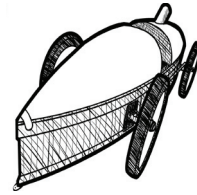


Identifying the Main Idea and Supporting Details

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



Pedal to the Metal: A History of Cars and Speed

- ¹ People have been racing cars ever since the automobile was invented. In the beginning, there were no special racing cars. Ordinary road cars were used for racing.
- ² Sponsored car racing in the United States began in 1895. A newspaper organized the first road race. The newspaper was the *Chicago Times-Herald*. The course went from Chicago to Evanston, Illinois. A Duryea car won the race. It was going an average of 7.5 miles per hour! Road races like this one were a common type of early car race. Drivers traveled on rough roads. They wanted to see whose car could get from place to place the fastest.
- ³ In 1906, a Stanley Steamer model set a new land-speed record of 127.66 miles per hour. It was called the Rocket. In 1907, the Stanley brothers raced an even faster model. It went more than 150 miles per hour and broke apart. The driver went to the hospital, and the Stanley brothers gave up racing.
- ⁴ For some car makers, winning a race was a form of advertising. William Durant had this idea in mind when he started the Chevrolet Motor Company. Durant hired a famous Swiss race car driver, Louis Chevrolet, to design his cars.
- ⁵ In the United States, closed-course racing on an oval track became popular. The famous track in Indianapolis, home of the Indy 500, was built in 1909. In 1911, the first 500-mile race was won there at an average speed of 74.59 miles per hour.
- ⁶ As car racing became more popular around the world, the design of race cars became highly specialized. Today, there are three basic types of race car. Formula One (F1) cars are single-seat race cars that must meet specific standards in design and safety. They zoom around grand prix courses that have long straights and sharp hairpin turns. F1 cars can reach speeds of more than 200 miles per hour.
- ⁷ Indy cars are similar in design to F1 cars, with open cockpits and rear-mounted engines. They are slower and heavier than F1 cars and more suited for oval track racing.
- ⁸ In contrast, stock cars look more like typical road cars. Under the chassis, though, stock cars are built for speed. The racing organization NASCAR oversees professional stock car racing, including the Winston Cup series.
- ⁹ These fast cars aren't the holders of the land-speed record. To set a land-speed record today, a car does not usually follow strict racing-design rules. Records are set on long runs at places such as the Bonneville Salt Flats in Utah. The cars look more like rockets, and their turbine engines are similar to a jet engine.

Directions: Refer to the passage to match the main ideas and paragraphs. Write the appropriate paragraph number on each blank line. Then, identify the main idea for the entire passage. Use your own words.

Main Idea: Paragraph # _____

The Stanley brothers set a land-speed record in 1906 and continued to reach faster speeds until giving up the sport due to injuries from a crash.

Main Idea: Paragraph # _____

Winning races meant advertising for car makers like Chevrolet Motor Company, which hired drivers to design its cars.

Main Idea: Paragraph # _____

The land-speed records of today are set on long runs by cars with turbine engines that, unlike the specialized race cars, don't have to follow strict racing-design rules.

Main Idea: Paragraph # _____

Formula One (F1) is one of three types of specialized race cars. These single-seat cars race on grand prix courses at speeds sometimes exceeding 200 mph.

Main Idea: Paragraph # _____

Closed-course racing on an oval track became very popular, with the most famous race being the 500-mile Indy 500.

Main Idea: Paragraph # _____

Sponsored road racing started in 1895 and involved ordinary cars traveling from place to place to see which driver could get there the fastest.

Main Idea of the Story

Directions: Refer to the passage to match the main ideas and paragraphs. Write the appropriate paragraph number on each blank line. Then, identify the main idea for the entire passage. Use your own words.

Main Idea: Paragraph # 3

The Stanley brothers set a land-speed record in 1906 and continued to reach faster speeds until giving up the sport due to injuries from a crash.

Main Idea: Paragraph # 4

Winning races meant advertising for car makers like Chevrolet Motor Company, which hired drivers to design its cars.

Main Idea: Paragraph # 9

The land-speed records of today are set on long runs by cars with turbine engines that, unlike the specialized race cars, don't have to follow strict racing-design rules.

Main Idea: Paragraph # 6

Formula One (F1) is one of three types of specialized race cars. These single-seat cars race on grand prix courses at speeds sometimes exceeding 200 mph.

Main Idea: Paragraph # 5

Closed-course racing on an oval track became very popular, with the most famous race being the 500-mile Indy 500.

Main Idea: Paragraph # 2

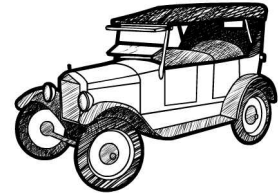
Sponsored road racing started in 1895 and involved ordinary cars traveling from place to place to see which driver could get there the fastest.

Main Idea of the Story

Answers will vary. Car racing is as old as the automobile. Early racing involved traveling from city to city in just ordinary cars on regular roads. As cars became faster, records were set and it became big business. Closed-course racing on oval tracks became popular. Race cars became highly specialized and were built for different types of racing.

Identifying Cause-and-Effect Relationships

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



On the Go

People today want better and faster ways to move from one place to another. Transportation was more difficult before steamboats, trains, cars, and airplanes were invented. Most people never left the area where they were born. Then, in 1765, James Watt improved the steam engine. Robert Stephenson improved the parts of the steam locomotive. People were on the move like never before.

However, most people didn't really start traveling at a fast pace until the 1830s, when the first steam-powered passenger trains appeared. People could then travel distances faster than they ever had.

Before the arrival of passenger trains, people depended on stagecoaches or wagons to get them from place to place. In the early 1840s, a trip from Independence, Missouri, to Oregon or California in a wagon train would take about four to six months. The same trip in a passenger train would take less than a week.

Quick transportation over longer distances changed people's lives, making it possible for them to live and work in different places. More people could take vacation trips. Diets became more varied as fresh vegetables and meat could be shipped from faraway places.

People thought things couldn't get much better. Then, in the late 1800s, the automobile was invented. The first "horseless carriages" were slow. They were not very practical. But by 1876, German carmakers began building automobiles with gasoline engines.

In 1908, Henry Ford introduced the Model T. This was the first car produced on an assembly line. The Ford Motor Company made the automobile available at a lower cost.

Even before the Model T made its first appearance, an amazing event took place. It happened in Kitty Hawk, North Carolina, on December 17, 1903. This event would change transportation as much as the car did.

Two brothers named Orville and Wilbur Wright flew the first engine-powered airplane. They flew about 852 feet—for 59 seconds! People all over the world took notice. Suddenly the world seemed much smaller.

Over the next few decades, airplane technology improved more quickly than anyone could have predicted. Once people were able to travel in a short time to faraway places on Earth, it became easier to imagine traveling to other planets.

Today, using rocket engines similar to the one invented by Robert Goddard in 1926, probes and robots have landed on Mars. Perhaps in the future people will be able to travel even farther and faster!

Directions: Complete the table by writing the missing cause or effect.

Cause	Effect
	In the 1830s people became able to travel quickly.
Fresh vegetables and meat could be shipped from faraway places.	
By 1876, German carmakers began building automobiles with gasoline engines.	
	Automobiles became available at a lower cost.

Directions: Complete the table by writing the missing cause or effect. Answers will vary.

Cause	Effect
The first steam-powered passenger trains were invented.	In the 1830s people became able to travel quickly.
Fresh vegetables and meat could be shipped from faraway places.	Diets became more varied.
By 1876, German carmakers began building automobiles with gasoline engines.	Automobiles became faster and more practical.
Henry Ford began producing cars on an assembly line.	Automobiles became available at a lower cost.

Determining the Meaning of Idioms

Directions: Use the image and sentence to write the meaning for each idiom.



1. I was reluctant to ask my question again because I knew my brother would *bite my head off*.



2. The sky's the limit for those who work hard.



3. I knew my little brother was going to *storm out* of the room when my mother told him he couldn't go to the game.



4. When someone asks me how a movie ends, *my lips are sealed*.



5. My brother doesn't *fly off the handle* when he loses, but he does get disappointed.



6. I told her to stop *crying over spilled milk* when she complained about last week's game.



7. I studied hard, so that test was a *piece of cake*.



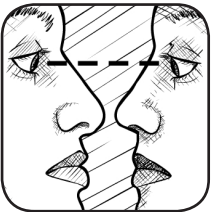
8. That name doesn't *ring a bell*.



9. I was concerned my cousin would *let the cat out of the bag* and tell everyone about the surprise party.



10. Our age difference causes us not to see *eye to eye* on many issues.



Determining the Meaning of Idioms

Directions: Use the image and sentence to write the meaning for each idiom.

Answers will vary.



1. I was reluctant to ask my question again because I knew my brother would *bite my head off*.



to speak to someone angrily

2. The sky's the limit for those who work hard.



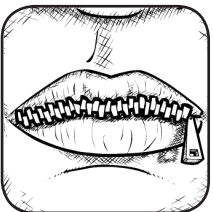
the possibilities are endless

3. I knew my little brother was going to *storm out* of the room when my mother told him he couldn't go to the game.



to leave angrily

4. When someone asks me how a movie ends, *my lips are sealed*.



to not speak about something

5. My brother doesn't *fly off the handle* when he loses, but he does get disappointed.



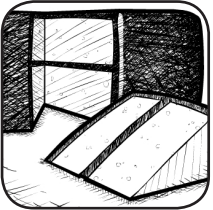
to become angry

6. I told her to stop *crying over spilled milk* when she complained about last week's game.



to regret something that cannot be changed _____

7. I studied hard, so that test was a *piece of cake*.



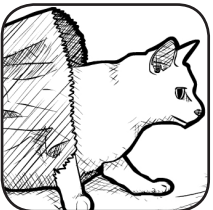
something that is easy _____

8. That name doesn't *ring a bell*.



to seem familiar _____

9. I was concerned my cousin would *let the cat out of the bag* and tell everyone about the surprise party.



to accidentally tell a secret _____

10. Our age difference causes us not to see *eye to eye* on many issues.



to agree _____

Determining Word Meanings by Using Affixes

Directions: Fill in the chart. Then complete the sentences below with a new word from the chart. Each word is to be used only once.



Prefix	Word	New Word	Meaning
dis-	trusts		
	agree		
	appoint		
	courage		
	cover		

- Sometimes I _____ with my best friend, but we always come to a resolution.
- He was shocked to _____ a secret entrance to the building.
- She _____ dogs because she was bit once as a young child.
- Unfortunately, the coach had to _____ his team and cancel the game.
- Because he was worried for my safety, my father tried to _____ my interest in law enforcement.

