the well. After a furious fight, the dragon was soundly defeated.

The villagers celebrated with an enormous feast to celebrate the victory. They were grateful they could use the well again! The knight left the village with many gifts, and his reputation for wisdom and bravery became widespread throughout the land.

How the Knight Changes

1. How did the knight feel before fighting the dragon?

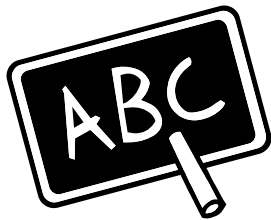
2. Why do you think he felt this way? Use evidence from the text to support your answer.

3. How did the knight feel after the first two days of fighting?

4. What caused his feelings to change? Use evidence from the text to support your answer.

5. How do you think the knight felt after defeating the dragon?

6. What do you think the knight learned from defeating the dragon?



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How the Knight Changes

1. How did the knight feel before fighting the dragon?

The knight was confident that he would beat the dragon.

2. Why do you think he felt this way? Use evidence from the text to support your answer.

It says in the story the knight felt confident. Also, he swaggered when he walked into the inn.

3. How did the knight feel after the first two days of fighting?

The knight was tired and discouraged.

4. What caused his feelings to change? Use evidence from the text to support your answer.

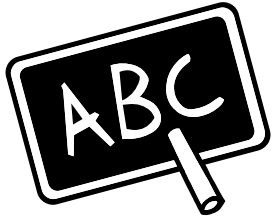
The knight did not defeat the dragon in the first two days. The story mentions he was exhausted after both days. Plus, the dragon's wounds healed right away and it didn't lose energy.

5. How do you think the knight felt after defeating the dragon?

The knight probably felt relief and pride.

6. What do you think the knight learned from defeating the dragon?

The knight learned he needed to use both his physical strength and his brains to defeat the dragon.



Comparing Themes

Directions: Read the legends. Then answer the questions that follow.

How Anansi Became a Spider

Adapted from an African Legend

There once was a king who owned the finest ram in all the land. One day, the ram got into Anansi's crops and trampled all of the plants. Anansi was livid at the king's ram. For revenge, he decided to capture the ram and bring it back to his home. Anansi knew there would be consequences for stealing the king's prize ram, so he thought of a way to avoid punishment. First, he hid the ram in a cave. Then he told a spider to spin a web at the front of the cave. The spider was excited by the idea of building a new home, so he followed Anansi to the cave and began spinning a web.

Anansi quickly went to the king and told him his ram had been stolen by a spider who was keeping it captive in a cave! The king was enraged and ordered the spider to be banished to another kingdom. He offered Anansi a reward for bringing the spider to him.

Anansi ran back to the spider. He told the spider that the king wanted to reward him for weaving such an amazing web. The spider was elated at the idea of being seen by the king!

While Anansi was away, the king told his wife, the queen, what had happened. The king's wife laughed and asked, "How could a spider lure a ram into a cave and then weave a web strong enough to keep him inside?" The wife told the king Anansi must have stolen the ram.

When Anansi returned with the spider and demanded his reward, the

king scolded him for stealing the ram and deceiving the spider. With a wave of his mighty scepter, Anansi was turned into a spider and the spider into a man.

The Creation of Seal

Adapted from a Mowhawk Legend

Before there were humans, birds, and animals, Earth was populated with creatures that had human traits and animal traits. There were brothers of the sun and the moon, known as The-Two-Men-Who-Changed-Things. They came down to Earth to prepare it for a new race of people. The brothers gathered all the creatures and changed some into animals, some into birds, and some into trees.

One of these creatures was a terrible thief. He stole fish and game from the creatures that hunted and fished. The-Two-Men-Who-Changed-Things decided to teach the thief a lesson. They transformed him into Seal by shortening the thief's arms and tying his legs together so that only his feet moved. Then they tossed him into the ocean and told him, "From now on you will have to catch your own fish if you want to eat."

Directions: Read each question. Then write your answer using complete sentences on the lines below.

1. A common **theme** in both stories is there are consequences for a person's actions. Explain how this theme applies to each legend.

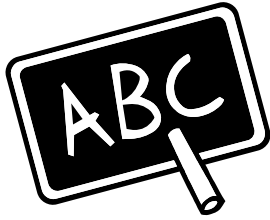
"How Anansi Became a Spider"

"The Creation of Seal"

2. Summarize the **main events** of each legend in the boxes below.

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Directions: Read each question. Then write your answer using complete sentences on the lines below.

1. A common **theme** in both stories is there are consequences for a person's actions. Explain how this theme applies to each legend.

“How Anansi Became a Spider”

Anansi lies to get out of a punishment. In the end, he is still punished for his actions and he is changed into a spider.

“The Creation of Seal”

In this story, a creature steals from others. Because he is a thief, he is changed into a seal.

2. Summarize the **main events** of each legend in the boxes below.

“How Anansi Became a Spider”

Anansi was angry at the king’s prize ram, so Anansi stole the ram. He hid the ram in a cave and told a spider to spin a web at the front of the cave. Anansi told the king the spider was keeping the ram captive in a cave. Anansi tricked the spider into going to see the king. The king realized the trick and punished Anansi by turing Anansi into a spider.

