

Determining the Meaning of Multiple-Meaning Words

Directions: Read each sentence. Then circle the **better meaning** for the underlined word.



1. They store lawn equipment in the shed.
 - a. an outdoor structure
 - b. to eliminate a natural covering
2. The teacher reminded the students to raise their hands when they want to answer a question.
 - a. to lift up
 - b. to promote in rank
3. I am happy to report the good news.
 - a. a written record or summary
 - b. to provide a statement
4. That bag of apples weighs one pound.
 - a. unit of weight
 - b. to strike forcefully
5. He was surprised to find a present hidden in the closet.
 - a. in attendance
 - b. a gift
6. The group worked long hours to determine the cause of the accident.
 - a. something that produces an effect
 - b. a reason for action
7. Her shoulder was sore from throwing the ball.
 - a. joint connected to the arm
 - b. to bear a burden
8. Their school requires a pass to leave the classroom.
 - a. to move beyond an object
 - b. written permission to move from place to place
9. The teacher instructed the class to weigh their options before making a decision.
 - a. to determine the heaviness of an object
 - b. to carefully consider
10. She learned the rules of addition very quickly.
 - a. a combining of numbers
 - b. a newer section joined to a building

11. We watched the vessel's approach in silence.
 - a. movement closer
 - b. specific way of acting

12. The wind blew and caused several oranges to fall to the ground.
 - a. surface of the earth
 - b. to punish

13. The purpose of the experiment was to identify the matter in each object.
 - a. to be important
 - b. the material that makes up an object

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Using Cause and Effect to Gain Meaning

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



Endangered Wetlands

There is only one place in the world where alligators and crocodiles live side by side. That place is Everglades National Park, a 1.5 million-acre wetlands area in southern Florida. This park is America's biggest marsh.

The Everglades is a wide, shallow river that flows south from Lake Okeechobee to Florida Bay and the Gulf of Mexico. Fifty miles wide in some locations, the water in the Everglades might be three feet deep or a mere six inches.

Many different creatures make their homes in the Everglades. Some of the wetland creatures that live in the Everglades are endangered, such as wood storks, Florida panthers, and American crocodiles. There are so few of these animals left that there is a danger that they will die out completely, making them extinct in the near future.

Humans are the reason that these wetland animals are endangered. Years ago, canals were dug in the Everglades to control the water flow and prevent the river from flooding people's homes and businesses. Sadly, this project badly damaged the Everglades ecosystem.

Some wetlands have been completely drained to make it easier for people to survive. This has happened across the United States, including parts of the Everglades.

Farmers drained some of the wetlands so that the water could be used for their crops and for more land to raise animals. Other people drained them to build offices and homes. However, when wetlands are drained, plants and animals' homes are destroyed. When that happens, wetland creatures must find another place to live.

Other problems are created when people share their land with the animals of the wetlands. Alligators, for example, often eat small mammals that come too close to the water. What would happen if someone's dog went near the water for a cool drink or decided to jump in for a swim?

Conservation groups across the United States are working to solve the problem of threatened wetlands and wildlife. Protecting the remaining wetlands is one solution.

Other solutions include restoring former wetlands to their original state and even creating new wetlands. The U.S. Environmental Protection Agency (EPA) offers a program to help restore local wetlands. The EPA is working to bring together volunteers for this purpose. Groups of students, for example, might partner with government employees to build a fence to keep vehicles away from a stream, or to remove plants that don't naturally grow in the area.

Protecting wetlands helps people as well as animals. For example, wetlands serve as a place for floodwaters to flow, keeping homes and businesses safe. Wetlands also purify the water people drink by naturally filtering water that is flowing downstream. Wetlands trap dirt and absorb substances that pollute water. In fact, when wetlands are destroyed, water treatment plants must sometimes be built to do the same job that nature can do by itself!

Everyone can take part in saving endangered wetlands.

Directions: Reread the passage on the previous page. Use the graphic organizer below to identify the effects.

Cause
Canals were dug in the Everglades.



Effects

Cause
People drained some of the wetlands to build offices and homes.



Effects

Cause
Farmers drained some of the wetlands.



Effects

Cause
Wetlands are protected.



Effects

Directions: Reread the passage on the previous page. Use the graphic organizer below to identify the effects. **Answers will vary.**

Cause
Canals were dug in the Everglades.



Effects
Water flow in the Everglades was controlled.
Homes and businesses were protected from flooding.
The Everglades ecosystem was damaged.

Cause
People drained some of the wetlands to build offices and homes.



Effects
Plants were destroyed and so were animals' homes.
Wetlands animals were forced to find new homes.

Cause
Farmers drained some of the wetlands.



Effects
Water from the wetlands was used for crops.
More land was created to raise animals.

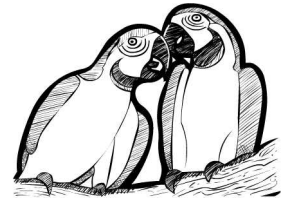
Cause
Wetlands are protected.



Effects
Dirt and pollution are filtered from drinking water.
Drinking water is purified.
Buildings are kept safe from floodwater.
Plants and animals' homes are protected.

Differentiating between Fact, Opinion, and Bias

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



Exotic Birds Are Not For Trading

Wildlife smuggling is the third largest illegal trade in the world. It is second only to drugs and guns. It may not seem to be as vital a thing to try and stop as the other two, but it truly does impact our society in many ways, including that of our own health and safety.

Experts estimate that from 2 to 5 million live exotic birds are illegally traded each year. These include parrots, finches, macaws, and other species. Such birds are highly prized by collectors as pets and are worth significant amounts of money. Some particularly rare birds can sell for up to \$30,000. Is it any wonder the trade is so widespread?

There is nothing more beautiful than a colorful bird in its natural setting. Condemning it to life in a cage in someone's living room is absolutely inexcusable. Such magnificent creatures should be allowed to stay in their native habitats and enjoy life as nature intended.

The capture and smuggling of these species has devastated many bird populations. Several of them are now close to extinction. The destruction of their natural environments is also sometimes accelerated. This occurs because trees are destroyed in the harvesting of nestlings or eggs.

Smuggled birds also pose a significant health risk to other birds, livestock, and even people living in areas where the exotic birds are taken. The birds can carry a number of highly contagious diseases. These diseases can spread rapidly through native populations, devastating them in the process.

In fact, avian bird flu has already been found in a variety of such birds. The sale of these birds is sure to cause a full-scale human epidemic.

Many of the countries where these birds are found are very poor. The local people often participate in illegal trapping of these birds to help support their families. Helping these countries find alternate sources of income for their citizens would be an important step in helping stop this black-market trade.

Perhaps the most effective thing we could do to stop the illegal trade of exotic birds is to refuse to buy any such animal as a pet. If there is not a demand, there will be no need for suppliers. People who are considering such ridiculous pets should find an alternative animal.

Working together to stop the trade of illegally trapped exotic birds will do three things. It will help save them from extinction. It will contribute to habitat conservation. And it will advance the greater security of our nation's health. The birds will be happier, we will be healthier, and our planet will be safer.