Word	Suffix	New Word	Meaning
protect	-ive		
act			
destruct			
impress			
success			

- The dog ran to keep up with the _____ children.
- She was elected to two _____ terms in office.
- He is _____ of his younger sister because he feels she is so small and helpless.
- The toddler was feeling _____ and knocked the building blocks down.
- Their level of dedication is _____.

Word	Suffix	New Word	Meaning
doubt	-ful		
care			
cheer			
tear			
peace			
thought			

11. I think she is _____ because she always remembers my birthday.
12. Their _____ goodbye at the airport made me sad, too.
13. He was _____ not to disturb the artist while she worked.
14. We were _____ that we would arrive in time due to the traffic jam.
15. The colorful flowers and encouraging posters created a _____ setting.
16. Martin Luther King Jr. believed in nonviolent, _____ demonstrations.

Determining Word Meanings by Using Affixes

Directions: Fill in the chart. Then complete the sentences below with a new word from the chart. Each word is to be used only once.



Prefix	Word	New Word	Meaning
dis-	trusts	distrusts	to not trust
	agree	disagree	to fail to agree
	appoint	disappoint	to fail to meet the expectation of
	courage	discourage	to deprive of courage
	cover	discover	to find

- Sometimes I **disagree** with my best friend, but we always come to a resolution.
- He was shocked to **discover** a secret entrance to the building.
- She **distrusts** dogs because she was bit once as a young child.
- Unfortunately, the coach had to **disappoint** his team and cancel the game.
- Because he was worried for my safety, my father tried to **discourage** my interest in law enforcement.

Word	Suffix	New Word	Meaning
protect	-ive	protective	having the function of protecting
act		active	creating or involving action or movement
destruct		destructive	causing destruction
impress		impressive	creating admiration
success		successive	following in order

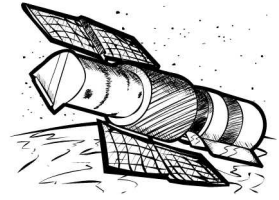
- The dog ran to keep up with the **active** children.
- She was elected to two **successive** terms in office.
- He is **protective** of his younger sister because he feels she is so small and helpless.
- The toddler was feeling **destructive** and knocked the building blocks down.
- Their level of dedication is **impressive**.

Word	Suffix	New Word	Meaning
doubt	-ful	doubtful	of uncertain result
care		careful	cautious
cheer		cheerful	pleasant
tear		tearful	associated with tears
peace		peaceful	free from violence
thought		thoughtful	considerate

11. I think she is thoughtful because she always remembers my birthday.
12. Their tearful goodbye at the airport made me sad, too.
13. He was careful not to disturb the artist while she worked.
14. We were doubtful that we would arrive in time due to the traffic jam.
15. The colorful flowers and encouraging posters created a cheerful setting.
16. Martin Luther King Jr. believed in nonviolent, peaceful demonstrations.

Summarizing: Distinguishing between Major and Minor Details

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



Eye in the Sky: The Hubble Telescope

- 1 For many years, scientists wanted to find a way to view outer space from space itself. In 1923, German scientist Hermann Oberth thought about putting an orbiting telescope aboard a spaceship. At that time, airplane travel was still new; scientists laughed at his idea.
- 2 In the 1960s, both the Soviet Union and the United States were launching astronauts into space, and scientists reconsidered Oberth's ideas. On July 20, 1969, Apollo 11 astronauts Neil Armstrong and Edwin "Buzz" Aldrin set foot on the moon. Scientists reasoned that if people could walk on the moon, it was time to build an Earth-orbiting telescope.
- 3 In 1972, the U.S. Congress approved the space shuttle program. Space shuttles are large spacecraft that carry astronauts into space. They also can carry equipment, from small instruments to a large telescope.
- 4 The National Aeronautics and Space Administration (NASA), the agency in charge of America's space program, had already launched smaller telescopes. Other countries also had sent small telescopes into space. Although they provided important information, these telescopes only had the power to take a "snapshot" of a planet or star.
- 5 In 1977, the U.S. Congress approved the building of a Large Space Telescope. In 1983, the project was renamed the Hubble Space Telescope after Edwin P. Hubble, an American astronomer who made important discoveries about the universe.
- 6 There were many challenges involved in designing and building the Hubble telescope. They included perfecting the telescope's sensitive instruments and making a lightweight structure for mounting the mirrors. When it was finally ready for testing in 1985, the Hubble project cost \$1.5 billion.
- 7 Problems with the space shuttle program further delayed the launch of Hubble until 1990. One of the problems was the tragic explosion of Challenger in 1986.
- 8 The Hubble Space Telescope is a reflecting telescope that weighs about 24,500 pounds and measures 43.5 feet long. It is about the size of a large school bus, and the main mirror is almost 8 feet in diameter.
- 9 The Hubble Space Telescope is built from connecting pieces and systems like a giant jigsaw puzzle. It looks like an enormous flying insect, and it is made up of many different instruments that enable the telescope to remain in orbit, "obey" instructions from scientists on the ground, and transmit images. The powerful instruments let scientists look into the farthest reaches of space.

Directions: Read each paragraph. Then write a paraphrase in your own words. The first one is completed for you.

¹ For many years, scientists wanted to find a way to view outer space from space itself. In 1923, German scientist Hermann Oberth thought about putting an orbiting telescope aboard a spaceship. At that time, airplane travel was still new; scientists laughed at his idea.

In the early 1920s, a scientist named Hermann Oberth wanted to put an orbiting telescope on a spaceship. He thought this would be a good way to look at outer space. Other scientists didn't take him seriously because flying was so new.

² In the 1960s, both the Soviet Union and the United States were launching astronauts into space, and scientists reconsidered Oberth's ideas. On July 20, 1969, Apollo 11 astronauts Neil Armstrong and Edwin "Buzz" Aldrin set foot on the moon. Scientists reasoned that if people could walk on the moon, it was time to build an Earth-orbiting telescope.

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¹ For many years, scientists wanted to find a way to view outer space from space itself. In 1923, German scientist Hermann Oberth thought about putting an orbiting telescope aboard a spaceship. At that time, airplane travel was still new; scientists laughed at his idea.

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When astronauts started going into space in the 1960s, scientists changed their mind about Oberth's idea. After Apollo 11 landed on the moon, scientists decided to build a telescope that would orbit the Earth.

³ In 1972, the U.S. Congress approved the space shuttle program. Space shuttles are large spacecraft that carry astronauts into space. They also can carry equipment, from small instruments to a large telescope.

The space shuttle program was approved by Congress in 1972. Space shuttles began to carry astronauts and equipment into space.

⁴ The National Aeronautics and Space Administration (NASA), the agency in charge of America's space program, had already launched smaller telescopes. Other countries also had sent small telescopes into space. Although they provided important information, these telescopes only had the power to take a "snapshot" of a planet or star.

NASA launched smaller telescopes into space and so did other countries. These smaller telescopes gave good information, but the pictures they took were not the highest quality.

⁵ In 1977, the U.S. Congress approved the building of a Large Space Telescope. In 1983, the project was renamed the Hubble Space Telescope after Edwin P. Hubble, an American astronomer who made important discoveries about the universe.

The Large Space Telescope project was approved by Congress in 1977. It was later renamed the Hubble Space Telescope after the famous astronomer Edwin Hubble.

⁶ There were many challenges involved in designing and building the Hubble telescope. They included perfecting the telescope's sensitive instruments and making a lightweight structure for mounting the mirrors. When it was finally ready for testing in 1985, the Hubble project cost \$1.5 billion.

Hubble had many challenges. It was not easy to design the sensitive instruments and mirrors for the Hubble telescope. It was tested in 1985 and cost \$1.5 billion.

⁷ Problems with the space shuttle program further delayed the launch of Hubble until 1990. One of the problems was the tragic explosion of Challenger in 1986.

Problems with the space shuttle program delayed the Hubble project. The Challenger explosion was one of those problems. Hubble was finally launched in 1990.

⁸ The Hubble Space Telescope is a reflecting telescope that weighs about 24,500 pounds and measures 43.5 feet long. It is about the size of a large school bus, and the main mirror is almost 8 feet in diameter.

The Hubble Space Telescope is almost the size of a school bus. It weighs 24,500 pounds and is 43.5 feet long.

⁹ The Hubble Space Telescope is built from connecting pieces and systems like a giant jigsaw puzzle. It looks like an enormous flying insect. It is made up of many different instruments that enable the telescope to remain in orbit, "obey" instructions from scientists on the ground, and transmit images. The powerful instruments let scientists look into the farthest reaches of space.

The Hubble Space Telescope is very powerful. Its different instruments keep it in orbit, and scientists can give it instructions and receive pictures from space.

Determining the Meaning of Synonyms

Directions: Read each sentence. Match the underlined word with its synonym from the Word Bank. Then write the synonym in the blank next to the sentence.



Word Bank

bore	instrument	leave
donation	try	change
income	permits	create
shock	recall	dangerous
imitation	refine	vast

1. Their gift to the charity helped purchase supplies. _____
2. The first step in the instructions is to drill a hole in the wood. _____
3. Students are required to revise their work before submitting a final draft. _____
4. The principal allows students in the hall only if they are with a teacher or if they have a pass.

5. The scientist used a tiny device to adjust the machine's settings. _____
6. The airplane is scheduled to depart in an hour. _____
7. They successfully completed the experiment on their third attempt. _____
8. Critics responded to the film with outrage. _____
9. The researcher found herself in perilous surroundings during much of her time in the jungle.

10. Many people use artificial sweetener in their beverages and when baking. _____
11. They plan to improve their product before selling it. _____
12. We are required to produce a new piece of writing each week. _____
13. I do not remember the names of each character. _____
14. That book covers an enormous amount of material. _____
15. Their goal is to increase revenue by lowering the cost of production. _____

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2. The first step in the instructions is to drill a hole in the wood. bore
3. Students are required to revise their work before submitting a final draft. change
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permits
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dangerous
10. Many people use artificial sweetener in their beverages and when baking. imitation
11. They plan to improve their product before selling it. refine
12. We are required to produce a new piece of writing each week. create
13. I do not remember the names of each character. recall
14. That book covers an enormous amount of material. vast
15. Their goal is to increase revenue by lowering the cost of production. income

Drawing Conclusions Based on Explicit Information

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



Ancient China

China's Geography

One important reason why the Chinese civilization has endured is the country's geography. China is a vast land that covers much of eastern Asia. However, most of its land is mountains or deserts, with only the river valleys having the rich soil and good climate that people need for farming. The three great river valleys in China are formed by the Huang River, the Yangtze River, and the Xi River. These three valleys are the regions of China where the majority of that nation's 1.1 billion people live today.

China's geography provides natural barriers against invasions. In western China are the Kunlun, Himalaya, and other rugged mountains. Dry, treeless plains cover a large part of western China. Mountains and tropical jungles separate southern China from Southeast Asia. The huge Gobi Desert, mountain ranges, and plains form China's northern borders. To the east lies the vast Pacific Ocean.