“The Creation of Seal”

The-Two-Men-Who-Changed-Things came to Earth to prepare it for a new race of people. The-Two-Men-Who-Changed-Things started to change the creatures into animal, birds, and trees. The-Two-Men-Who-Changed-Things learned of a creature that stole fish from other creatures. As punishment, The-Two-Men-Who-Changed-Things changed the thief into a seal.



Reading Fluently

Directions: Read the passages aloud.

Sailing Shoes

Written by Rene Holden and Barbara Davis-Pyles

A group of tiny Astroleans gathered before Captain Sierra Star-Unit on Sunday evening in preparation for their delivery trip the next day. The captain noticed that most wore the proper Astrolean uniform, but some were not sporting the soft, leather-soled shoes required by safety guidelines. Captain Star-Unit disapproved, but she was in a hurry. Her tiny ship, the *Dream Chaser*, was scheduled to deliver a single cargo to Gyrodots across the Mistolee River.

Unfortunately, Captain Star-Unit had some bad news for her sailing crew. The cargo boxes were missing from the underground storage beneath the old forest. The captain's distress twofold because her people had worked hard to create the delicate metal gears for the Gyrodots. In addition, the Astroleans planned to trade the gears for wood to build a school and hospital for their growing community. Now all the gears had disappeared, and Captain Star-Unit had to find them before they grew rusted and useless. The gears needed to be cleaned and oiled daily.

Captain Star-Unit cleared her throat and addressed her waiting crew.

“I have sad news. The entire cargo seems to have vanished. An investigation is under way. Let's hope whoever took the gears still has them all, and we can recover them in time for delivery.”

The captain dismissed her crew and then sat for a moment to think. She had to find the missing cargo before the gears rusted. Her mind drifted back to the crew meeting the day before. As usual, she had begun by taking roll call. Three of her crew members were missing. “This is

odd,” she had thought. “My crew is known for being on time.” She called out “Aven, Squeb, Meeka!” Everyone began to look worried. The three then burst into the room and took their places quickly. They were muddy and looked nervous. “This is very strange, indeed,” the captain had thought, but she had so much business to cover and so little time that she simply continued with the meeting.

“Yes, it was strange,” Captain Star-Unit thought again as she sat forward and looked down at her shoes. Her eyes grew wide, “That’s it!”

She called for her assistant captain.

“Viddon, bring Aven, Squeb, and Meeka to me at once,” she said. Viddon bowed and rushed away. Within minutes, he returned with three elves who looked nervous.

Each elf wore an Astrolean jumpsuit, including the shiny symbol of the Astrolean badge. The captain wasted no time, however, in studying their shoes once again. She pointed out to the anxious elves that they were out of uniform. They wore hard-soled shoes.

Captain Star-Unit looked at the elves and said, “I notice tonight that you are wearing shoes for walking on the land, which seems strange considering we were supposed to set sail tomorrow. Then my first captain told me that we found footprints from hard-soled shoes near the storage area. Now tell me where my cargo is hidden, and I will see that you get a fair trial.”

The three nervous elves revealed the truth in time for Captain Star-Unit to recover the cargo and deliver it to its destination.

The King's Servant

Written by Susan Motter Johnson

King Arthur and his entourage of knights had just returned to Camelot from a long and exhausting ride, and Terrence was helping his grandfather groom and care for their horses. Terrence thought, "I love my grandfather, but I am embarrassed to tell people that he cleans up after horses, and this is not the life I want for myself."

Grandfather noticed the heavy silence that had fallen between them. "Perhaps," he said, "it is time I share my story."

"Many years ago, our good king grew ill and died, leaving the land without a ruler. There was no heir to the throne, so the people fought among themselves. Without the wisdom of a great leader, England fell into a dark age. The nobles decided to have a great tournament in my village to determine who would be king. I was filled with excitement. The greatest knights from all over the land arrived to participate in jousting and archery contests."

At the mention of jousting and archery, Terrence forgot about the embarrassment of grooming the horses and listened intently to his grandfather.

Grandfather continued. "I wanted to watch the contest, but one of our horses had fallen ill, and my father insisted that I stay to care for him. I was disappointed but obeyed my father. While the men were in the country competing for the crown, the most amazing thing occurred. In the middle of the town square, there appeared an enormous stone and rising from its center was the most beautiful sword I had ever seen. Words carved into the stone said that whoever was able to pull the sword from the stone would be king. Perhaps I had not missed the real excitement after all.

“Just as I was about to try my hand at removing the sword, a child, who was no older than I, came running into the square. ‘My master has lost his sword! Where can I find another?’ the child asked. Just then, his eyes fell upon the sword in the stone. With one easy motion, the youth pulled the sword out. Then he turned to me. ‘Why are you not at the joust? It’s great fun!’ My voice quivered as I told him about our ill horse. I had never spoken to a king before and though I was sure he had no knowledge of the sword’s meaning, I knew I was looking at England’s next ruler. When the nobles returned from the tournament, I bore witness to the boy’s feat. At last, we had a new king.

“King Arthur grew up and so did I. He was the wisest and most generous king the world had ever seen. One day I was summoned to his court. He required someone to care for his horses, and he remembered me and that I had remained behind to care for my father’s horse during the tournament. He said he would be honored if I would care for his horses the way I had cared for my father’s horses.”

Terrence smiled and gave his grandfather a hug. He knew that his grandfather was not merely a horse keeper, but a man who did a very important job for a kind and wise king. Terrence looked forward to the day when King Arthur would summon him, and he would take up this great honor.