Directions: Read each selected paragraph. Indicate if the sentence in bold is fact [F], opinion [O], or bias [B].

1. _____ Wildlife smuggling is the third largest illegal trade in the world. It is second only to drugs and guns. It may not seem to be as vital a thing to try and stop as the other two, but it truly does impact our society in many ways, including that of our own health and safety.
2. _____ Experts estimate that from 2 to 5 million live exotic birds are illegally traded each year. These include parrots, finches, macaws, and other species. Such birds are highly prized by collectors as pets and are worth significant amounts of money. Some particularly rare birds can sell for up to \$30,000. Is it any wonder the trade is so widespread?
3. _____ There is nothing more beautiful than a colorful bird in its natural setting. Condemning it to life in a cage in someone's living room is absolutely inexcusable. Such magnificent creatures should be allowed to stay in their native habitats and enjoy life as nature intended.
4. _____ The capture and smuggling of these species has devastated many bird populations. Several of them are now close to extinction. The destruction of their natural environments is also sometimes accelerated. This occurs because trees are destroyed in the harvesting of nestlings or eggs.
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6. _____ In fact, avian bird flu has already been found in a variety of such birds. The sale of these birds is sure to cause a full-scale human epidemic.
7. _____ Many of the countries where these birds are found are very poor. The local people often participate in illegal trapping of these birds to help support their families. Helping these countries find alternate sources of income for their citizens would be an important step in helping stop this black-market trade.
8. _____ Perhaps the most effective thing we could do to stop the illegal trade of exotic birds is to refuse to buy any such animal as a pet. If there is not a demand, there will be no need for suppliers. People who are considering such ridiculous pets should find an alternative animal.
9. _____ Working together to stop the trade of illegally trapped exotic birds will do three things. It will help save them from extinction. It will contribute to habitat conservation. And it will advance the greater security of our nation's health. The birds will be happier, we will be healthier, and our planet will be safer.

Directions: Read each selected paragraph. Indicate if the sentence in bold is fact [F], opinion [O], or bias [B].

1. **B** Wildlife smuggling is the third largest illegal trade in the world. It is second only to drugs and guns. It may not seem to be as vital a thing to try and stop as the other two, but it truly does impact our society in many ways, including that of our own health and safety.
2. **F** Experts estimate that from 2 to 5 million live exotic birds are illegally traded each year. These include parrots, finches, macaws, and other species. Such birds are highly prized by collectors as pets and are worth significant amounts of money. Some particularly rare birds can sell for up to \$30,000. Is it any wonder the trade is so widespread?
3. **B or O** There is nothing more beautiful than a colorful bird in its natural setting. Condemning it to life in a cage in someone's living room is absolutely inexcusable. Such magnificent creatures should be allowed to stay in their native habitats and enjoy life as nature intended.
4. **F** The capture and smuggling of these species has devastated many bird populations. Several of them are now close to extinction. The destruction of their natural environments is also sometimes accelerated. This occurs because trees are destroyed in the harvesting of nestlings or eggs.
5. **F** Smuggled birds also pose a significant health risk to other birds, livestock, and even people living in areas where the exotic birds are taken. The birds can carry a number of highly contagious diseases. These diseases can spread rapidly through native populations, devastating them in the process.
6. **B** In fact, avian bird flu has already been found in a variety of such birds. The sale of these birds is sure to cause a full-scale human epidemic.
7. **F** Many of the countries where these birds are found are very poor. The local people often participate in illegal trapping of these birds to help support their families. Helping these countries find alternate sources of income for their citizens would be an important step in helping stop this black-market trade.
8. **B** Perhaps the most effective thing we could do to stop the illegal trade of exotic birds is to refuse to buy any such animal as a pet. If there is not a demand, there will be no need for suppliers. People who are considering such ridiculous pets should find an alternative animal.
9. **O** Working together to stop the trade of illegally trapped exotic birds will do three things. It will help save them from extinction. It will contribute to habitat conservation. And it will advance the greater security of our nation's health. The birds will be happier, we will be healthier, and our planet will be safer.

10. In your own words, after reading this passage, would you want to own an exotic bird? Why or why not?

Answers will vary. This author has a very strong opinion about owning exotic birds. After reading the passage, I don't think I want to own a bird. It seems like the birds are very happy in their natural environment and that if they lived in my living room in a cage, they would feel like they are in prison. I can't take the bird out roaming around like my dog. It may fly away, and I would be upset if that happened after paying \$30,000. The author made it sound like birds carry a lot of diseases that can spread to people. I think that is enough of a reason to not go out and get an exotic bird. The best way to see birds like this would be in a zoo where they roam free or in their natural setting, like the rain forest.

Paraphrasing Information and Rereading to Recall Important Ideas

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



The Voyage of Magellan

- ¹ Portugal and Spain had been rivals for a long time. After Columbus's first voyage, the two countries agreed to divide the world. An imaginary line, called the Line of Demarcation, was drawn from north to south, running through Greenland and Brazil. The two countries agreed that Spain would control everything west of the line and Portugal would control everything east of the line.
- ² Portugal began to take control of cities along the African coast and in southern India. By 1512 the Portuguese had even reached the Moluccas, the spice islands of Indonesia. The king of Spain wondered if the Moluccas were far enough west to be part of the half of the world that was under his control. Ferdinand Magellan offered to find the answer.
- ³ Magellan was born in Portugal in 1480. He sailed for many years with the Portuguese navy, fighting in battles in Africa and India. In 1512 he was sent to Morocco to battle the Moors. In Morocco, Magellan received a wound that left him with a limp for the rest of his life. He later asked the Portuguese king for a small raise in pay, but the king refused and said that Magellan should think about working for someone else.
- ⁴ Magellan gave up his Portuguese citizenship and offered his services to the king of Spain. Magellan suggested that the Moluccas could be reached by sailing west, rather than around Africa. The king approved of the plan, and on September 20, 1519, Magellan left Spain with five ships.
- ⁵ Magellan encountered storms as he crossed the Atlantic, but he reached Rio de Janeiro safely. He hoped to find a passage through South America, so he explored inlets and bays as he sailed south. On October 21, Magellan discovered a strait. (A strait is a narrow channel that connects two bodies of water.) This was the passage Magellan was looking for, and he sailed through to the Pacific Ocean.
- ⁶ The Pacific passage was calm but very long. The ships' crews were sick and starving by the time they reached the island of Guam in March 1521. They stayed long enough to regain their health, and then loaded the ships with coconuts and sailed on.
- ⁷ After leaving Guam, Magellan sailed to the islands later known as the Philippines. He made an alliance with the people of one island, but on April 27 people on a different island killed Magellan.
- ⁸ From the Philippines, two of Magellan's ships continued sailing east, but only one reached Spain, in 1522. This was the first circumnavigation of the world. Though Magellan did not return from the expedition, he was still given credit for its success. It had been his plan, and he was the commander who had guided the expedition around South America and across the Pacific Ocean. The passage he had discovered was named the Strait of Magellan in his honor.

Directions: Refer to the passage to match the paraphrases and paragraphs. Write the appropriate paragraph number on each blank line.