Early invaders were only able to reach China from the north. Several times the nomadic peoples who lived in Mongolia and Manchuria invaded China by crossing the Gobi Desert or the northern plains. Sometimes these invaders were able to place themselves at the head of the Chinese government. Yet as soon as they did, they began to assimilate by following the customs and ideas of the Chinese. In this way China and its people were able to preserve their civilization for thousands of years.

The Huang River Valley

The early Chinese first settled along the Huang River—also called the Yellow River—about 5000 B.C. Hundreds of years later, farming villages were also established there. By about 3000 B.C., Chinese farmers were growing grain in the valley's rich soil and also raising cattle and sheep. Similar to the Egyptians along the Nile River, the people in the Huang valley learned how to construct dikes to control river floods. In addition, they built ditches and canals to irrigate their fields. However, in contrast to the Nile River in ancient Egypt, the Huang River was not predictable. In some years the Huang did not flood, while in others the Huang's floods broke through the dikes along its banks, destroying crops as well as whole villages. Because of this destruction, the Chinese named the Huang the River of Sorrows.

In the Huang River valley, early farming villages were governed by local leaders. After hundreds of years, these villages grew into small cities and towns. In about 1500 B.C. the Shang kings established their government in one of these cities and became China's first dynasty of rulers. At first the Shang ruled only the part of the Huang River valley around the city of Anyang. While most of the Huang valley lands were still controlled by local leaders, they promised to help defend Shang lands against nomad invaders. In time of war the Shang king would command all the local armies. The Shang armies used wheeled chariots and bronze weapons to defeat their enemies.

Over the years, the Shang rulers gained power over the local leaders and ruled more and more land. As the Chinese population grew, the people spread south into the fertile Yangtze River valley. By 1200 B.C., the Shang kings had become powerful rulers. Nevertheless, powerful nobles combined with invaders from the northwest to eventually drive the Shang rulers from power.

Directions: Read the passage on the previous page. Circle the best answer for each question. Write your response to the final question.

1. Based on the passage, what can you conclude about China's three great river valleys?

- A. They cover most of China's landmass.
- B. They are easily reachable by armies of invaders.
- C. They are the only areas of China in which people live.
- D. They must be huge in order to support the large population.

2. Which of the following can be said about China's natural barriers?

- A. It is difficult for invaders to cross them.
- B. They leave China open to large invasions.
- C. Most of the barriers are mountains.
- D. They do not include any jungles.

3. As a result of China's unique geography, _____

- A. the river valleys were at constant risk of being attacked.
- B. villages were unable to grow into larger cities and towns.
- C. its people were able to preserve their culture.
- D. farmers had little area to raise crops and cattle.

4. The people who invaded China _____

- A. rejected Chinese traditions and customs.
- B. sometimes played a major role in government.
- C. arrived on the Huang River by boat.
- D. were in constant conflict with the Chinese people.

5. How did the flooding of the Huang River affect the Chinese?

Directions: Read the passage on the previous page. Circle the best answer for each question. Write your response to the final question.

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 - D. They do not include any jungles.

3. As a result of China's unique geography, _____
- A. the river valleys were at constant risk of being attacked.
 - B. villages were unable to grow into larger cities and towns.
 - C. its people were able to preserve their culture.**
 - D. farmers had little area to raise crops and cattle.

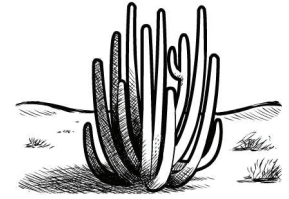
4. The people who invaded China _____
- A. rejected Chinese traditions and customs.
 - B. sometimes played a major role in government.**
 - C. arrived on the Huang River by boat.
 - D. were in constant conflict with the Chinese people.

5. How did the flooding of the Huang River affect the Chinese?

Answers will vary. Farmers could not guarantee that they would be able to provide crops after flood season. People had to live in such a way that they would be able to quickly leave the area with their families and belongings if the river flooded. Farmers lost their only source of income when their crops were destroyed. This caused their families to fall into poverty. People who built homes too close to the river lost their homes.

Identifying the Main Idea and Supporting Details

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



The Land of Strange Vegetation

The Central Desert in Baja California, Mexico, is part of the larger Sonoran Desert, the hottest of all North America deserts. Despite its hot, dry climate, this region produces unusually lush vegetation. That's because it receives summer and winter rains, making conditions just right for growing some very strange plant life.

They grow in a very wide variety of shapes, colors, and sizes. Some are as small as insects, while others grow taller than buildings. Some are graceful and produce beautiful flowers. Others are prickly and grotesque, like something from a horror movie. Some are sweetly edible, and others are bitter and poisonous.

One of its oddest tree species has short, stout trunks and branches that look like elephant legs. These features inspired its name—elephant tree. Then there are the cactus plants. The 20-foot ocotillo is an inverted-funnel-shaped cactus. It has leafless spiny branches and produces beautiful blood-red blooms. The 23-foot organ pipe cactus blooms at night and produces edible fruit. The world's tallest species of cactus is the cardón. It grows very slowly and can reach heights of 70 feet. It can weigh up to 25 tons. Many species of cardón have lived for more than 300 years.

The most unusual cactus is the boojum tree. Its long, tapered shape inspired its Spanish name, *cirio*, which means "candle." Some say this bizarre plant looks more like a spiny, upside-down carrot. It grows about 50 feet high. And it produces yellowish flowers that hang in clusters from the top.

The Central Desert is home to hundreds of species of unusual cacti, trees, and shrubs. It is truly a land of strange vegetation.

Directions: Circle the correct answer for each question. Then write a response to the last question.

1. What is the main idea of the passage?

- A. *Cirio* trees and cardón cacti grow in the Central Desert.
- B. Some plants in the Central Desert have sharp thorns and spines.
- C. Some plants that grow in the Central Desert can be eaten.
- D. The Central Desert is home to a large variety of vegetation.

2. Which detail supports the main idea of the passage?

- A. Baja California is surrounded by both sea and mountains.
- B. The plants give a sense of symmetry on the flat horizon.
- C. The plants of the Central Desert add color to the landscape.
- D. The plants of the Central Desert vary in size and shape.

3. What can be inferred from the passage?

- A. An arid climate is the best climate for vegetation to grow.
- B. The strange species that exist in Baja were brought by explorers.
- C. Much time has been spent studying Central Desert plants.
- D. The desert plants are few and far between, making it easy to cross the desert.

4. How are some of the Central Desert's plants different from one another?

- A. Some are flat while others have sharp angles.
- B. Some blend in with the landscape while others are colorful.
- C. Some are poisonous while others are edible.
- D. Some are native to the coast while others are native to the mountains.

5. Write a summary of this passage.

Directions: Circle the correct answer for each question. Then write a response to the last question.

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5. Write a summary of this passage.

Answers will vary. The weather in the Central Desert of Baja California is unique. Because of this weather, there are many different kinds of plants in the Central Desert. The plants have different shapes, sizes, and colors.

Identifying Cause-and-Effect Relationships

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



Mount St. Helens

Mount St. Helens has stood for thousands of years in the southwestern part of Washington State. On May 18, 1980, an earthquake shook this majestic mountain and set off a terrible chain of events.

An avalanche of rock and ice fell down the mountain's side, burying everything in its path. Hot gases that had been trapped inside the mountain exploded. The explosion sent a blast of hot rocks, steam, and gas sweeping over the forests below, leveling the trees. Ash, gases, and rock shot 16 miles (about 26 kilometers) into the sky. A heavy blanket of ash fell across the land and covered everything in sight. A sleeping giant had awakened.

A volcano is an opening in the earth's crust. Eruptions occur when molten rock, which has formed within the earth's crust, begins to rise. The melted rock moves up toward the surface. Solid rock that lies in the path of the rising molten rock can crack, causing earthquakes.

On March 20, 1980, an earthquake had struck Mount St. Helens. It was the first signal that there was a problem on the mountain. There were more and more earthquakes during the next few days. In one two-day period, hundreds of quakes were recorded. People who lived near the volcano could feel some of these.

On the afternoon of March 27, a cloud of ash and steam blasted out of the top of Mount St. Helens. A crater formed that was about 250 feet across and 150 feet deep (76 by 46 meters). The earthquakes and eruptions went on. Then, a second crater formed. Finally, the two joined and formed a single, huge crater.

On the morning of May 18, two geologists, Keith and Dorothy Stoffel, were flying over Mount St. Helens. They wanted to check the crater to see how active it was. They arrived over the restricted area at 7:50 A.M. and flew over the crater twice. At first, it did not look like an active volcano at all. Then Keith Stoffel noticed some debris moving down the mountainside. Suddenly, the whole north side of the mountain began sliding away.

An earthquake with a magnitude of 5.1 on the Richter scale had broken loose the bulge on the side of the mountain. The resulting avalanche, or landslide, was the largest one in recorded history. It suddenly reduced the pressure on the rock that had been covering the magma inside the mountain.

It was like opening a pressure valve. Extremely hot water and gases were instantly released in a tremendous explosion that ripped through the north face of the mountain. A huge blast of black smoke and ash shot out sideways. As the blast surged from the volcano, it carried with it the rock it had shattered.

Directions: Circle the correct answer for each question. Then write a response to the last question.

1. What started the chain of events that led to the eruption of Mount St. Helens?
 - A. avalanche
 - B. earthquake
 - C. explosion
 - D. landslide

2. What was an effect of the explosion on March 27?
 - A. a huge crater formed
 - B. forest trees were leveled
 - C. homes were buried
 - D. molten rock began to rise

3. What can be inferred from the passage?
 - A. The frequent eruptions of Mount St. Helens prevent people from living near the mountain.
 - B. People who once lived on Mount St. Helens are too afraid to return to the area.
 - C. People are no longer allowed to build homes on or around Mount St. Helens.
 - D. Mount St. Helens' eruptions are so rare that people feel safe in the area.

4. Which sentence from the passage provides relevant information?
 - A. The Stoffels arrived over the restricted area at 7:50 A.M. and flew over the crater twice.
 - B. People who lived near the volcano could feel some of the quakes.
 - C. There were more and more earthquakes in the next few days.
 - D. Mount St. Helens has stood for thousands of years in southwestern Washington State.

5. Describe the effects of the eruption of Mount St. Helens.

Directions: Circle the correct answer for each question. Then write a response to the last question.

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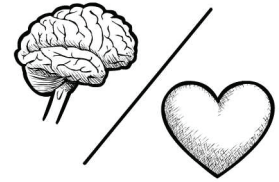
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5. Describe the effects of the eruption of Mount St. Helens.