Reading Fluently

Directions: Read the passages aloud.

Sailing Shoes

Written by Rene Holden and Barbara Davis-Pyles

A group of tiny Astroleans gathered before Captain Sierra Star-Unit on Sunday evening in preparation for their delivery trip the next day. The captain noticed that most wore the proper Astrolean uniform, but some were not sporting the soft, leather-soled shoes required by safety guidelines. Captain Star-Unit disapproved, but she was in a hurry. Her tiny ship, the *Dream Chaser*, was scheduled to deliver a single cargo to Gyrodots across the Mistolee River.

Unfortunately, Captain Star-Unit had some bad news for her sailing crew. The cargo boxes were missing from the underground storage beneath the old forest. The captain's distress twofold because her people had worked hard to create the delicate metal gears for the Gyrodots. In addition, the Astroleans planned to trade the gears for wood to build a school and hospital for their growing community. Now all the gears had disappeared, and Captain Star-Unit had to find them before they grew rusted and useless. The gears needed to be cleaned and oiled daily.

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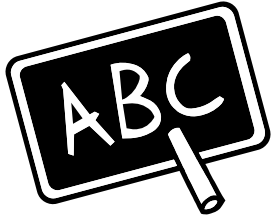
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Describing Characters' Changing Feelings

Directions: Read the legend and answer the accompanying questions.

The Golden Snail

Adapted from an Indonesian Legend

Dewi Limaran was a lovely princess married to Prince Raden Putra. One day, while strolling in her garden, Dewi spotted a snail. She had a servant remove the snail so it would not mar the beauty of her flowers. But the snail was really an old witch in disguise, so she cursed Princess Dewi, changed her into a golden snail, and threw her into the river.

In the woods, some distance away, there lived a poor widow who fished to support herself. One day she cast her net again and again, but caught no fish. She was very upset and pulled up the net to go home. At the very bottom of the net she saw something sparkle. It was a snail with a glimmering golden shell.

The widow took the snail home with her and put it in an earthen pot. She was very tired, so she went to bed. When she awoke the next morning, to her surprise she saw that her floor had been swept and someone had prepared breakfast for her. The woman thought she must be dreaming because she did not know anyone who would have been so generous to her.

The next night, the woman pretended to go to sleep. Soon the earthen pot began to shake and the snail transformed into a lovely young woman. Figuring the girl was under a spell, the widow quickly took the shell and threw it into the river. Now one part of the curse was broken and the girl would no longer be a snail.

Late into the night, the girl and the widow talked. The girl shared her story and explained that as part of the spell she could not go back home

until the prince came for her. Saddened by the girl's plight, the widow said, "Then I will pray that the prince will find and rescue you here."

Several years went by and Prince Raden Putra had never remarried. His father insisted that the prince find a new bride, but Prince Raden loved his wife and did not want to find another. He finally told his father that he would look throughout the kingdom for a woman that resembled his lovely wife.

The prince traveled from village to village, but soon became lost in a large forest. As he wandered through the trees, the prince stumbled upon a tiny hut. Hungry, thirsty, and very tired, Prince Raden knocked on the door to ask for some assistance. An old widow answered the door, inviting the prince in for a meal. The food was excellent and Prince Raden complimented the woman on her cooking.

"I didn't prepare the meal, my daughter did," the widow replied. The prince asked to meet the girl so he could thank her. The girl came from the back of the hut and bowed to the prince. He lifted her chin and caught his breath. This lovely young woman looked exactly like his wife!

The prince asked the girl to marry him, but she told him she had made a promise. She explained if a man wanted to marry her, he would need to obtain the holy gamelan, a set of instruments that play music without being touched. Prince Raden went into the forest to meditate and fast. After one hundred days, the gods took pity on the prince and gave him the holy gamelan.

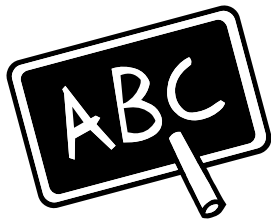
On their wedding day, as the holy gamelan filled the courtyard with heavenly music, Princess Dewi revealed her true identity to her husband, Prince Raden. The music of the gamelan had broken the spell. Prince Raden and Princess Dewi invited the widow to come and live with them in the palace. The three lived happily together the rest of their lives.

1. The legend is mainly about ____
 - A. a mean old woman's spell.
 - B. a prince who must choose a bride.
 - C. a princess who is turned into a snail.
 - D. a poor widow who fishes for a living.

2. What can be inferred about the widow based on her actions?
 - A. The widow is poor and alone.
 - B. The widow cares only about herself.
 - C. The widow was once a princess.
 - D. The widow is kind to others.

3. What element of "The Golden Snail" is similar to other fairy tales and legends?
 - A. The princess is turned into a snail.
 - B. The prince meditates for 100 days.
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 - D. The three live happily ever after.

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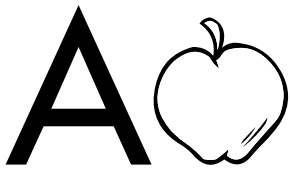
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Categorizing Words

Directions: Read the article. Then complete the activities that follow.

Tide Pool Life

Tide pools are home to some of the most adaptable creatures of the sea. Tide pools are areas of water and rock along ocean shores that experience extreme changes every day. Creatures that live in the tide pools have to survive in difficult conditions. Most tide pool creatures are *invertebrates*, or animals without a backbone. The design of their bodies allows them to survive in a harsh environment.