Paraphrase: Paragraph # _____

Portugal expands its control to the African coast, southern India, and the Moluccas. This prompts the King of Spain to determine, with Magellan's help, whether the Moluccas lie in his western half of the world.

Paraphrase: Paragraph # _____

After hitting stormy weather, Magellan reaches Rio de Janeiro safely. Looking for a passage through South America, Magellan discovers a strait and sails through to the Pacific Ocean.

Paraphrase: Paragraph # _____

With the safe arrival of one of his ships back in Spain, Magellan is credited with the first circumnavigation of the world. His plan and command of the expedition is honored when the passage he discovered is named the Strait of Magellan.

Paraphrase: Paragraph # _____

After giving up his Portuguese citizenship, Magellan decides to work for the King of Spain and offers a plan for reaching the Moluccas by sailing west. His plan is approved, and he sets sail in 1519 with five ships.

Paraphrase: Paragraph # _____

The crew becomes sick and starving during the long voyage. When they reach Guam, they stay to rest and load coconuts before sailing on.

Paraphrase: Paragraph # _____

Rivals Portugal and Spain agree to divide the world using an imaginary Line of Demarcation that is drawn from north to south through Greenland and Brazil. The countries split control: east is controlled by Portugal; west is controlled by Spain.

Paraphrase: Paragraph # _____

From Guam, Magellan sails to the islands later known as the Philippines. While some islanders are friendly, others are not and kill Magellan on April 27.

Paraphrase: Paragraph # _____

Magellan, a native of Portugal, serves the Portuguese navy fighting battles in Africa, India, and Morocco. After a war injury leaves him with a limp, the King denies him a pay raise and suggests he work elsewhere.

Directions: Refer to the passage to match the paraphrases and paragraphs. Write the appropriate paragraph number on each blank line.

Paraphrase: Paragraph # 2

Portugal expands its control to the African coast, southern India, and the Moluccas. This prompts the King of Spain to determine, with Magellan's help, whether the Moluccas lie in his western half of the world.

Paraphrase: Paragraph # 5

After hitting stormy weather, Magellan reaches Rio de Janeiro safely. Looking for a passage through South America, Magellan discovers a strait and sails through to the Pacific Ocean.

Paraphrase: Paragraph # 8

With the safe arrival of one of his ships back in Spain, Magellan is credited with the first circumnavigation of the world. His plan and command of the expedition is honored when the passage he discovered is named the Strait of Magellan.

Paraphrase: Paragraph # 4

After giving up his Portuguese citizenship, Magellan decides to work for the King of Spain and offers a plan for reaching the Moluccas by sailing west. His plan is approved, and he sets sail in 1519 with five ships.

Paraphrase: Paragraph # 6

The crew becomes sick and starving during the long voyage. When they reach Guam, they stay to rest and load coconuts before sailing on.

Paraphrase: Paragraph # 1

Rivals Portugal and Spain agree to divide the world using an imaginary Line of Demarcation that is drawn from north to south through Greenland and Brazil. The countries split control: east is controlled by Portugal; west is controlled by Spain.

Paraphrase: Paragraph # 7

From Guam, Magellan sails to the islands later known as the Philippines. While some islanders are friendly, others are not and kill Magellan on April 27.

Paraphrase: Paragraph # 3

Magellan, a native of Portugal, serves the Portuguese navy fighting battles in Africa, India, and Morocco. After a war injury leaves him with a limp, the King denies him a pay raise and suggests he work elsewhere.

Determining the Meaning of Academic Terms

Directions: Use the Word Bank and sentences below to complete the crossword puzzle.

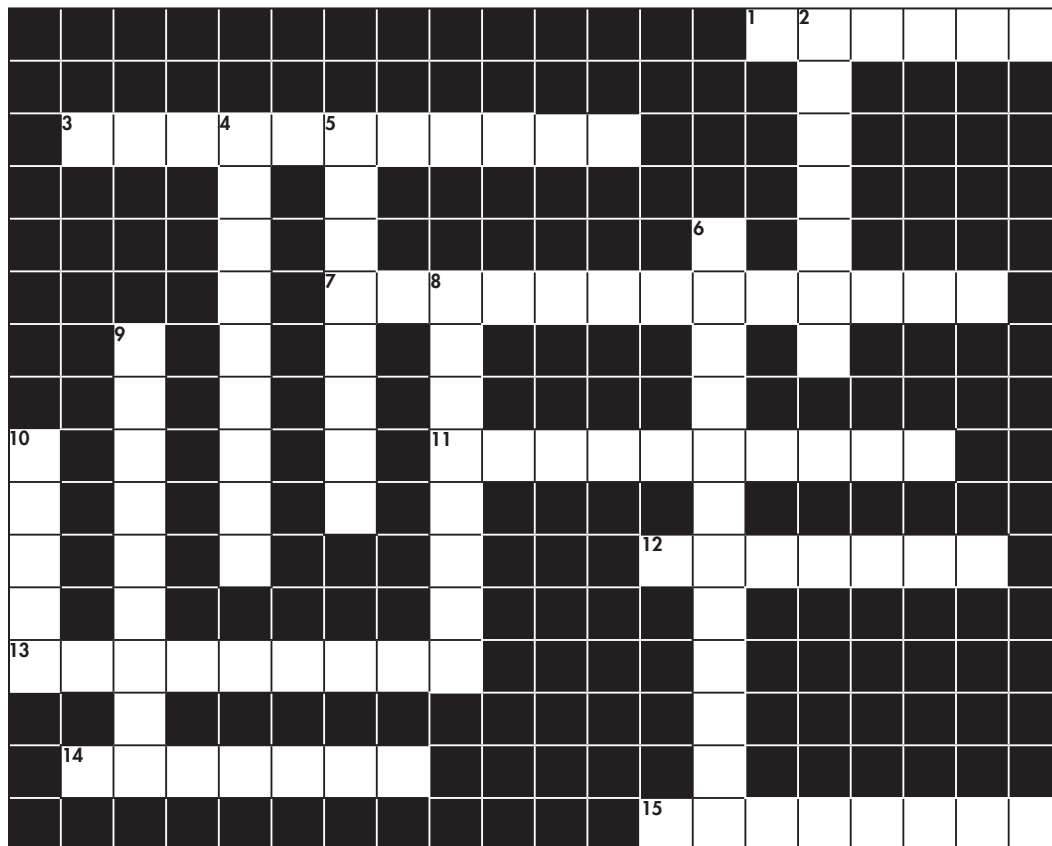


Down

2. The French impressionists Monet and Manet had _____ styles of painting.
4. We referred to the _____ manual to learn how to install the air conditioner.
5. It is important to respect everyone's _____ heritage.
6. It takes a _____ amount of money to run for office in our country.
8. An athlete's mental _____ can directly affect her performance.
9. He will _____ the new wall with concrete to make it sturdier.
10. The _____ of our discussion will be alternative fuels.