Answers will vary. Everything in the path of the avalanche was buried. Ash covered the land around the mountain. Two craters formed, which then joined together to form one huge crater. Extremely hot water and gases exploded from the mountain, carrying shattered rock with it.

Distinguishing Denotative and Connotative Meanings



Denotative Language

When authors want to express a literal or direct meaning, they use **denotative** language.

Example: The teenager was driving **carelessly**.

The word **careless** means “not paying sufficient attention.” This denotative language is factual and gives the reader more of a neutral feeling about the subject.

Connotative Language

When authors want to trigger an emotional response from their readers, they use **connotative** language.

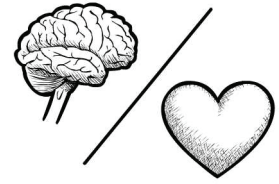
Example: The teenager was driving **recklessly**.

The word **reckless** suggests the subject’s lack of concern for the safety of others. This connotative language causes the reader to have stronger feelings about the subject.

Directions: Look at the underlined words in each pair on sentences. Determine which of the words is connotative (C) and which is denotative (D). Then write the appropriate letters in the blanks.

- It was daring of Sean to attempt to jump over the canyon on his motorcycle. He could have hurt himself very badly. ____
It was reckless of Sean to attempt to jump over the canyon on his motorcycle. He could have hurt himself very badly. ____
- Always shrewd, my sister purchases all of her clothes from second-hand stores and uses coupons to buy her groceries. ____
Always economical, my sister purchases all of her clothes from second-hand stores and uses coupons to buy her groceries. ____
- Angela is quite disrespectful; she always talks during her classmates’ presentations and laughs when they make mistakes. ____
Angela is quite arrogant; she always talks during her classmates’ presentations and laughs when they make mistakes. ____
- Although she was terrified of public speaking, Jordan gave an inspired speech to a crowd of over two hundred people. ____
Although she was terrified of public speaking, Jordan gave a great speech to a crowd of over two hundred people. ____
- Micah’s new puppy was silent and refused to eat for the first couple of days in his new home. ____
Micah’s new puppy was withdrawn and refused to eat for the first couple of days in his new home. ____

Distinguishing Denotative and Connotative Meanings



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- It was daring of Sean to attempt to jump over the canyon on his motorcycle. He could have hurt himself very badly. D

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- Always shrewd, my sister purchases all of her clothes from second-hand stores and uses coupons to buy her groceries. C

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- Angela is quite disrespectful; she always talks during her classmates’ presentations and laughs when they make mistakes. D

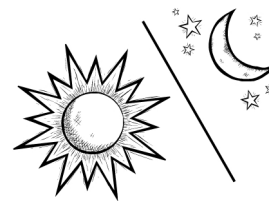
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Determining the Meaning of Antonyms

Directions: Complete each sentence using the words in the Word Bank.



Denotative Language

tricky	rumor	awkward	expand	clear
honest	truth	graceful	vague	shrink

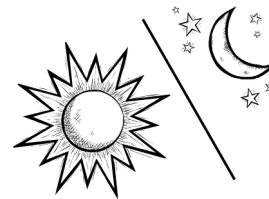
1. Unlike his _____ brother, Darren was _____ and chose to tell the truth about what had happened to the money.
2. Instead of giving me _____ instructions on how to bake the cake, Sally gave me a _____ description of what to do.
3. Compared to the _____ routine of the first contestant, the second gymnastic performance appeared _____.
4. It is a scientific fact that heat causes materials to grow and _____ while cold causes them to _____.
5. The boy realized that it was impolite to spread a _____ and resolved to always tell the _____.
6. Write the antonym for each word below.

minor _____
 initial _____
 reject _____

7. Write a paragraph using the word pairs in Question 6.

Determining the Meaning of Antonyms

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Denotative Language

tricky	rumor	awkward	expand	clear
honest	truth	graceful	vague	shrink

1. Unlike his tricky brother, Darren was honest and chose to tell the truth about what had happened to the money.
2. Instead of giving me clear instructions on how to bake the cake, Sally gave me a vague description of what to do.
3. Compared to the awkward/graceful routine of the first contestant, the second gymnastic performance appeared awkward/graceful.
4. It is a scientific fact that heat causes materials to grow and expand while cold causes them to shrink.
5. The boy realized that it was impolite to spread a rumor and resolved to always tell the truth.
6. Write the antonym for each word below.

minor	<u>major</u>
initial	<u>final</u>
reject	<u>accept</u>

7. Write a paragraph using the word pairs in Question 6.

Answers will vary. Dante submitted his (initial) application for the science fair. Then he received the (final) letter saying that the committee would (accept) his project. He thought they might (reject) it, so he was glad that he made it into the competition. In his application he summarized the (major) idea behind his project, but he forgot some of the (minor) details.

Making Predictions

Directions: Read the play. Circle the correct answer for each question. Then write your response to the last question.



Genie in a Locker

José and Ben are standing in the hall when they hear a voice coming from inside one of the lockers near them.

Genie. Hey, I'm in here ... in locker 285. Would you please help me get out of here?

José and Ben peer into the locker.

José. Are you seriously stuck inside this locker?

Genie. Well ... yeah. That's why I'm asking you to help me get out of here before the stench of these old sneakers does this poor genie in.

José. Did you say what I think you said—that you're a genie?

Ben. A real live “grant you three wishes if you help me get out of here” genie?

Genie. Well, actually I only grant two wishes, and there are certain stipulations, but yes, I'm a genie ... and you won't regret it if you dial 36-28-14 to unlock the lock and open this door!

1. What will José and Ben most likely do next?

- A. Run away from the genie.
- B. Tell a teacher about the genie.
- C. Let the genie out of the locker.
- D. Walk past the lockers and ignore the genie.

Ben opens the door, and he and José watch as the genie climbs out and shakes himself out.

Ben. So, just exactly how does a genie get stuck in a locker and not be able to get himself out?

Genie. Well, to be honest, my last master (not a very nice fellow, if you ask me), used his second wish to trap me there.

José. So, we get two wishes ... for helping you get out of the locker?

Genie. Yes, two wishes, as long as they fall within the confines of the stipulations and are requested within the next four minutes.

Ben. Are you telling me that we only have four minutes to choose our two wishes?

Genie. Precisely—all wishes must be granted within the allotted time and must conform to all required conditions and stipulations.

José and Ben put their heads together and mumble a variety of ideas, trying to decide what their wishes should be, with the following comment said jokingly, but loud enough to be clear to the genie.

José. Maybe we should just get an extra-large pepperoni pizza.

Genie. An extra-large pepperoni pizza it is!

José. No, that wasn't our first wish, it was just a joke!

Genie. A wish is a wish, and you now have three minutes to choose your remaining wish.

Ben. Then we'll take a million dollars.

Genie. Sorry—no monetary or jewelry wishes, and no wishing for extra wishes.

José. Then zap us to Europe and make us kings of somewhere.

Genie. No travels wishes, no royalty wishes, and no power wishes; but hurry and choose—you have two minutes.

José. Exactly what are we supposed to wish for?

Genie. Genies are not required or expected to provide assistance in wish selection.

Ben. You are a joke of a genie!

Genie. Insults are punishable by the reduction of half the remaining wish-selection time, bringing you down to one minute.

José. I know what to wish for.

2. What will Jose most likely wish for?

- A. a diamond necklace
- B. a vacation in the Caribbean
- C. an extra-large pepperoni pizza
- D. the genie to return to the locker

Genie. Your wish is my command.

José. I wish you were back inside that locker!

3. What is the main conflict in the passage?

- A. The boys cannot agree on what to wish for.
- B. The genie cannot find a way out of the locker.
- C. The boys cannot figure out how to get the locker open.
- D. The boys cannot think of a wish because there are many rules.

4. What is the resolution of the passage?

- A. Ben lets the genie out of the locker.
- B. The boys run out of time to make a wish.
- C. José wishes the genie back into the locker.
- D. The boys wish for an extra-large pepperoni pizza.

5. If José and Ben had had more time, what might they have wished for and why would they have chosen that wish?

Making Predictions

Directions: Read the play. Circle the correct answer for each question. Then write your response to the last question.

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5. If José and Ben had had more time, what might they have wished for and why would they have chosen that wish?

Answers will vary. Ben and José would probably have wished for new bikes for themselves

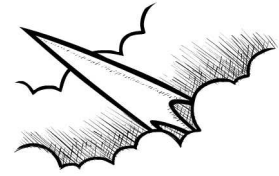
and all of their friends. They could have a lot of fun riding and doing tricks on new bicycles.

Their friends would all be very happy to have new bikes. The genie gave them a lot of rules,

but bikes do not break any of the rules listed.

Making Inferences

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

**What Is That in the Sky?**

On a cool day in February, an experienced pilot flying the Atlantic Ocean saw something strange. He described it as a pointed, thin blue object with a pink halo. “At first I thought it might be sun reflecting off the clouds,” he reported. “But a reflection would have disappeared, or at least changed shape, as we got closer.” This object was clearly visible for several minutes. The object appeared to be larger than a commercial airliner and was holding still at about 4,000 feet high.

On approach to the landing field in Florida, the pilot saw another object. This one was identical to the first, in the sky to the west. He and some of his passengers described it as looking pointed, thin, and blue. They thought it appeared smaller because it was farther away. On the ground the pilot said he thought about flying closer to the object but decided against it, feeling that the safety of his passengers was more important.

The same day, another pilot, flying in about the same area at the same time reported seeing one of these objects. This pilot saw it behind him and to his left. It was about 1,500 feet beneath his plane. The description was very similar to that of the first pilot. They appeared to be looking at the object from opposite sides. Both pilots placed the object at the same altitude.

The pilots reported their sightings to air traffic control. A check showed that the radar equipment did not detect either object. Interestingly, the sightings followed a report that an earthlike planet capable of supporting life had been discovered. “I do not know if the objects we saw are related to that report,” one pilot stated. “All I can say is that I have never seen an object like this in my 20 years as a pilot.”

Directions: Circle the correct answer for each question. Then write a response to the last question.

1. What can be inferred from the passage?
 - A. Both pilots thought the objects could be dangerous.
 - B. The pilots were used to seeing strange things while flying.
 - C. Both pilots thought the objects were common and easy to explain.
 - D. The pilots may have been influenced by recent scientific discoveries.

2. Which one of the following conclusions can be made based on information in the passage?
 - A. Air traffic control needs better radar equipment.
 - B. Life forms exist in other parts of our solar system.
 - C. Some unusual events do not have clear explanations.
 - D. Many people are interested in learning about strange things in the sky.

3. Why did one of the pilots believe that what he saw was not a reflection?
 - A. The object had a pink halo.
 - B. The object had flashing lights.
 - C. The object disappeared too quickly.
 - D. The object was visible for several minutes.