One group of invertebrates that lives in tide pools are *echinoderms*. Echinoderms often look like stars or flowers. Some have spikes coming off their skin, while others have a rough surface that acts like body armor. Echinoderms also often have tube feet, which are thin tubes with suckers at the ends. The tube feet help the animals stick to rocks and open up shells for food. Echinoderms have body parts extending out from the middle part on their bodies. Sea stars and sea urchins are examples of echinoderms.

A second group of invertebrates that live in tide pools are *arthropods*. Arthropods include animals that live on land and animals that live in the water. Arthropods that live on the land are creatures like spiders and centipedes. Marine arthropods include crabs, lobsters, and shrimp. All arthropods have hard skeletons on the outsides of their bodies. These outer skeletons are their protection against enemies. Marine arthropods also have legs with joints that allow them to crawl along the sea floor, and many of them have claws too. Marine arthropods are an important food source for marine animals and humans alike.

Mollusks are another group of marine invertebrates. Many mollusks, but not all, live in shells that form around their bodies. The shells have two

separate sides that protect their soft bodies. Clams, scallops, and oysters are examples of mollusks with shells. Sea slugs are mollusks that do not have a hard shell to protect them. Mollusks are eaten by many different kinds of creatures. Humans enjoy eating mollusks, as do birds and even sea stars. One mollusk, the oyster, does something special. Some oysters can produce pearls, which are tiny, hard balls. Because of how they shine, humans often make pearls into pieces of jewelry and enjoy wearing them.

A fourth group of animals living in the tide pools is called *cnidarians*. The creatures in this group have stinging cells at the end of tentacles they use for catching food. They also use the stinging cells for protection from predators. The bodies of cnidarians spread out from a middle body part like those of echinoderms. Some cnidarians are free to move about. An example of this type of cnidarian is a jellyfish. Others are anchored to a rock or shell. Sea anemones are cnidarians that are anchored. They rarely move from place to place.

All of these groups of animals can be found in tide pools. Their bodies help them to live at the edge of the ocean where waves crash down on rocks and the water comes and goes with the tide. They all have body parts that help them to find food and be protected in the harsh surrounding.

Directions: Follow the steps below to complete the graphic organizer.

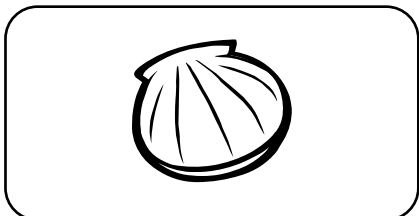
1. Draw a box around the word in the passage that means “animals without a backbone.” Then write this word as the title of the chart below.
2. Circle the names of the four groups of animals found in tide pools. Write each name in the first row of the chart.
3. List examples of animals for each group in the second row of the chart.

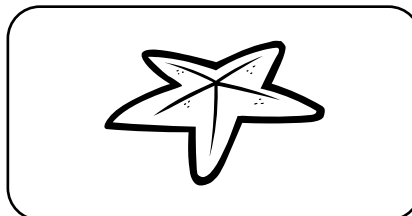
4. Underline words that describe the types of animals that belong to each group. Write a description using the information in the third row of the chart.

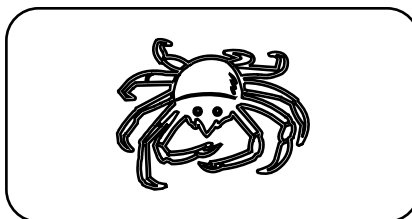
Title: _____

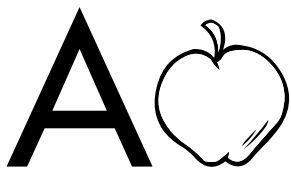
Group				
Animals				
Description				

Directions: Use information from the article to help you decide in which group each animal belongs. Write the name of the group below each picture.









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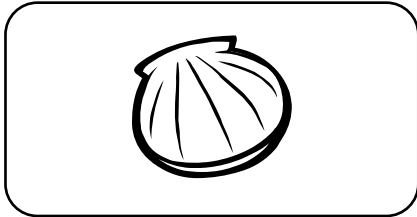
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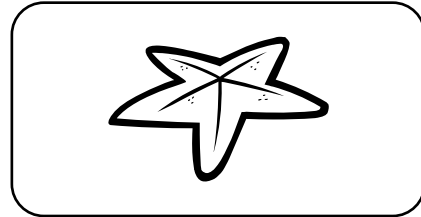
Title: Invertebrates

Group	echinoderms	marine arthropods	mollusks	cnidarians
Animals	sea stars sea urchins	crabs lobsters shrimp	clams scallops oysters sea slugs	jelly fish sea anemone
Description	look like stars or flowers often have tube feet have body parts that extend out from their middle	hard skeleton on outside of body skeleton acts as protection have legs with joints and claws are an important food source	live in shells shells have two separate sides are eaten by many different creatures the oyster makes pearls	have stinging cells at ends of tentacles used to capture food use stinging cells for protection bodies spread out from their middle some are free moving some are anchored

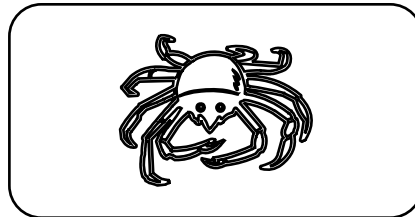
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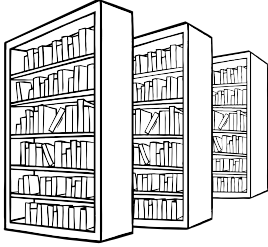
mollusk



echinoderm



arthropod



Assessment for Grade 5, Benchmark 1: Drawing Conclusions

Directions: Read the passage. Then answer the questions that follow.