Across

1. The professor plans to _____ five chapters of reading for the students to complete.
3. It is necessary to _____ according to the rules and standards set by the group.
7. Children in the United States _____ attend school five days a week.
11. Swimming is both an _____ and a team sport.
12. She chose to join organizations that were _____ to helping others.
13. The _____ of the Japanese school system is similar to the United States.
14. What _____ of Americans vote in the presidential elections?
15. Learning to speak another language _____ much time and practice.



Word Bank

similar
 technical
 traditionally
 cultural
 attitude
 percent
 focus
 reinforce
 requires
 structure
 participate
 devoted
 considerable
 assigned
 individual

Identifying the Author's Viewpoint and Bias

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



Nelson Mandela Fights Apartheid

¹ Until the 1960s, the Union of South Africa was the only self-governing nation in the southern part of the continent. It was a member of the British Commonwealth of Nations, a group of nations loyal to the British monarch.

² South Africa was different from the rest of Africa because it was controlled by Europeans, or “whites.” In 1948, the white-controlled government in South Africa made apartheid its official policy. This policy resulted in the segregation of blacks and other nonwhite South Africans from whites. White South Africans refused to give blacks and other nonwhite people any political, economic, or social rights, including the right to vote. Whites also decided where nonwhites could live.

³ Great Britain and other nations protested this apartheid policy. As a result, South Africa withdrew from the British Commonwealth and became a republic in 1961.

Why Was Nelson Mandela Jailed for 26 Years?

⁴ On the first day that young Rolihlahla Mandela went to school in South Africa, his teacher gave him an English name: Nelson. In his native language, Rolihlahla means “he who pulls the branch of a tree.” The English translation of this word is “troublemaker.” As an adult, Nelson Mandela did make trouble for those who wanted apartheid, and he changed the history of his country.

⁵ In June 1964, a South African court sentenced Mandela to life in prison. The court said that Mandela had tried to overthrow the white minority government, and the government wanted to silence Mandela because he worked to gain political, economic, and social rights for black South Africans. Mandela remained a prisoner of the South African government for 26 years.

Who Released Mandela from Prison?

⁶ The South African government locked Mandela behind prison walls. Nevertheless, he still became a hero for black South Africans. In 1989, F.W. de Klerk became president of the Republic of South Africa.

⁷ By this time, the black protest to end apartheid was growing stronger. President de Klerk legalized the African National Congress so people could join it without breaking the law. In 1990, de Klerk released Mandela from prison.

How Did Mandela Help South Africans?

⁸ The African National Congress made Mandela its leader, and he immediately called for equal rights for all people. For four years, Mandela and de Klerk negotiated over black political, economic, and social rights. Finally, the two leaders agreed to a plan that provided for South Africa's first multiracial (or, people of all races) election. This meant that all citizens of South Africa could vote. Because of their work together, de Klerk and Mandela were awarded the Nobel Peace Prize in 1993.

⁹ In 1994, the people of South Africa elected Mandela as president. He served one term. In 1999, at the age of 80, he retired from public office. People around the world honored Mandela for breaking down apartheid and uniting a divided nation.

Directions: Read the preceding passage. Circle the sentence that most appropriately answers the question.

1. According to the author, the term apartheid refers to _____
 - A. a fight for voting rights.
 - B. an official policy of segregation.
 - C. a struggle to overthrow the government.
 - D. a protest to legalize rights for black South Africans.

2. In Paragraph 5, the author implies that _____
 - A. Mandela deserved to be imprisoned for life.
 - B. the government should not have imprisoned Mandela.
 - C. Mandela's focus was inequality in education.
 - D. Mandela should not have spoken out against the government.

3. The author considers Mandela a _____
 - A. hero.
 - B. revolutionary.
 - C. nuisance.
 - D. criminal.

4. What is the author's opinion about Mandela and de Klerk's election plan in Paragraph 8?
 - A. The election plan was unnecessary.
 - B. The election plan did not make enough changes.
 - C. The plan made necessary changes to elections.
 - D. All citizens should not have been given the right to vote.

5. Which sentence best represents the author's opinion?
 - A. Mandela was guilty and should have stayed in jail.
 - B. Mandela should not have become president.
 - C. President de Klerk did not deserve the Nobel Prize.
 - D. It was important that voting rights be given to black South Africans.

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Determining the Meaning of Similes

Directions: Use the sentence to determine the meaning of the bolded simile. Write the meaning of the simile.



1. News of the tragic accident **spread** through the town **like wildfire**.
Spread like wildfire means

2. When Juan went hiking in the mountains instead of going to work, he felt **as free as a bird**.
As free as a bird means

3. The sisters who did not want to participate in the game **sat** in the bleachers **like bumps on a log**.
To sit like bumps on a log means

4. Even though the brothers **fight like cats and dogs**, they can rely on each other when it counts.
Fight like cats and dogs means

5. The poor college student had to **work like a dog** to pay for her tuition.
Work like a dog means

6. As the child became older, he developed a stronger appetite and started to **eat like a horse**.
Eat like a horse means

7. Maria fell asleep during the play because she found it as exciting as **watching paint dry**.
Watching paint dry means

8. After a good night's rest, I awoke as **fresh as a daisy** and was ready for a new day.
Fresh as a daisy means

9. Because Molly understood the lesson as **clear as a bell**, she earned an excellent grade on the test.
Clear as a bell means

Determining the Meaning of Similes



Directions: Use the sentence to determine the meaning of the bolded simile. Write the meaning of the simile. **Answers will vary.**

1. News of the tragic accident **spread** through the town **like wildfire**.
Spread like wildfire means
to quickly become known by many people

2. When Juan went hiking in the mountains instead of going to work, he felt **as free as a bird**.
As free as a bird means
free to act without restriction

3. The sisters who did not want to participate in the game **sat** in the bleachers **like bumps on a log**.
To sit like bumps on a log means
to sit without action

4. Even though the brothers **fight like cats and dogs**, they can rely on each other when it counts.
Fight like cats and dogs means
to argue constantly

5. The poor college student had to **work like a dog** to pay for her tuition.
Work like a dog means
to work hard

6. As the child became older, he developed a stronger appetite and started to **eat like a horse**.
Eat like a horse means
to consume a large amount of food

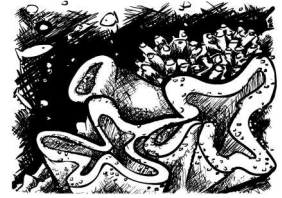
7. Maria fell asleep during the play because she found it as exciting as **watching paint dry**.
Watching paint dry means
participating in an activity that is boring

8. After a good night's rest, I awoke as **fresh as a daisy** and was ready for a new day.
Fresh as a daisy means
full of energy

9. Because Molly understood the lesson as **clear as a bell**, she earned an excellent grade on the test.
Clear as a bell means
without confusion

Using Question-and-Answer Relationships to Improve Comprehension

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



The Great Barrier Reef

The Great Barrier Reef is the largest coral reef in the world. It measures about 135,000 square miles, which is bigger than the state of Nevada; in fact, the reef is so large that astronauts can see it from space!

The Great Barrier Reef earns its name from its size. The reef is so expansive because it has been growing for thousands of years; it is the largest structure on Earth built by living creatures. The creatures that helped build the reef over such a long time are called polyps.