4. Which information is **not** important to what happened?
 - A. Both pilots had many years of flying experience.
 - B. Scientists reported the discovery of an earthlike planet.
 - C. Both pilots placed one of the objects at the same altitude.
 - D. The pilot thought about flying closer but changed his mind.

5. How did the pilots most likely feel about the experience? Why do you think they feel that way?

Directions: Circle the correct answer for each question. Then write a response to the last question.

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5. How did the pilots most likely feel about the experience? Why do you think they feel that way?

Answers will vary. I think the pilots were scared. They both had a lot of experience flying
and had never seen anything like this before. They might have heard the news story about
the newly discovered planet. They were pretty sure it was not just a reflection, but they could
not tell exactly what it was. It would be scary to see something so strange like that.

Determining Word Meanings by Using Affixes

Directions: Write the meaning of each affix. Then complete the paragraph by writing the correct root from the Word Bank on the blank lines. Remember, sometimes the spelling of a root word changes when an affix is added. Use each word only one time.



Affix	Meaning
dis-	
-ive	
-ful	

Word Bank			
create	protect	secret	truth
care	liked	honest	doubt

Alicia loved to tell stories. Her twin brother, Danny, knew that Alicia added so much to her stories that they were no longer true. She did not realize that her friends were growing _____ful and starting to avoid her. The other day at school he heard Tamika tell Jesse that she was starting to think Alicia's _____ive stories were made up. Last weekend they went to the park with a group of friends. Alicia crouched down and started digging in the sand.

“Hey everyone, look what I found!” she yelled. Their friends gathered around as Alicia held out an arrowhead. “I just saw this sticking up out of the ground. I think it belonged to an ancient civilization that used to live here.” Alicia continued the story, adding details as she spoke. Danny watched as Tamika glanced at the arrowhead and then gave Jesse a _____ive look.

Danny knew that Alicia was being dis_____. She did not find the arrowhead at the park. It belonged to their father. Alicia must have taken it from the dresser before they left the house. Danny was _____ful not to say anything in front of their friends, but he dis_____ the tale Alicia was telling. He was very _____ive of his sister and wanted her to be _____ful with their friends.

Directions: Write what you think Danny should do and how will Alicia respond. In your response, use at least three words that include the affixes, *dis-*, *-ive*, or *-ful*. Use words from your own vocabulary or words from the Word Bank.

Word Bank

supportive

destructive

talkative

secretive

disappear

tearful

thankful

thoughtful

careful

disagree

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Affix	Meaning
dis-	not
-ive	likely to
-ful	full of

Word Bank			
create	protect	secret	truth
care	liked	honest	doubt

Alicia loved to tell stories. Her twin brother, Danny, knew that Alicia added so much to her stories that they were no longer true. She did not realize that her friends were growing doubtful and starting to avoid her. The other day at school he heard Tamika tell Jesse that she was starting to think Alicia's creative stories were made up. Last weekend they went to the park with a group of friends. Alicia crouched down and started digging in the sand.

“Hey everyone, look what I found!” she yelled. Their friends gathered around as Alicia held out an arrowhead. “I just saw this sticking up out of the ground. I think it belonged to an ancient civilization that used to live here.” Alicia continued the story, adding details as she spoke. Danny watched as Tamika glanced at the arrowhead and then gave Jesse a secretive look.

Danny knew that Alicia was being dishonest. She did not find the arrowhead at the park. It belonged to their father. Alicia must have taken it from the dresser before they left the house. Danny was careful not to say anything in front of their friends, but he disliked the tale Alicia was telling. He was very protective of his sister and wanted her to be truthful with their friends.

Directions: Write what you think Danny should do and how will Alicia respond. In your response, use at least three words that include the affixes, *dis-*, *-ive*, or *-ful*. Use words from your own vocabulary or words from the Word Bank.

Word Bank

supportive

destructive

talkative

secretive

disappear

tearful

thankful

thoughtful

careful

disagree

Answers will vary. Danny should be **thoughtful** of Alicia's feelings, but she needs to know that her friends **dislike** her storytelling. Alicia might be **tearful** when he breaks the news to her. If he is **careful** about what he says and tells her that he is **supportive**, she will not **disagree** with him and may even be **thankful**.

Identifying Compare-and-Contrast Organizational Patterns

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



The Olympic Games

One of the enduring contributions of ancient Greece is the Olympic Games. The Games began around 776 B.C. and continued for the next thousand years. After the Romans conquered the Greeks, they discontinued the Games. The era of the modern Olympics began in 1896, and it continues to this day.

The Games were held every four years in Olympia to honor Zeus, with each city-state sending a team of athletes. During the Games, the Greeks took a month-long holiday and everything shut down. Thousands traveled to Olympia to watch or compete in the events.

The pentathlon was the most important contest in the ancient Olympics. It included a footrace, the broad jump, the discus throw, the javelin throw, and wrestling. Other favorite competitions were boxing, horseback racing, and chariot racing.

The winner of a competition was crowned with a wreath of olive leaves. As in our own time, an Olympic champion became famous and was honored throughout the country.

The modern Olympic Games are both similar to and different from the ancient Games. Perhaps the biggest difference is that, today, people from around the world compete, and both men and women take part.

Many sports that were important then are still important now. Track and field events—the backbone of the ancient Games—are still central to the modern Games. Sprinting and long-distance running, as well as javelin and discus throwing, are still Olympic events. The pentathlon is still an Olympic event, although wrestling and boxing are separate events today.

Many modern competitions, such as swimming and gymnastics, did not exist in ancient times. Likewise, some ancient competitions, such as chariot racing, are no longer Olympic sports.

There's another major difference. Today, the Olympics are divided into Summer Games and Winter Games. In ancient times, there were only summer games.

One tradition that began in ancient times and continues to this day is the lighting of the Olympic torch. The torch is still lit at the ancient site of Olympia. Then it is carried by air and sea and land until it reaches the site of the Olympic Games. Ordinary people pass the torch from hand to hand until it is used to light the giant Olympic flame, which burns throughout the Games.

In ancient times, athletes paraded through the streets on their way to the stadium while crowds cheered. This tradition continues. Today, the Olympic Flag is carried into the stadium followed by the parade of athletes. When Greece hosted the 2004 Olympics, athletes from 201 countries were represented.

Directions: Circle the best answer for each question. Then write a response to the last question.

1. What is the theme of this passage?
 - A. People do not care about the Olympic Games anymore.
 - B. The Winter Olympics are more popular than the Summer Olympics.
 - C. The Olympic Games cause a number of troubling international incidents.
 - D. The modern Olympic Games are based on the ancient Olympic Games.

2. Why were the ancient Olympic Games discontinued?
 - A. The Greeks lost interest in Olympic sports.
 - B. The Greeks were conquered by the Romans.
 - C. The Romans did not want to honor Zeus anymore.
 - D. The Romans did not want to compete in the Winter Games.

3. What is one of the main differences between the modern and ancient Olympic Games?
 - A. Boxing is only offered during the modern Olympic Games.
 - B. The pentathlon was only offered during the ancient Olympic Games.
 - C. Both men and women can compete in modern Olympic Games.
 - D. Swimming and gymnastics are part of ancient and modern Olympic Games.

4. Which of the following is a tradition that began in the ancient games and continues to this day?
 - A. traveling to Olympia
 - B. throwing the javelin
 - C. worldwide competitors
 - D. lighting the Olympic torch

5. What are the similarities between the ancient Olympic Games and the modern Olympic Games?

Directions: Circle the best answer for each question. Then write a response to the last question.

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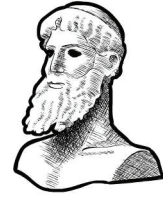
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 - B. throwing the javelin
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 - D. lighting the Olympic torch**

5. What are the similarities between the ancient Olympic Games and the modern Olympic Games?

Answers will vary. People travel to participate in and watch the games. Many sports that were important then are important now. Modern games still include discus and javelin throwing, the pentathlon, wrestling, and boxing. The lighting of the torch is a tradition that was ancient and is also modern. The torch is still lit in Olympia. The athletes still parade and are cheered as they go by.

Using Question-Answer Relationships to Improve Comprehension

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



Government in Ancient Greece

Around 500 B.C. the Greeks developed a new way of governing called *demokratia*. Today, we call it democracy. Democracy means “rule by the people.”

Before it became a democracy, Greece was a monarchy ruled by kings. Later, it became an oligarchy; this means “rule by a few.” In an oligarchy, the people of power and wealth rule the land. The Greek city-state Sparta was an oligarchy, while Athens was a democracy.

Although the Greeks gave us democratic government, democracies today are different from the ancient model. In ancient Greece, only men who were old enough to serve in the military could vote. In Athens, this included every free male over 18 years of age. Rather than choosing from a list of names on a ballot like we do, the Greeks chose government officials from the general population by lottery. Then they set term limits to determine the number of years someone could stay in office.

Two groups of people, women and slaves, could not vote at all in the ancient Greek democracies, although they made up a majority of the population. Slaves had no legal or political power. They could not have families of their own or own property.

Each voting citizen could come to the Assembly and say what he had to say. Today, since most democratic governments are too large to allow every citizen an active voice in the legislative process, the public elects representatives to speak for the group.

Directions: Circle the correct answer for each question. Then write a response to the last question.

1. Which is the best definition of **democracy**?

- A. rule by a few
- B. rule by the people
- C. rule by one
- D. rule by royalty

2. How were Athens and Sparta ruled?

- A. Athens and Sparta were both monarchies.
- B. Athens was a monarchy and Sparta was a democracy.
- C. Athens was an oligarchy and Sparta was a monarchy.
- D. Athens was a democracy and Sparta was an oligarchy.

3. How were government officials selected in ancient Greece?

- A. chosen by lottery from the general population
- B. appointed by the generals in the army
- C. elected from a group of wealthy people
- D. selected by male members of the royal family

4. What is the main idea of this passage?

- A. Women and slaves should be allowed to vote.
- B. Citizens were very active in the legislation process.
- C. Ancient Greeks preferred to be ruled as a monarchy.
- D. The government in ancient Greece was highly developed.

5. Describe how government worked in ancient Greece.

Directions: Circle the correct answer for each question. Then write a response to the last question.

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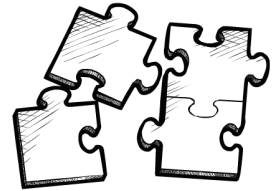
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- B. Citizens were very active in the legislation process.
- C. Ancient Greeks preferred to be ruled as a monarchy.
- D. The government in ancient Greece was highly developed.**

5. Describe how government worked in ancient Greece.

Answers will vary. The Greeks developed a way of governing called democracy. Only men who were able to serve in the military could vote, but in Athens, voters included every free male 18 and over. Government officials were chosen from the general population by lottery. Women and slaves were not allowed to vote. Eligible voters were permitted to come to the Assembly to have their say.