Paine's Powerful Book

Thomas Paine was born in England and grew up in a poor family. He tried many different jobs, including teaching and tax collecting. However, Paine was very unhappy. When he was thirty-seven years old, Paine decided to seek his fortune in the British colonies, and he sailed to America.

Paine blamed many of his problems on the unfair division of wealth and power. He felt it was wrong for some people to have more power than others. In January, 1776, Paine wrote a booklet called *Common Sense* that explained his ideas. He began the booklet by attacking the idea that some people are born to become kings and queens. He believed it was unfair that they ruled over people who were born poor.

When Paine wrote his small book, people had been living in the British colonies for a long time. The colonies were under the rule of the king of England. For some of the colonists, it did not make sense that the king controlled their laws. It did not make sense to them that the king could decide what was right and wrong in America. The king lived in England, and England was across an ocean and 3,000 miles away.

But many colonists were not ready to separate themselves from England. They still admired the king. Yet, when they read *Common Sense*, many of them changed their minds. Many were convinced that being ruled by a king or queen was no longer a good idea. A lot of them came to believe Paine's ideas.

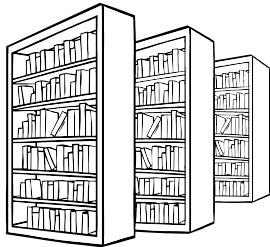
Before *Common Sense* was written, many colonists did not believe that independence was a good idea. After they read it, however, many changed their minds. They decided that independence was important for the colonies. Six months after Paine wrote *Common Sense*, the Declaration of Independence was signed.

1. Why did Thomas Paine write *Common Sense*?
 - A. He felt it was wrong for some people to have more power than others.
 - B. He believed the king and queen of England should rule the colonies.
 - C. He believed it was fair for kings to rule over people who were born poor.

2. What did the colonists realize after reading *Common Sense*?
 - A. They believed being ruled by the king was good.
 - B. They decided they liked the idea of becoming king.
 - C. They thought England was too far away to help them.

3. With which statement would Paine most likely agree?
 - A. Rich countries should rule poor ones.
 - B. People should be able to rule themselves.
 - C. Only certain people are born to lead.

4. Explain the effect *Common Sense* had on the colonists. Use your own words.



Assessment for Grade 5, Benchmark 1: Drawing Conclusions

Directions: Read the passage. Then answer the questions that follow.

Paine's Powerful Book

Thomas Paine was born in England and grew up in a poor family. He tried many different jobs, including teaching and tax collecting. However, Paine was very unhappy. When he was thirty-seven years old, Paine decided to seek his fortune in the British colonies, and he sailed to America.

Paine blamed many of his problems on the unfair division of wealth and power. He felt it was wrong for some people to have more power than others. In January, 1776, Paine wrote a booklet called *Common Sense* that explained his ideas. He began the booklet by attacking the idea that some people are born to become kings and queens. He believed it was unfair that they ruled over people who were born poor.

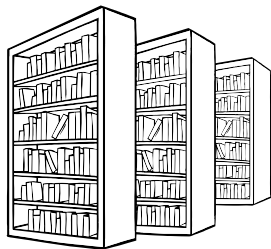
When Paine wrote his small book, people had been living in the British colonies for a long time. The colonies were under the rule of the king of England. For some of the colonists, it did not make sense that the king controlled their laws. It did not make sense to them that the king could decide what was right and wrong in America. The king lived in England, and England was across an ocean and 3,000 miles away.

But many colonists were not ready to separate themselves from England. They still admired the king. Yet, when they read *Common Sense*, many of them changed their minds. Many were convinced that being ruled by a king or queen was no longer a good idea. A lot of them came to believe Paine's ideas.

Before *Common Sense* was written, many colonists did not believe that independence was a good idea. After they read it, however, many changed their minds. They decided that independence was important for the colonies. Six months after Paine wrote *Common Sense*, the Declaration of Independence was signed.

1. Why did Thomas Paine write *Common Sense*?
 - A. He felt it was wrong for some people to have more power than others.**
 - B. He believed the king and queen of England should rule the colonies.
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2. What did the colonists realize after reading *Common Sense*?
 - A. They believed being ruled by the king was good.
 - B. They decided they liked the idea of becoming king.
 - C. They thought England was too far away to help them.**
3. With which statement would Paine most likely agree?
 - A. Rich countries should rule poor ones.
 - B. People should be able to rule themselves.**
 - C. Only certain people are born to lead.
4. Explain the effect *Common Sense* had on the colonists. Use your own words.

Possible response: In *Common Sense*, Paine convinced the colonists that England and the king should not make their laws. He helped convince the people that the colonies should be independent from England.



Assessment for Grade 5, Benchmark 2: Retelling Explicit and Implicit Main Ideas

Directions: Read the passage. Then answer the questions that follow.