Coral polyps are tiny water animals that measure less than one inch across; most are about the size of an eraser on the end of a pencil. At the beginning of its life, a soft baby polyp attaches itself to the reef. As it develops, the polyp absorbs calcium, which is a mineral dissolved in the seawater.

The calcium absorbed by the polyp combines with carbon dioxide to make calcium carbonate, which forms a hard outer shell around the creature. The shell protects the soft polyp when it is closed.

When the polyp is open, it uses its tentacles to catch passing food. The coral polyp feeds on zooplankton, which are tiny animals that float in the water. In addition, single-celled algae live inside a polyp's body and use sunlight to make food both for themselves and the polyp.

For the duration of its life, a polyp remains connected to the reef. After it dies, the polyp's skeleton remains connected to the reef. New baby polyps fasten themselves onto the skeletons of dead polyps, and the process begins again.

When you look at the reef, you are seeing the skeletons of thousands of generations of polyps. You are also seeing the work of a special kind of algae called coralline algae. Coralline algae fill in gaps between the polyps and deposit additional calcium carbonate that helps cement the polyp skeletons together. Then, over time, the waves smooth the rough surface of the reef.

This process repeats itself over and over again. As long as baby polyps continue to attach themselves to the reef, the reef will keep growing.

Directions: Read the passage on the previous page. Circle the sentence that most appropriately answers the question. Then write your response to the last question.

1. The passage is mainly about _____.
 - A. what coral polyps use as food.
 - B. structures that are visible from space.
 - C. how baby polyps protect themselves.
 - D. how the Great Barrier Reef was built.

2. What role does coralline algae play in the growth of the Great Barrier Reef?
 - A. It acts like cement, holding the polyp skeletons together.
 - B. It fastens itself to the reef, increasing the reef's size.
 - C. It washes over the reef and smoothes its rough surface.
 - D. It provides food for the polyps that make up the reef.

3. Which one of the following statements is FALSE?
 - A. Zooplankton are tiny animals that float in the water.
 - B. Coralline algae fill gaps between polyps.
 - C. Coralline algae deposit calcium carbonate.
 - D. Zooplankton feed on polyps in the reef.

4. Which of the following explains how the Great Barrier Reef continues to expand?
 - A. Baby polyps fasten themselves to the skeletons of dead polyps.
 - B. Open polyps use their tentacles to catch passing food.
 - C. Coral polyps feed on food produced by single-celled algae.
 - D. Waves wash over the reef, smoothing its rough surface.

5. Summarize how the Great Barrier Reef was built.

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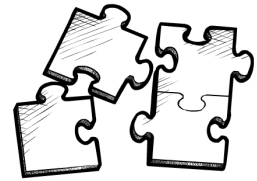
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 - C. Coral polyps feed on food produced by single-celled algae.
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5. Summarize how the Great Barrier Reef was built.

Answers will vary. Baby polyps attached themselves to the reef. The polyps create calcium carbonate, which they use to grow outer shells for protection. The polyps feed on zooplankton and food made by their single-celled algae. When the polyps die, their skeletons stay connected to the reef. The skeletons remain cemented together by calcium carbonate deposited by coralline algae.

Understanding and Interpreting Analogies

Directions Read the analogy on the left. Match it to the word that best completes the analogy.



Word Bank

doctor

fish

flood

wire

century

tree

surgeon

cow

poverty

book

city

fuel

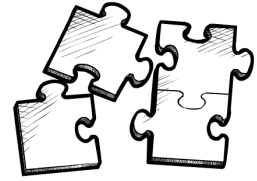
ring

airplane

1. Air is to bird as water is to _____.
2. Repair is to mechanic as cure is to _____.
3. Water is to pipe as electricity is to _____.
4. Cattle is to stampede as water is to _____.
5. Room is to house as branch is to _____.
6. Gas is to car as grass is to _____.
7. Client is to lawyer as patient is to _____.
8. Penny is to dollar as year is to _____.
9. Hill is to mountain as town is to _____.
10. Spend is to money as burn is to _____.
11. Sun is to shine as bell is to _____.
12. Horse is to car as bird is to _____.
13. Hard is to soft as wealth is to _____.
14. Brick is to wall as word is to _____.

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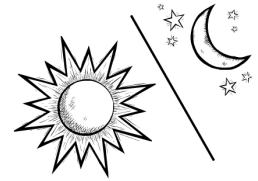
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Determining the Meaning of Antonyms

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

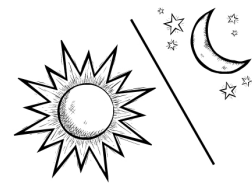


Word Bank		
bored	rejected	complicated
depart	young	approve
inhale	optional	slightly
lose	tiny	maintain
innocent	ordinary	discourage

- The kindergarten class only understands basic mathematics. _____
- She gave an enthusiastic wave in response to the crowd's applause. _____
- That bear is his most cherished toy from childhood. _____
- The aged man planned to travel during his retirement. _____
- They worked hard to significantly increase participation at this year's event. _____
- The smells of cooking linger within the kitchen. _____
- Their guilty consciences led them to confess to breaking the vase. _____
- You are free to object if you do not agree with the proposed changes. _____
- It was necessary to modify the previous version of the script. _____
- A positive attitude and willingness to help others are required in our classroom. _____
- Her incredible achievements are appreciated by many people. _____
- He was able to regain control of his bicycle after he swerved to avoid the hole. _____
- The massive dent was caused by a shopping cart. _____
- She let out a loud exhale after holding her breath underwater. _____
- I will not give up until I convince you to vote for me. _____

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- The massive dent was caused by a shopping cart. tiny
- She let out a loud exhale after holding her breath underwater. inhale
- I will not give up until I convince you to vote for me. discourage

Determining the Meaning of Multiple-Meaning Words

Directions: Read each sentence. Then circle the **better meaning** for the underlined word.



1. He decided to bunch the flowers and tie them with a ribbon before he gave them to his aunt.
 - a. a group of the same kind
 - b. to gather together
2. The store on the corner sells pet supplies.
 - a. the place where two streets meet
 - b. to leave a person without options
3. The students filled in the table with data from the survey.
 - a. a piece of furniture
 - b. a type of chart
4. Since she had studied, she thought the test was a breeze.
 - a. a gentle wind
 - b. an easy activity
5. The boulder was too heavy to lift, so they had to roll it out of the way.
 - a. to move a round object over a surface
 - b. a round piece of bread
6. The teacher gave one direction at a time.
 - a. instruction
 - b. the way something is pointing
7. The structure was built to block the flow of water.
 - a. small wooden or plastic toy used to build
 - b. to obstruct
8. The gravelly pavement was difficult to walk on without shoes.
 - a. covered with or containing small rocks
 - b. having a rough sound
9. She glanced at her reflection and adjusted her jacket.
 - a. image given back by a mirror
 - b. thought formed after consideration
10. The gaggle of students filled the hallway with laughter and conversation.
 - a. a group of geese
 - b. a disorganized group

11. The man's shirt was green and brown.
 - a. new or immature
 - b. color created by combining yellow and blue

12. He had to whisk the eggs before he cooked them.
 - a. to move quickly
 - b. to mix or fluff with a utensil

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Determining the Meaning of Multiple-Meaning Words

Directions: Complete each sentence using a word from the Word Bank.