Understanding and Interpreting Analogies

Directions: Use the words in the Word Bank to complete the analogies. Use each word only once.



Word Bank

yard
demolish
eat

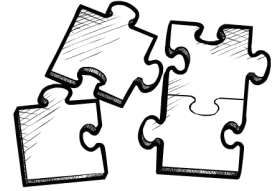
solar system
class
sun

spice
hive
hot

1. Stars are to a galaxy as planets are to our _____.
2. The moon is to Earth as Earth is to the _____.
3. Find is to lose as construct is to _____.
4. Fish are to school as students are to _____.
5. Green is to color as cinnamon is to _____.
6. Bear is to den as bee is to _____.
7. Pretty is to beautiful as warm is to _____.
8. Penny is to dollar as inch is to _____.
9. Tired is to sleep as hungry is to _____.

Understanding and Interpreting Analogies

Directions: Use the words in the Word Bank to complete the analogies. Use each word only once.



Word Bank

yard	solar system	spice
demolish	class	hive
eat	sun	hot

1. Stars are to a galaxy as planets are to our solar system.
2. The moon is to Earth as Earth is to the sun.
3. Find is to lose as construct is to demolish.
4. Fish are to school as students are to class.
5. Green is to color as cinnamon is to spice.
6. Bear is to den as bee is to hive.
7. Pretty is to beautiful as warm is to hot.
8. Penny is to dollar as inch is to yard.
9. Tired is to sleep as hungry is to eat.

Recognizing Elements of Plot

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



Return of the Silver Shaft

Kol was hovering in mid-air near the red rock bluff. A loud whirring sound caused him to turn his eyes to the Martian sky; a large object was hovering overhead. He telepathically shared this information with his nearby friend, Zeno. After getting over his initial shock, Zeno frantically signaled to his friend. Kol had to be warned: the object above his head was the Silver Shaft! But Kol was focused on the sky, and he ignored Zeno's signal.

This was not the first time the creatures on Mars had been terrified by a huge cylinder with blinking lights flying over their planet. The ancient ones told the story of seeing these spacecraft many eons ago. Then suddenly they had stopped appearing.

Zeno floated toward the red rocks that rose from the floor of the planet. He huddled into the opening of a stony cave, where he could remain unseen and watch the mystery craft fly low over the arid desert of the planet Mars. He signaled Kol to hide once more. Suddenly there was a vivid flash of white light, followed by a loud blast. The rocks exploded and red dust hung over the place where Kol had been suspended. When the dust finally cleared, Zeno signaled Kol again to determine his position; there was no response. The Silver Shaft was gone—and so was Kol!

Before he even landed at the plateau where the congregation of the ancient ones assembled, Zeno began brain signaling frantically that the Silver Shaft had taken Kol. The ancient ones immediately sprang into action. They knew if the creatures of the Silver Shaft had taken Kol to their planet, they would never see him again. Gathering all their signaling and searching apparatus, they flew to the red rock bluff. The bluff was soon aglow with the blue and yellow lights of antennae flashing in emergency mode.

Intent on his search for Kol, Zeno soon became conscious of a weak brain signal stimulating his antenna. He withdrew his energy to concentrate on the signal. Slowly, the weak signal grew a little stronger and Zeno could discern a cry for help. Zeno moved toward the signal, indicating to the others that he was receiving something. He signaled back, "What is your position?" moving through the craggy red hills, searching for the source of the communication.

He stumbled upon a form in the red dust, antenna broken, frame crumpled, and movement mode button smashed. The others swarmed around the broken figure, sending repair energy and signaling for information. Kol soon had the energy he needed to explain that the blast from the Silver Shaft had thrown him over the hill.

As some Martians continued sending their repair vibrations to Kol, others were already planning a great meeting to decide what to do next. The Silver Shaft had returned!

Directions: Circle the best answer for each question. Then write a response to the last question.

1. Which of the following is part of the passage's rising action?
 - A. Kol explains what had happened to him.
 - B. Zeno searches for Kol among the rocks.
 - C. Kol and Zeno spot the Silver Shaft.
 - D. The ancient ones assemble at the plateau.

2. Which sentence from the passage represents the climax?
 - A. The ancient ones immediately sprang into action.
 - B. He withdrew his energy to concentrate on the signal.
 - C. Kol had to be warned: the object above his head was the Silver Shaft!
 - D. Slowly, the weak signal grew a little stronger and Zeno could discern a cry for help.

3. What can you infer about the Silver Shaft from the passage?
 - A. The Martians are used to seeing the Silver Shaft.
 - B. The creatures of the Silver Shaft are dangerous.
 - C. The creatures of the Silver Shaft can read the Martians' minds.
 - D. The ancient ones want information from the creatures of the Silver Shaft.

4. Based on the information in the first paragraph, what conclusion can be drawn?
 - A. Kol knew all about the Silver Shaft.
 - B. Kol was not afraid of the Silver Shaft.
 - C. Kol was happy to see the Silver Shaft.
 - D. Kol had never heard of the Silver Shaft.

5. What do you think Kol, Zeno, and the other Martians will discuss at the great meeting? Why?

Directions: Circle the best answer for each question. Then write a response to the last question.

1. Which of the following is part of the passage's rising action?

- A. Kol explains what had happened to him.
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- D. Kol had never heard of the Silver Shaft.**

5. What do you think Kol, Zeno, and the other Martians will discuss at the great meeting? Why?

Answers will vary. The Martians will talk about ways to protect themselves against attack by the Silver Shaft. The group might also relate the history of other encounters with the Silver Shaft or talk about what the creatures of the Silver Shaft want.

Drawing Conclusions Based on Explicit Information

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



Balloon Pioneers

For centuries, people have been curious about flight. Two of these people were Joseph-Michel and Jacques Etienne Montgolfier. These brothers lived in France. They conducted experiments with paper bags filled with hot air. Their experiments led to the invention of the first hot air balloon.

Their balloon was a silk bag that was lined with paper. In June 1783, the brothers sent a balloon without passengers into the air. On September 19, 1783, they were ready to attempt the first hot air balloon flight with passengers. A crowd that included King Louis XVI and Queen Marie Antoinette assembled at Versailles, France, to watch as a sheep, a rooster, and a duck were loaded into the basket below the balloon.

Ropes were used to keep the balloon from flying away too soon. When the ropes were released, hot air inside the balloon lifted it about 1,500 feet into the air. Several minutes later, the balloon and its passengers landed safely.

Encouraged by the flight's success, the Montgolfiers moved on to the next challenge—a balloon flight with human passengers. In October 1783, they sent a man eighty feet into the air in a balloon that was tethered to the ground. Then, on November 21, 1783, in Paris, two men lifted off in the brothers' balloon. This time, the men would fly free.

The men had to keep a fire burning in the basket in order to keep the balloon aloft. After a flight of about 25 minutes, the balloon landed a few miles from Paris with the men aboard unharmed.

Directions: Circle the best answer for each question. Then write a response to the last question.

1. What can you conclude about the development of flight?
 - A. Airplanes were invented before hot air balloons.
 - B. Hot air balloons were invented before airplanes.
 - C. Hot air balloons were a popular mode of travel.
 - D. Airplanes are hot air balloons with wings.

2. Based on information in the passage, which of the following statements is true?
 - A. Many people feared that flying in hot air balloons was dangerous.
 - B. The first hot air balloon flight with passengers was a momentous occasion.
 - C. Hot air balloons were developed to transport livestock from place to place.
 - D. The general public was not interested in the development of the hot air balloon.

3. Why did the two men keep the fire burning during their flight on November 21, 1783?
 - A. to help land the balloon
 - B. to keep the balloon aloft
 - C. to stay warm as the balloon went higher
 - D. to remain visible to people on the ground

4. Which of the following details from the passage is least important?
 - A. The November 21 flight lasted about 25 minutes.
 - B. The balloon flown on September 19 landed safely.
 - C. The Montgolfiers' experiments led to the invention of the hot air balloon.
 - D. A sheep, rooster, and duck were the animals that flew on September 19.

5. What new technology or invention today is like the invention of the hot air balloon? How might that invention be important in the future?

Directions: Circle the best answer for each question. Then write a response to the last question.

1. What can you conclude about the development of flight?
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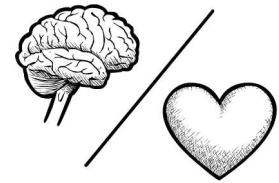
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5. What new technology or invention today is like the invention of the hot air balloon? How might that invention be important in the future?

Answers will vary. Rockets are like hot air balloons. They are launched into space, even further than a hot air balloon can travel. Rockets might be able to discover life in space or new planets. Someday people may be able to travel on rockets to vacation in space.

Distinguishing Denotative and Connotative Meanings



Denotative Language

When authors want to express a literal or direct meaning, they use **denotative** language.

Example: The teenager was driving **carelessly**.

The word **careless** means “not paying sufficient attention.” This denotative language is factual and gives the reader more of a neutral feeling about the subject.

Connotative Language

When authors want to trigger an emotional response from their readers, they use **connotative** language.

Example: The teenager was driving **recklessly**.

The word **reckless** suggests the subject’s lack of concern for the safety of others. This connotative language causes the reader to have stronger feelings about the subject.

Directions: Look at the underlined words in each pair of sentences. Determine which of the words is connotative (C) and which is denotative (D). Then write the appropriate letters in the blanks.

- The driver moved in and out of lanes in a reckless manner. ____

The driver moved in and out of lanes in a careless manner. ____
- The view from the top of the mountain was breathtaking. ____

The view from the top of the mountain was pretty. ____
- I could not believe how brave my sister was to ride the rollercoaster. ____

I could not believe how daring my sister was to ride the rollercoaster. ____
- Even though Michael was somewhat withdrawn, he still smiled at people. ____

Even though Michael was somewhat quiet, he still smiled at people. ____
- The elegant ballerina danced across the stage. ____

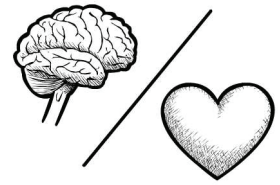
The graceful ballerina danced across the stage. ____
- The first flight by Wilbur and Orville Wright was a special achievement. ____

The first flight by Wilbur and Orville Wright was an extraordinary achievement. ____
- The woman rudely refused to turn down her noisy stereo. ____

The woman disrespectfully refused to turn down her noisy stereo. ____

8. The politician was known for her honest opinions on key issues. ____
The politician was known for her outspoken opinions on key issues. ____
9. The student lost the debate because of his numerous faulty arguments. ____
The student lost the debate because of his numerous incorrect arguments. ____
10. The businessman made wise decisions to improve his company. ____
The businessman made shrewd decisions to improve his company. ____
11. The arrogant athlete predicted that she would easily defeat her competitors. ____
The outstanding athlete predicted that she would easily defeat her competitors. ____
12. The boy, inspired by the achievements of his hero, practiced his jump shot every evening. ____
The boy, motivated by the achievements of his hero, practiced his jump shot every evening. ____

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 I could not believe how daring my sister was to ride the rollercoaster. C
- Even though Michael was somewhat withdrawn, he still smiled at people. C
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The boy, motivated by the achievements of his hero, practiced his jump shot every evening. D

Paraphrasing Information

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



Roberto Clemente

¹ Those who played with him and against him, as well as those who came to watch him, knew Roberto Clemente was a gifted athlete. His fans and many other people also came to know him as a great man—one who would put it all on the line for those in need.