The Curious Story of Curious George

- 1 For over 60 years, children around the world have loved books about Curious George, the monkey who always gets into trouble and who lives with the man with the yellow hat. Curious George was created by Hans and Margret Rey, a husband and wife team who wrote and illustrated books.
- 2 Hans grew up in Germany where as a young boy he enjoyed visiting the nearby zoo. He was curious about everything and always wanted to know more about things like stars, languages, animals, and rivers. He also loved to draw and paint. Plus Hans loved circuses. One of his first jobs was making circus posters. When he grew up, he moved to Brazil. While boating on the Amazon River, he saw many monkeys which he enjoyed drawing.
- 3 Margret also grew up in Germany and studied art as a young girl. When she became an adult, she moved to Brazil. That is where she and Hans met. They had many common interests; they both liked writing, drawing, animals, and circuses. Soon after they were married, they acquired two pet monkeys, and the monkeys were always getting into trouble. Later the Reys moved to Paris, France, and began working on children's books together. Hans was often in charge of drawing the pictures, and Margret wrote the words. Their first book was called *Raffy and the Nine Monkeys*. Hans began drawing pictures for another story about another monkey named Fifi.

- 4 About this time, World War II was taking place. The war made France a dangerous place to live. The Reys decided to move to New York City. Many people were trying to leave Paris at this time, so they could not take a train. Since they did not own a car, the Reys rode out of the city on bicycles. They had to leave many of their belongings behind. But they made sure they packed the pages of their book about Fifi. They biked for four long days. Finally, they were able to catch a train leaving France.
- 5 During their train journey, an official started questioning Hans. He might have thought the Reys were spies. However, when Hans showed him his drawings, the official smiled and left them alone. Their drawings of the little monkey helped the Reys reach safety. In October 1940, four months after leaving Paris, the Reys finally arrived in New York City on a big ship.
- 6 One year later, they published a book about a curious monkey that would make them famous. However, it was not called Curious Fifi; the Reys changed Fifi's name to George. Since then, the story of Curious George has sold more than 27 million copies and has been printed in more than 14 languages. Together the Reys wrote six more books about Curious George, the now famous little monkey.

1. Which sentence states the main idea of the fifth paragraph?
- A. The drawings of the monkeys helped the Reys reach safety.
 - B. The Reys finally arrived in New York City on a big ship.
 - C. The train official might have thought the Reys were spies.

2. Read the sentence below.

Curious George was created by Hans and Margret Rey.

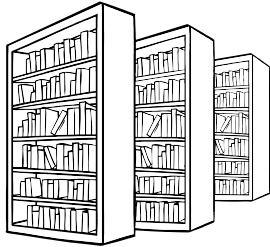
This sentence is the main idea of which paragraph?

- A. paragraph 1
- B. paragraph 5
- C. paragraph 3

3. What is the main idea of paragraph 2?

- A. Hans created circus posters and moved to Brazil.
- B. Hans met his wife in Brazil and they wrote a book.
- C. Hans was interested in many things and liked to draw.

4. Restate the main idea of the passage in your own words.



Assessment for Grade 5, Benchmark 2: Retelling Explicit and Implicit Main Ideas

Directions: Read the passage. Then answer the questions that follow.

The Curious Story of Curious George

- 1 For over 60 years, children around the world have loved books about Curious George, the monkey who always gets into trouble and who lives with the man with the yellow hat. Curious George was created by Hans and Margret Rey, a husband and wife team who wrote and illustrated books.
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1. Which sentence states the main idea of the fifth paragraph?

- A. **The drawings of the monkeys helped the Reys reach safety.**
- B. The Reys finally arrived in New York City on a big ship.
- C. The train official might have thought the Reys were spies.

2. Read the sentence below.

Curious George was created by Hans and Margret Rey.

This sentence is the main idea of which paragraph?

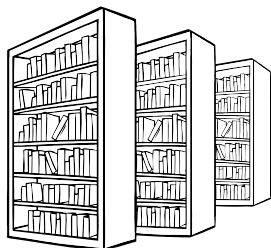
- A. **paragraph 1**
- B. paragraph 5
- C. paragraph 3

3. What is the main idea of paragraph 2?

- A. Hans created circus posters and moved to Brazil.
- B. Hans met his wife in Brazil and they wrote a book.
- C. **Hans was interested in many things and liked to draw.**