Word Bank

pound	report	drags
cause	shed	matter
present	shoulder	rave
ground	source	weigh
approached	pass	raised
addition	review	

1. Before she could _____ her book review, Cheryl had to finish the last chapter and write a summary of everything that had happened.
2. To prevent the tent from blowing away in the strong desert winds, the campers had to _____ the tent stakes deep into the ground.
3. Even though telling the truth meant he would be punished, Robert's parents _____ him not to lie in any situation.
4. As the day of the school carnival _____, the students' excitement grew and they could barely pay attention in class.
5. Write a paragraph using at least three words from the Word Bank that were not used above.

Determining the Meaning of Multiple-Meaning Words

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Word Bank

pound	report	drags
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- Before she could present her book review, Cheryl had to finish the last chapter and write a summary of everything that had happened.
- To prevent the tent from blowing away in the strong desert winds, the campers had to pound the tent stakes deep into the ground.
- Even though telling the truth meant he would be punished, Robert's parents raised him not to lie in any situation.
- As the day of the school carnival approached, the students' excitement grew and they could barely pay attention in class.
- Write a paragraph using at least three words from the Word Bank that were not used above.

Answers will vary. It does not matter to my sister that the weather gets hot outside. She does not like to shed her favorite jacket. I suggested that she put it over her shoulders, but she refuses to change.

Use Cause-and-Effect to Gain Meaning

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



The Peregrine Falcon

¹ The peregrine falcon is a magnificent raptor that soars through the air, diving at its prey at speeds of more than 200 miles per hour. In the 1950s and 1960s, the number of these flying marvels began to decline. Several factors caused this. The use of some chemical pesticides was one of the most significant causes. The residue from the pesticide DDT accumulated in the birds' tissues. This caused the falcons' eggshells to be very thin. As a result, the eggs broke before the young birds were ready to hatch. Both the American peregrine falcon and the Arctic peregrine falcon were placed on the endangered species list in the 1970s.

² After the birds were listed as endangered species, many government agencies cooperated to re-establish falcon populations. The Environmental Protection Agency banned DDT in 1972. The park service reared chicks in captivity. It also reintroduced them to places where peregrines had lived successfully in the past. These efforts enabled the falcon populations to recover. The Arctic peregrine falcon was taken off the list in 1994. The American peregrine falcon was removed in 1999. Today peregrine falcons live in approximately 160 national parks, including Yellowstone. They also live in city parks, such as National Capital Parks East in Washington, D.C.

³ Unfortunately, peregrine falcons still face challenges. Since the late 1980s, the number of baby peregrines in Big Bend National Park has declined. The decline in population was originally blamed on a severe drought. However, lack of water was not the only problem. Researchers discovered that chemical residues, including a byproduct of DDT, were also responsible. The problem has not yet been solved.

⁴ The national parks continue to explore ways of ensuring the long-term survival of falcon populations. Some parks monitor the birds' reproductive rates and habitats. Some parks find it necessary to close trails, camping areas, and climbing routes during nesting season. Other programs focus on releasing captive-bred falcons into the wild, using a technique called *hacking*. Month-old birds are placed in hack boxes on cliffs or tall buildings. The boxes protect them from the weather and from predators. An attendant provides food through a tube until the birds instinctively master flying and hunting. Programs such as these help maintain the current population and may one day increase falcon populations to a self-sustaining level.

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

1. What caused the falcons' eggshells to become thin?
 - A. lack of food
 - B. severe drought
 - C. nesting problems
 - D. residue from pesticides

2. What has been the effect of *hacking*?
 - A. There has been a decrease in the peregrine population.
 - B. The current peregrine population has been maintained.
 - C. Peregrine eggshells have become thin and easily broken.
 - D. The peregrine population has increased in national parks.

3. Which detail from the passage provides irrelevant information?
 - A. Peregrines dive for prey at more than 200 miles per hour.
 - B. The pesticide DDT caused the peregrine population to decline.
 - C. Falcon populations have recovered due to captive breeding programs.
 - D. The Arctic and American peregrines are no longer endangered species.

4. What can be inferred from the information in Paragraph 3?
 - A. Hacking no longer increases endangered falcon populations.
 - B. People are unwilling to discontinue use of pesticides like DDT.
 - C. Human activities have a negative impact on peregrine falcons.
 - D. Captive-bred falcons do not live as long as those bred in the wild.

5. Do you think people should help maintain animal populations, such as the peregrine falcons? Why or why not?

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

1. What caused the falcons' eggshells to become thin?

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5. Do you think people should help maintain animal populations, such as the peregrine falcons? Why or why not?

Answers will vary. People should help animal populations, especially in cases where human activities hurt them. We need a variety of animals on the planet. Letting one species die out affects the food chain. Humans have the responsibility to fix situations that negatively affect other living things.

Differentiating between Fact, Opinion, and Bias

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



Deforestation Perspectives

Deforestation results from forested land being used or changed in a way that does not allow for new tree growth. When deforestation occurs, forest ecosystems are lost. A rapid increase in global deforestation took place from 1960 to 1990. During this time, one-fifth of the world's tropical rain forests were destroyed. Many people feel this is an environmental crisis. Governments around the world are working to find solutions.

Farmers, loggers, construction workers, and ranchers pursue trades that involve the harvesting of forests. Their work is important because it provides jobs and goods for many people. Cleared land is used to grow crops for people to eat. Grazing areas are used for animals that provide dairy products. Roads and homes create cities in which people live together in communities. Wood provides heat that warms people in winter. It is unfair to say that the work of these groups is harmful. They work hard to support their families. They also provide goods and services that everyone uses.

However, the cultures of indigenous people who live within tropical forests are in danger due to the current rate of deforestation. When forests disappear, so do the cultures of people whose communities are within those forests. It is not equitable to sacrifice their ways of life for more modern ways of life. Indigenous people depend on the maintenance of forest ecosystems. It is unjust to allow whole cultures to vanish. Deforestation cannot be allowed to lead to the destruction of any civilization.

Conservationists believe that governments should uphold laws that protect forests so that they cannot be cut down. They point out that future generations will be deprived of the biodiversity of forests if humans today do not work to protect them. They cite data documenting that, on average, 137 species become extinct every day due to deforestation.

As populations have increased over the centuries, more and more trees have been used by human consumers. Altering the course of deforestation is a difficult task. It is a challenge to balance the needs of different groups of people who depend on forests in conflicting ways. It is also a challenge to convince people to change their habits with respect to the kinds of products they consume. Solutions can be found if people work together. Hopefully, solutions will be uncovered that provide adequate jobs while also preserving indigenous cultures and forest habitats.

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

1. Which of the following statements is a fact?

- A. Deforestation should be encouraged.
- B. When deforestation occurs, forest ecosystems are lost.
- C. It is unfair to say that the work of these groups is harmful.
- D. Deforestation cannot be allowed to lead to the destruction of any civilization.