By the Numbers

² Roberto Clemente was a great baseball player. The record book proves it. In his 18 seasons with the Pittsburgh Pirates, he led the team to two World Series. While he played with the Pirates, he came to bat 9,454 times, drove in 1,305 runs, and played in 2,433 games. In his final at bat in 1972, Clemente made his 3,000th career hit—an accomplishment that at that time had been reached by only ten major league players.

A Big Heart

³ But numbers in a record book alone do not describe the kind of man Roberto Clemente was. As one of the first professional Latino baseball players in the United States, he cared about how all players were treated. He also coached many young baseball players here and in his home country of Puerto Rico. During the last few weeks of his life, he showed how truly great he really was.

⁴ After the 1972 baseball season was over, Clemente went to Managua, Nicaragua, with a team of kids from his country. They were playing for the junior world championship. When Clemente was not working with the team, he would go out to meet the people of Managua, often carrying a bag of coins, which he distributed to the needy.

⁵ Two weeks after Clemente returned to his home in San Juan, an earthquake hit Managua. Thousands of people lost their lives. Clemente worried about his newfound friends. He went on television in Puerto Rico and urged people to donate whatever they could. The victims needed medicines, clothes, food, and blankets. The people of San Juan responded. Supplies of all kinds poured in.

Tragedy

⁶ Within two days, planes loaded with supplies left San Juan. But soon, there were troubling reports from Managua. The supplies were not reaching the victims. Instead, some supplies were being held up by dishonest people. Clemente knew then he needed to go to make sure the supplies reached those who so desperately needed them.

⁷ On December 31, 1972, Clemente and four other people boarded an old DC-7 for the flight. The plane was in need of repairs, but Clemente was determined to go. “Who else will go?” he asked. “Someone has to do it—now.”

⁸ The plane taxied onto the runway, received clearance to take off, and flew into the air. Ninety seconds later, the pilot radioed that they were coming back. But the plane did not return. Instead, it crashed into the ocean. Everyone on the plane was killed. The next day, New Year's Day, 1973, people streamed to the beach in San Juan to watch and wait for news of Clemente. A cold rain mixed with their tears. After several days, the search was finally called off. In the towering waves, researchers found only the pilot's body and a few pieces of the cockpit.

⁹ People still remember Roberto Clemente as a terrific baseball player. But they also remember him as a great human being.

Directions: Identify the best paraphrase or write a paraphrase for the paragraph.

1. Which of the following is the best paraphrase of Paragraph 2?

- A. Roberto Clemente came to bat almost 10,000 times.
- B. Roberto Clemente's success led his team to the World Series.
- C. Roberto Clemente played for the Pittsburgh Pirates for 18 years.
- D. Roberto Clemente's record proves that he was a great baseball player.

2. Paraphrase the following paragraph.

But numbers in a record book alone do not describe the kind of man Roberto Clemente was. As one of the first professional Latino baseball players in the United States, he cared about how all players were treated. He also coached many young baseball players here and in his home country of Puerto Rico. During the last few weeks of his life, he showed how truly great he really was.

3. Paraphrase the following paragraph.

After the 1972 baseball season was over, Clemente went to Managua, Nicaragua, with a team of kids from his country. They were playing for the junior world championship. When Clemente was not working with the team, he would go out to meet the people of Managua, often carrying a bag of coins, which he distributed to the needy.

4. Which of the following is the best paraphrase of Paragraph 5?

- A. Thousands of people died in the earthquake in Managua.
- B. An earthquake hit Managua shortly after Clemente's visit.
- C. Clemente cared deeply about people and wanted to help the earthquake victims.
- D. The people of San Juan gave supplies because they wanted to impress Clemente.

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Answers will vary. In addition to being a great baseball player, Roberto Clemente cared deeply about others, especially young players.

3. Paraphrase the following paragraph.

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Answers will vary. Clemente wanted to meet the people of Nicaragua as much as he wanted to help the young baseball players.

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Making Predictions

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



Playing Her Part

“Caitlin, this is the third time I’ve caught you in front of my mirror!” Tori said. “Admit it; you’ve been practicing my part in the school musical, haven’t you?”

Caitlin gave an embarrassed shrug.

“And you were using my hairbrush as a microphone again!” Tori said as she retrieved her brush. “Look, Caitlin, I know you have big dreams, but in the entire history of our school they’ve only allowed a middle school kid to act in a high school play once, and that was a long time ago.”

“I know, but if they’ve done it before ...” Caitlin shrugged again, then frowned.

“Hey, if it’s any consolation,” Tori smiled, “I actually think you’re pretty good. Oh, and by the way, they do allow middle school kids to work on the set.”

“Really? That is so totally, completely, incredibly awesome!” Caitlin exclaimed, giving her sister a huge hug.

“Yeah really, now stop hugging me and stop using so many adverbs; then start showing up at the stage after school,” Tori laughed.

Caitlin soon discovered that she enjoyed backstage work; however, the best part for her was seeing every rehearsal. She often caught herself silently mouthing the actors’ lines and songs as she helped build props and stage walls.

A few weeks later, Tori found Caitlin singing in front of her mirror again. “I have news for you,” she said as she removed her hairbrush from Caitlin’s grip. “Today I listed you as my understudy.

“Wow, uh, what’s an understudy?” Caitlin asked.

“An understudy is someone who will perform my role if I get sick. I’ve noticed how you follow along during rehearsals, and you obviously already know my songs,” she said, shaking her hairbrush for emphasis.

Caitlin gave her sister a flying hug and screeched, “You are the most totally, completely, fabulously awesome sister in the world!”

“Okay, that’s enough hugging,” Tori laughed, “and I’ve already talked to you about your overuse of adverbs. Anyway, don’t get your hopes too high, but be prepared; we have nine performances scheduled, and anything can happen.”

However, as the weeks went by it looked like nothing was going to happen for Caitlin. Tori remained in perfect health and performed flawlessly for eight of the nine shows. “Oh well, at least they gave me the opportunity,” Caitlin thought as she watched the final program from backstage.

Just then, Tori made an unscripted exit. “You have to go on for me!” she said, wide-eyed. “I have the, hic, hiccoughs and I, hic, can’t get them, hic, to stop!” she giggled.

Caitlin gave her sister a quick hug, took the microphone, and then beamed as she stepped into the warmth of the spotlight and thunderous applause.

Directions: Circle the correct answer for each question. Then write a response to the last question.

1. Why was Caitlin most likely practicing Tori's role in the school musical?
 - A. Caitlin thought she had a chance at getting a part.
 - B. Caitlin had been in the same musical at her school.
 - C. Caitlin had heard Tori practicing and liked the music.
 - D. Caitlin thought she could play the role better than Tori.

2. How did Tori most likely feel about catching Caitlin in front of the mirror?
 - A. upset but excited
 - B. nervous but patient
 - C. anxious but thrilled
 - D. annoyed but accepting

3. What did Caitlin like best about working backstage?
 - A. learning new songs
 - B. practicing different roles
 - C. spending time with Tori
 - D. seeing every rehearsal

4. Why did Tori list Caitlin as her understudy?
 - A. Caitlin was always available.
 - B. Tori could not find anyone else.
 - C. Caitlin knew the lines and the songs.
 - D. Tori gave in to Caitlin's constant begging.

5. What do you predict will happen next? Explain your answer.

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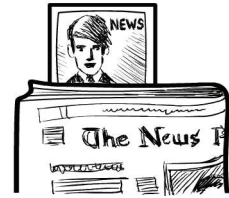
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5. What do you predict will happen next? Explain your answer.

Answers will vary. I predict that Caitlin will be a little nervous because this is her first time on stage. But I think she will do well. She practiced a lot and observed all of the rehearsals while working on the set. After the show I think her sister Tori will give her a big hug, and they will find a special way to celebrate.

Identifying Compare-and-Contrast Organizational Patterns

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



Television and Print Newspapers

Every year, Americans read print newspaper stories about their favorite teams in the NCAA basketball tournament. Many also anxiously tune in to the television broadcasts of the “March Madness” competition. Print newspapers provide detailed information at their fingertips that they can view without electronic devices. The TV puts them in the arena. The different strengths of print newspapers and television news can also be their weaknesses.

Satellite technology streamed to television can take you onto the ice of the South Pole or into downtown Tokyo. The television camera fills your senses with details that a print newspaper account does not have. Viewers become reporters gathering information from what they see and hear.