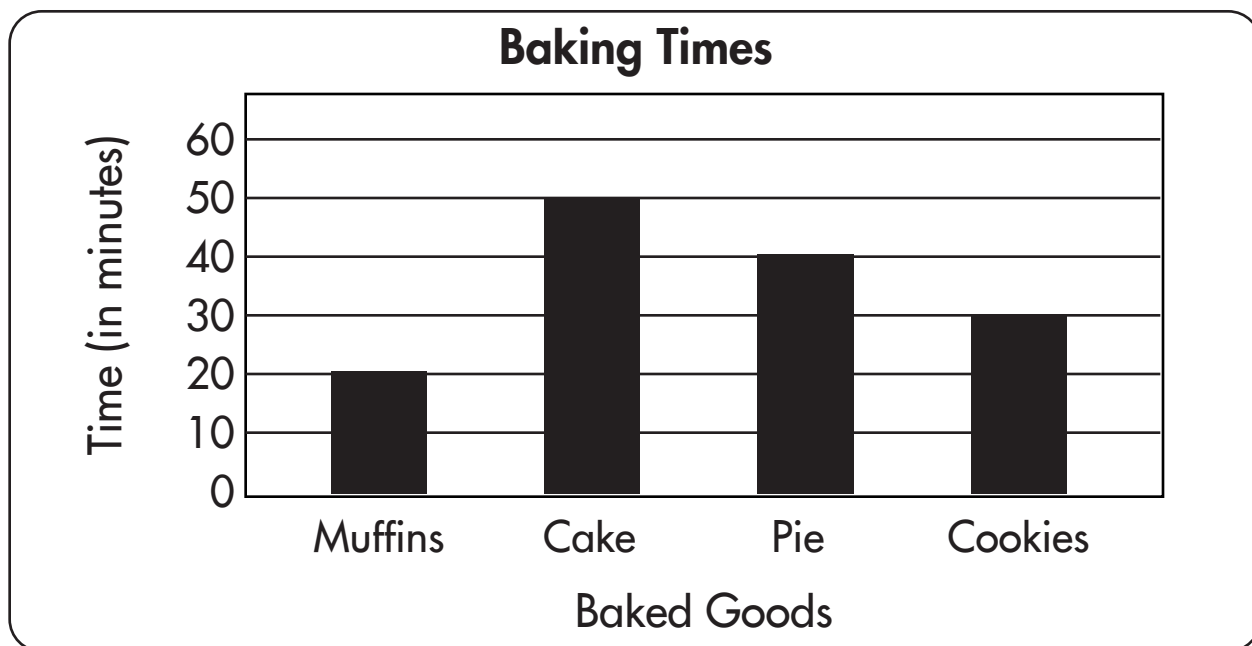
4. Restate the main idea of the passage in your own words. **Possible Response:**

The famous monkey named Curious George was created by Hans and Margret Rey. Hans and Margret were married. They escaped the war in France with very little. But they did bring pages of their book with them. The monkey on the pages later became Curious George.



Assessment for Grade 5, Benchmark 3: Using Information from Simple Charts to Learn about a Topic

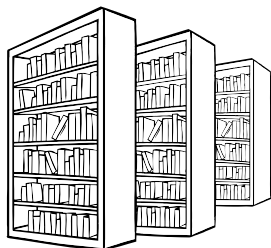
Directions: Read the chart. Then answer the questions that follow.



- Which food takes the least amount of time to bake?
 - cake
 - pie
 - muffins
- Which food takes the most amount of time to bake?
 - pie
 - cake
 - cookies
- How many minutes does it take to bake a pie?
 - 40 minutes
 - 30 minutes
 - 20 minutes

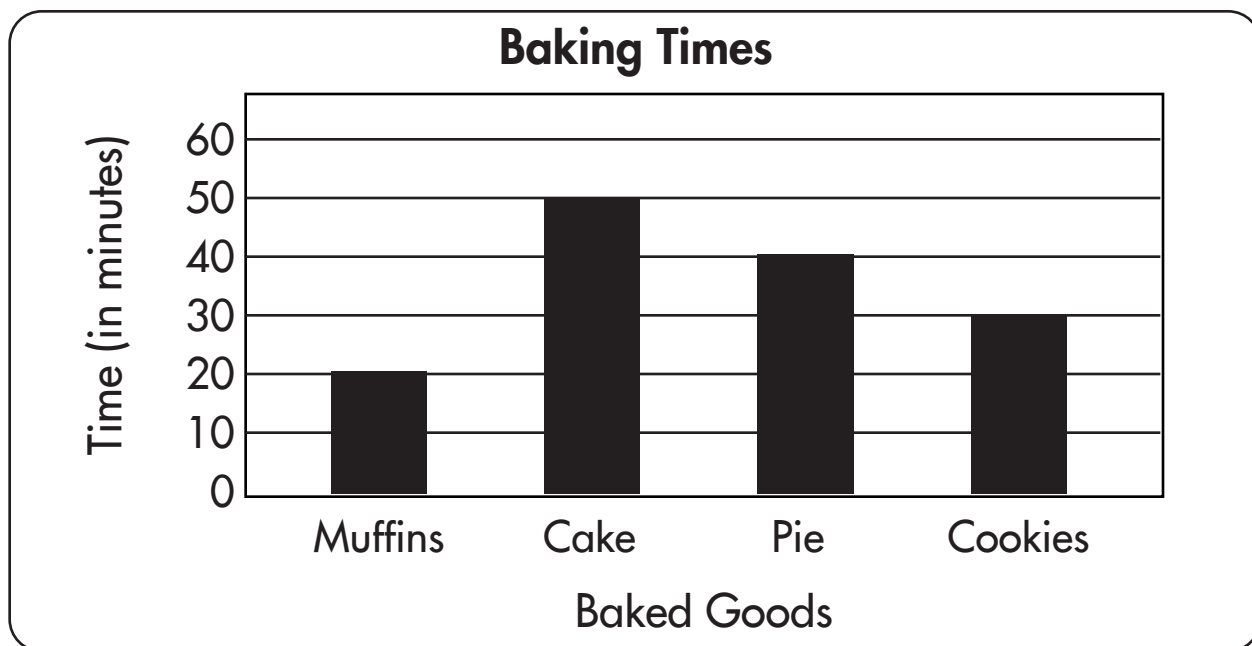
4. Display the data in a bar graph. Give the graph a title.