2. Which of the following statements is an opinion?

- A. A rapid increase in global deforestation took place from 1960 to 1990.
- B. Indigenous people depend on the maintenance of forest ecosystems.
- C. It is not fair to sacrifice their ways of life for more modern ways of life.
- D. Roads and homes create cities in which people live together in communities.

3. What is the main idea of the passage?

- A. Deforestation has been practiced since the 1960s.
- B. Deforestation provides many benefits to all humans.
- C. Deforestation has both advantages and disadvantages.
- D. Deforestation is a harmful practice that should be discontinued.

4. Which sentence summarizes how loggers and farmers feel about deforestation?

- A. If people used fewer resources, deforestation would not be necessary.
- B. The most positive result of deforestation is that it helps provide roads and homes.
- C. It is important to preserve the cultures of all indigenous people affected by deforestation.
- D. Deforestation is beneficial because it allows people to receive many goods and services.

5. Do you agree with the author's views of deforestation? Explain your answer.

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

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5. Do you agree with the author's views of deforestation? Explain your answer.

Answers will vary. I think the author is against deforestation. I am, too. I think that it is not fair that indigenous peoples are in danger of losing their homes and culture. Modern ways of life are not more important than the ways of life of indigenous peoples who are threatened by deforestation. It is not fair to allow entire cultures to disappear as a result of deforestation.

Paraphrasing Information

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



The History of Astronomy

Astronomy Everywhere

- ¹ Ancient people from all over the world observed the stars. We know this because many of them constructed buildings and other structures to help them keep track of the patterns in the sky.
- ² Long ago, people in North America built huge stone circles on the ground. These circles, called medicine wheels, were designed to show the positions of the Sun and other stars at certain times of the year. Some of the circles are more than 2,000 years old. One of the most famous medicine wheels is located on top of Medicine Mountain near Sheridan, Wyoming.
- ³ The indigenous people of some islands in the southern Pacific Ocean used the stars to navigate, or find their way, at sea. On land they made large, complicated maps that showed where the stars would appear in the sky. Sailors could not take these large maps to sea but instead used them as a learning tool to recognize the stars they would see. They would memorize patterns of stars. When they went to sea, they would use small maps to remind them of what they had memorized.

Star Tools

- ⁴ As time went on, people invented more advanced and convenient tools for observing the sky. The astrolabe, a disc-shaped tool with a few moving parts, came into use in Europe and the Middle East during the Middle Ages. Astrolabes were used to measure the angle between the horizon and a star or the Sun. Sailors at sea could use this information to find out where they were and what time it was.
- ⁵ In the 1700s an instrument called a sextant replaced the astrolabe. A sextant works like an astrolabe, but it is easier to use. It has a metal frame that is shaped like a slice of pie. There are mirrors, a moving arm, and a small telescope attached to this frame. Using a sextant, sailors at sea can find out how far north or south they are on Earth. With the help of an accurate clock, they can also find out how far east or west they are. Sextants are accurate to within a few hundred meters.

The First Telescopes

- ⁶ The telescope is a rather new invention. The first telescope was built in the early 1600s. It was invented to make it easier to see faraway objects on Earth. The famous Italian scientist Galileo Galilei was the first person to use a telescope to study the stars and planets. He is most famous for discovering that Earth revolves around the Sun. In Galileo's time, people believed that everything in the sky revolved around Earth. It would be many years before Galileo's discovery was accepted by most people.
- ⁷ Sir Isaac Newton was an English scientist who invented an improved telescope. Newton's telescope used mirrors instead of lenses. This reflecting telescope allowed astronomers to see objects that were farther away and to see things in sharper detail. Many telescopes used today are based on Newton's telescope.

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

1. Which sentence best paraphrases Paragraph 2?

- A. Stone circles on the ground are called medicine wheels.
- B. Some medicine wheels are more than 2,000 years old.
- C. A famous medicine wheel is located in Sheridan, Wyoming.
- D. People built medicine wheels to show the positions of heavenly bodies.

2. Which sentence best paraphrases Paragraph 3?

- A. Sailors made large maps of the stars.
- B. Sailors could not take their large maps to sea.
- C. Sailors used the stars to find their way at sea.
- D. Sailors would memorize patterns of stars.

3. Why couldn't sailors take their star maps to sea?

- A. They were too complicated.
- B. They were incomplete.
- C. They were not useful.
- D. They were too large.

4. Which of the following sentences is correct?

- A. Galileo Galilei invented the sextant.
- B. The astrolabe was invented by Isaac Newton.
- C. Medicine wheels show the position of the Sun.
- D. The telescope was invented in the Middle Ages.

5. What effect did the invention of the astrolabe and sextant have on exploration?

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

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- B. Some medicine wheels are more than 2,000 years old.
- C. A famous medicine wheel is located in Sheridan, Wyoming.
- D. People built medicine wheels to show the positions of heavenly bodies.**

2. Which sentence best paraphrases Paragraph 3?

- A. Sailors made large maps of the stars.
- B. Sailors could not take their large maps to sea.
- C. Sailors used the stars to find their way at sea.**
- D. Sailors would memorize patterns of stars.

3. Why couldn't sailors take their star maps to sea?

- A. They were too complicated.
- B. They were incomplete.
- C. They were not useful.
- D. They were too large.**

4. Which of the following sentences is correct?

- A. Galileo Galilei invented the sextant.
- B. The astrolabe was invented by Isaac Newton.
- C. Medicine wheels show the position of the Sun.**
- D. The telescope was invented in the Middle Ages.

5. What effect did the invention of the astrolabe and sextant have on exploration?

Answers will vary. Astrolabes allowed sailors to determine both their location and the time.

As a result, it reduced the possibility of them becoming lost at sea. The sextant was even more accurate, allowing sailors to determine how far north, south, east, or west they were.

Because of these inventions, sailors were more likely to venture out of sight of land. This, in turn, increased exploration.

Determining the Meaning of Academic Terms

Directions: Complete each sentence using a word from the Word Bank.



Word Bank

similar	structure	attitude
assigned	technical	requires
traditionally	considerable	focus
reinforces	devoted	participate
individual	cultural	percent

1. Trina devotes a _____ amount of time to her artwork; she finishes at least three paintings a week.
2. According to the survey, nearly 60 _____ of the city's population pays for Internet service at home.
3. Although Anthony _____ uses chili peppers in his recipe, he will leave them out tonight since Maria dislikes spicy food.
4. Because of his broken ankle, Cornell will not be able to _____ in the track and field competition.
5. Homework _____ the lesson taught in school that day.
6. I like to _____ my afternoons so that I can participate in several different after-school activities.
7. Sometimes when our printer does not work, I hear my mom yelling that she is experiencing _____ difficulties.
8. Write a paragraph using at least three words from the Word Bank that were not used above.