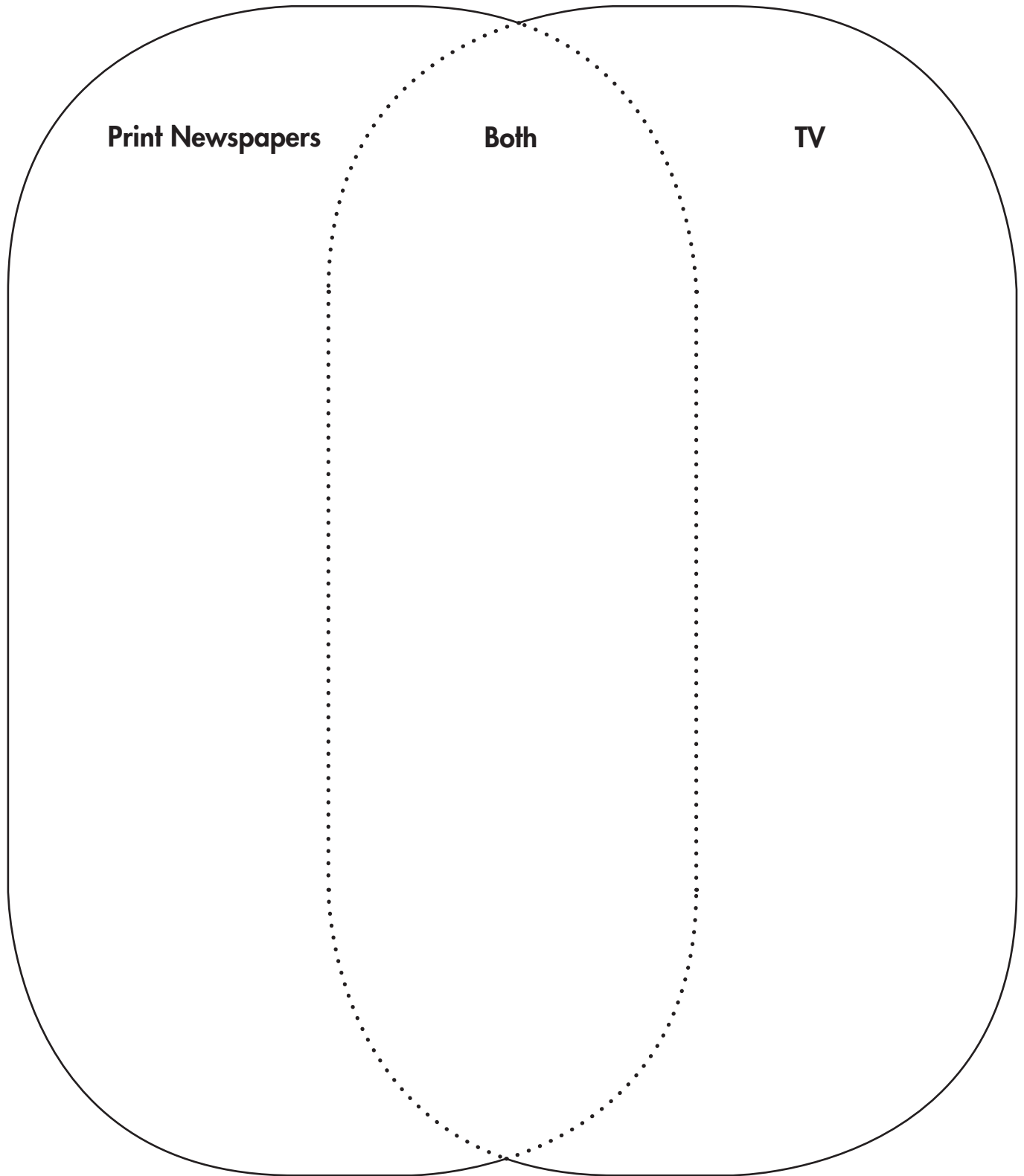
But the visual side of television news also can be a downside. Reports are often based on images rather than on anything that really matters. There can be a 90-second story on a birth at the zoo, while a school tax vote receives 45 seconds.

Print newspaper stories do not have to meet the demand for pretty pictures. The time and space given to a story is usually decided by its impact. We read about where the jobs are going to be in ten years rather than view local fender-benders and high-speed chases. Like television broadcasters, print newspaper publishers have to make money and carry advertisements. But a lot of their money comes from subscribers. Because subscribers are paying customers, print newspapers know they have to answer to readers just as they do to advertisers.

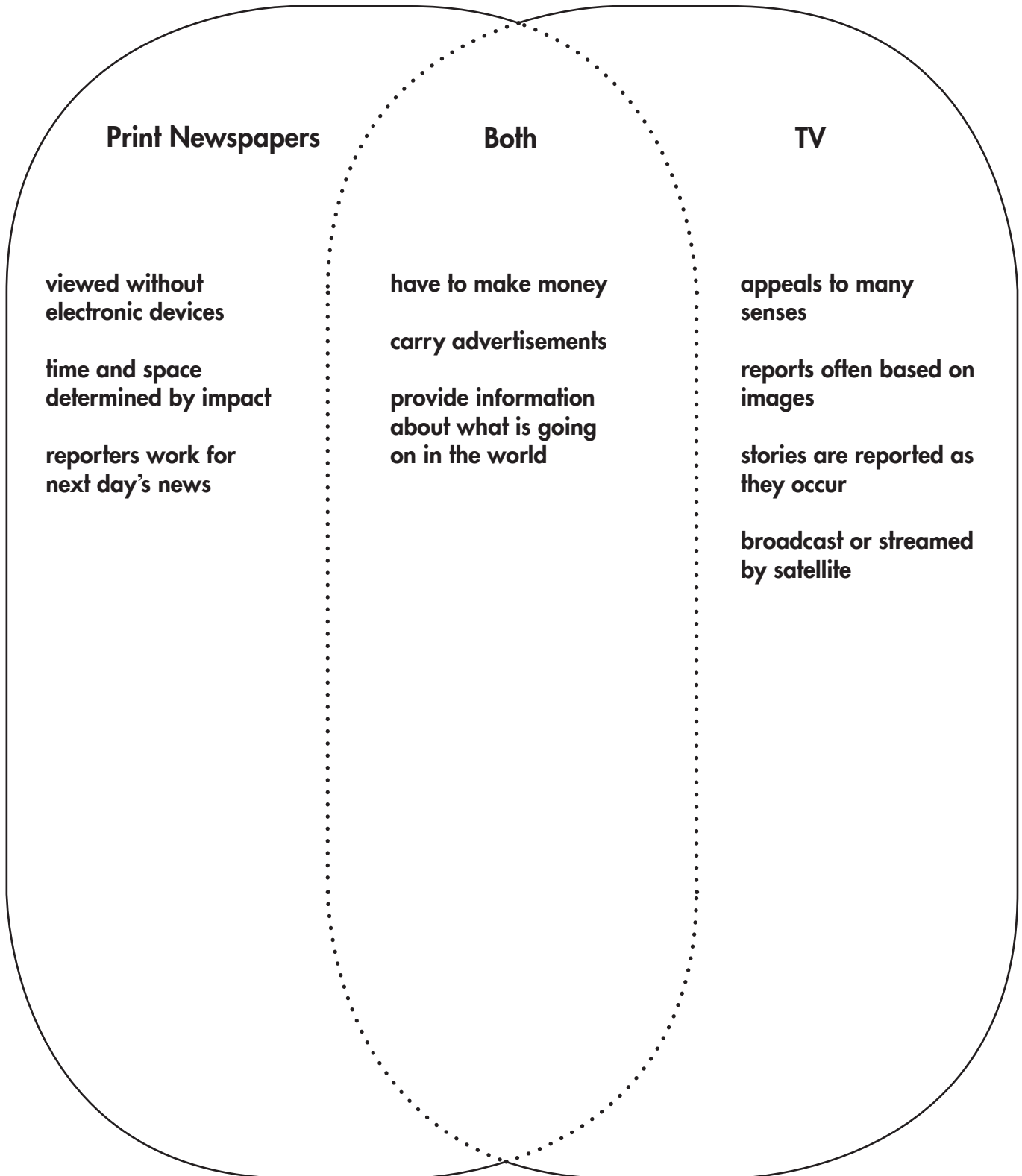
While print newspaper reporters are writing stories for the next day’s edition, television cameras can focus on the news instantly. A person without television might wait hours for information that a television viewer will learn in minutes. Networks can broadcast live. Viewers can see a presidential speech or a game-winning score as it happens.

In conclusion, comparing print and TV news is really like comparing apples and oranges. They have different advantages and disadvantages. For people interested in news, some of both might offer a balanced diet.

Directions: Write at least three true statements in each section of the Venn Diagram.

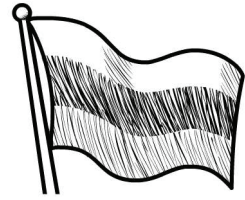


Directions: Write at least three true statements in each section of the Venn Diagram. Answers will vary.



Using Question-Answer Relationships to Improve Comprehension

Directions: Read the passage. Circle the letter of the correct answer for each question.



Russia

Before 1917, most of the people living in Russia were peasants who were very poor and had little political power. Most of them spent their lives doing backbreaking labor and toiling to grow crops on land owned by others. In addition, they paid high taxes to the ruling czar, but received little in return.

1. Which of the following statements is true of people in the former Soviet Union before 1917?
- A. They owned their own land.
 - B. They were successful at growing crops.
 - C. They paid low taxes.
 - D. They got little support from their government.

However, by 1917 peasant life had gone from bad to worse. At that time Russia was involved in World War I and losing to Germany. Food supplies were low, and jobs were hard find. These miserable conditions led to street demonstrations in Petrograd (now St. Petersburg). Even soldiers from the Russian army joined in, causing the ruling czar to resign. This is how the Russian Revolution began.

Unfortunately, conditions did not improve considerably under the new Provisional Government. They were still losing the war, and food was still scarce. While the new leaders tried to set up a democracy, their efforts failed. They were unable to unite the people, who called for more radical change. Within six months the government was taken over by a small group of Communists called the Bolsheviks. Their leader, Vladimir Lenin, rallied the people around his cry for “Bread, Peace, and Land!”

2. Why did the new government leaders fail when they attempted to set up a democracy?
- A. They could not unite the people.
 - B. They could not stop the demonstrations.
 - C. They were not rich enough.
 - D. They lacked the commitment.

Following his rise to power, Lenin put a number of new policies in place. He formed a peace treaty with Germany, seized privately owned land and redistributed it to the peasants, and put banks and industry under government control. Lenin believed that his policies would make Russia a nation where there was no such thing as rich and poor. The people would own everything as a group and share the fruits of their labor. He hoped that one day it would become a truly Communist nation. That is, it would be a place where people worked together so well that they would not need a government to rule and guide them. Until then, however, strict government control was the only option.

3. According to Lenin, when could Russia become a “true Communist nation”?

- A. when the government gave the people peace, land, and bread
- B. when the people worked together with no need for government
- C. when the people voted for the country to become Communist
- D. when the government controlled the resources and people

Many people, including nobles and some of the military, were strongly opposed to Lenin’s policies. As a result, a fierce civil war raged from 1918 to 1921. Despite overwhelming odds against them, the Bolsheviks won. After his victory, Lenin did away with all opposing political parties and further tightened his government’s control over the people.

4. What was the end result of the Civil War of 1918?

- A. The anti-Communists won and outlawed Communism in Russia.
- B. The Communist party was permanently defeated and never rose again.
- C. The Communist party won and allowed multiple political parties in Russia.
- D. The Bolsheviks won and made Communism the only political party in Russia.

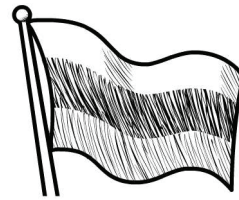
Vladimir Lenin died in 1924. Joseph Stalin, a secretary-general of the Communist party, took over as leader by out-scheming his rivals. Stalin believed in even greater governmental control than Lenin, and by the late 1920s he had become a **dictator**. In the 1930s he used his power to rid the party of what he called “enemies of the people.” In reality he was killing or banishing those who disagreed with him. Stalin died in 1953.

5. What is the meaning of **dictator** in this paragraph?

- A. a ruler who trusts others
- B. a ruler with integrity
- C. a ruler with absolute authority
- D. a ruler in the 1920s

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