Favorite Lunch	Number of Students
Sandwich	5
Chicken	12
Spaghetti	9



Assessment for Grade 5, Benchmark 3: Using Information from Simple Charts to Learn about a Topic

Directions: Read the chart. Then answer the questions that follow.

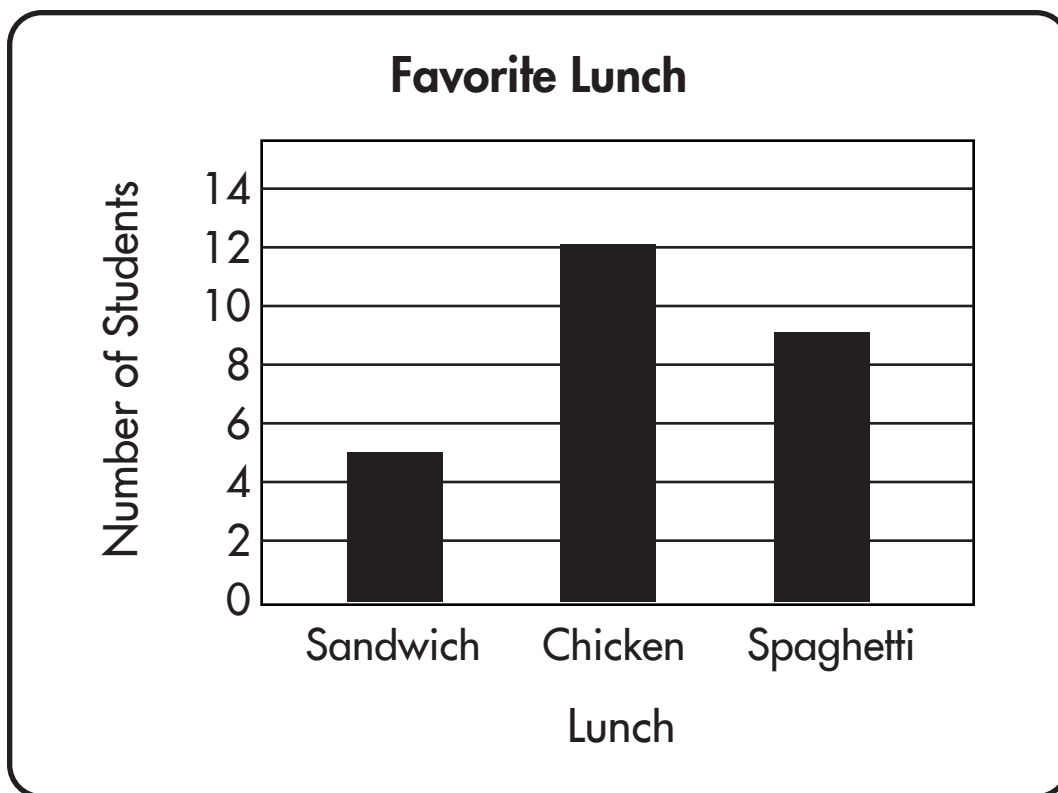


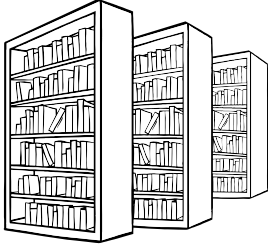
- Which food takes the least amount of time to bake?
 - cake
 - pie
 - muffins**
- Which food takes the most amount of time to bake?
 - pie
 - cake**
 - cookies
- How many minutes does it take to bake a pie?
 - 40 minutes**
 - 30 minutes
 - 20 minutes

4. Display the data in a bar graph. Give the graph a title.

Favorite Lunch	Number of Students
Sandwich	5
Chicken	12
Spaghetti	9

Possible response:





Assessment for Grade 5, Benchmark 4: Identifying Different Types of Poetry

Directions: Read the poem. Then answer the questions that follow.

Monsoon

Monsoon
Wind blows, rain falls
Bright flashes of white light
And crash, the thunder booms loudly
Night storm

1. What crashes in the poem?
 - A. lightning
 - B. thunder
 - C. wind
2. Write the number of syllables for each line of the poem.

Line 1 _____

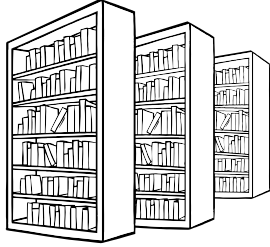
Line 2 _____

Line 3 _____

Line 4 _____

Line 5 _____
3. What does the poem describe?
 - A. the moon
 - B. a storm
 - C. an ocean

4. Write a cinquain about a place you like to visit. Use the correct number of syllables for each line.



Assessment for Grade 5, Benchmark 4: Identifying Different Types of Poetry

Directions: Read the poem. Then answer the questions that follow.

Monsoon

Monsoon
 Wind blows, rain falls
 Bright flashes of white light
 And crash, the thunder booms loudly
 Night storm

1. What crashes in the poem?

- A. lightning
- B. thunder**
- C. wind

2. Write the number of syllables for each line of the poem.

Line 1 2

Line 2 4

Line 3 6

Line 4 8

Line 5 2

3. What does the poem describe?

- A. the moon
- B. a storm**
- C. an ocean

4. Write a cinquain about a place you like to visit. Use the correct number of syllables for each line. **Possible response:**

At the Beach

The waves

Salty and cold

Crabs run on the wet sand

To escape the wall of water

Too slow