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Word Bank

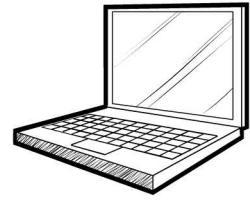
similar	structure	attitude
assigned	technical	requires
traditionally	considerable	focus
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- Trina devotes a considerable amount of time to her artwork; she finishes at least three paintings a week.
- According to the survey, nearly 60 percent of the city's population pays for Internet service at home.
- Although Anthony traditionally uses chili peppers in his recipe, he will leave them out tonight since Maria dislikes spicy food.
- Because of his broken ankle, Cornell will not be able to participate in the track and field competition.
- Homework reinforces the lesson taught in school that day.
- I like to structure my afternoons so that I can participate in several different after-school activities.
- Sometimes when our printer does not work, I hear my mom yelling that she is experiencing technical difficulties.
- Write a paragraph using at least three words from the Word Bank that were not used above.

Answers will vary. We often (devote) time to book discussions at school. The teacher (requires) each one of her students to contribute to the discussion. (Individual) students are given the opportunity to express their opinions on the book. My favorite novels have (cultural) significance.

Making Inferences

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



Chess Chat

One summer evening, Sophie was in the mood for something a bit more stimulating than her usual after-dinner crossword puzzle, so she decided she wanted to play a game of chess. But there was no one around whom Sophie considered a good chess challenger.

“For that matter, there’s nobody within a 40-mile radius who’s up for a chess challenge,” she muttered to herself, “and maybe not even in this hemisphere!”

Little did Sophie know her quest for a chess partner was about to take her straight into the opposite hemisphere—at least in the virtual sense. It started with a seemingly ordinary online profile, which Sophie completed to log in to a game of Internet chess.

An instant message flashed across her screen: *G’day from Oz! I’m Kenneth.*

So you must be either a scarecrow or a wizard, Sophie shot back, impatiently, as she was not in the mood for an Internet prankster.

You’ve got the wrong Oz, mate—I’m from Australia!

Sophie felt silly. But she was never one to admit it, so she wrote back, *I knew that, I was just testing the waters.*

Testing the waters, are you? Then I’m guessing you might be a marine biologist.

No, testing the waters is an expression we use here in the U.S. Sophie smiled to herself as she clicked away at her keyboard. “Okay, so the prankster is kind of funny,” she thought.

And, by the way, where exactly is this “Anytown, U.S.A.” that you’ve listed as your hometown in your profile?

LOL, I made that up to keep from having to tell online strangers where I really live. The thing is, my hometown is kind of lame and it is way out in the middle of nowhere.

Well, I don’t know how a town can be “lame” if it has no legs. Where I come from, we’d say you live “way out in Woop Woop,” which means you live in a small town that is very far away from everything else.

Sophie giggled and typed faster: *Way out in Woop Woop—you sure do talk funny in Oz!*

So do you, cobber, Kenneth wrote back.

“I wonder what ‘cobber’ means,” Sophie mused as she opened a search engine to look for some answers. *I’m looking for an Australian-to-English dictionary,* she wrote to Kenneth.

I hate to break it to you, but we crow-eaters do speak English.

Sophie quickly scrolled to the translation for “crow-eaters” and wrote back, *So I see you’re from South Australia.*

Yes, cobber, that’s why they call us crow-eaters ... although we don’t actually eat ’em!

Next, Sophie scrolled to the word “cobber” and sent another message: *So cobber means friend?*

Too right! And now, cobber, I believe we met here in cyberspace for a reason, did we not?

Yes, we did, Sophie wrote back, *so let’s play some chess already, mate!*

And the two new friends from opposite hemispheres played chess until the sun came up on one side of the planet and went down on the other.

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

1. Which of the following Australian expressions did Sophie use in her conversation with Kenneth?
 - A. g'day
 - B. crow-eaters
 - C. mate
 - D. wizard

2. What can be inferred about Kenneth from the passage?
 - A. He can type quickly.
 - B. He is a marine biologist.
 - C. He is shy and withdrawn.
 - D. He likes friendly conversations.

3. What can be inferred about Sophie from the passage?
 - A. She considers herself to be a talented chess player.
 - B. She frequently talks to Australians on the Internet.
 - C. She does not know how to search for information.
 - D. She will not want to play chess with Kenneth again.

4. Where does Sophie live?
 - A. South Australia
 - B. in a big city
 - C. North Australia
 - D. in a small town

5. How did Sophie's opinion of Kenneth change throughout the passage? Explain your answer.

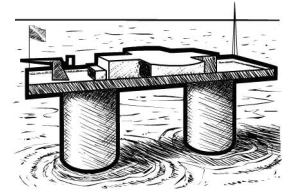
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 - She does not know how to search for information.
 - She will not want to play chess with Kenneth again.
- Where does Sophie live?
 - South Australia
 - in a big city
 - North Australia
 - in a small town**
- How did Sophie's opinion of Kenneth change throughout the passage? Explain your answer.

Answers will vary. At first, Sophie was afraid that Kenneth was the kind of person that she did not want to play against. She thought he was a prankster and she did not want to get involved in a game or a conversation with him. When she realized that he was from another country, she was more open to understanding his word choices. Since they ended up playing chess for several hours, she must have enjoyed playing the game with him and wanted to have more online conversations.

Identifying the Author's Viewpoint and Bias

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



Sealand

In the North Sea, about six miles off the coast of England, there is an abandoned British military fort that was built during World War II. Its base is a concrete and steel platform measuring 168 by 88 feet that is anchored to the bottom of the sea. On the platform are two towers joined by a deck. The two towers have seven floors with dining and sleeping accommodations, storage areas, and even a chapel. A steel framework at one end of the deck supports a landing stage and crane to lift supplies aboard. Generators provide electricity for the structure. This is the sovereign principality of Sealand, and for just over one billion U.S. dollars, it can be yours!

Sealand was founded in 1967 by radio operator Roy Bates. He had been looking for a place to broadcast his private British radio station away from the control of the British Broadcasting Company. British lawyers assured him that legally the abandoned fort did not belong to anyone and he could stake a claim. Calling himself Prince Roy, he and his wife Princess Joan and their teenage children, Prince Regent Michael and Princess Penelope, moved into the fort. They raised a red, white, and black flag, and declared themselves the royal family of Sealand.

Prince Roy never got around to making radio broadcasts from Sealand. The family lived a rustic life during the 1960s and 1970s. They spent millions of dollars remodeling the fort into a fantastic royal residence. In addition, the royal family created and enforced their own laws. In an attempted takeover of the tiny nation, they defended Sealand in a valiant struggle against armed attackers. The motto of the country is “From the sea, freedom.”

Sealand established its own money system, stamps, and even issued legal passports. National Courts have approved the family's rights and claims of sovereignty over the island. European states recognize Sealand as a small nation.

Prince Roy and Princess Joan left the tiny island in the 1990s, retiring to Spain. Prince Roy said, “It's been a huge adventure. We've had a privileged life, even if we had to invent our own privileges. We fought for liberty and won. Isn't that everybody's dream?”

In 2007 Sealand was for sale for approximately one billion U.S. dollars. The ocean view is dramatic; you could not ask for more privacy; and you can play your music as loud as you want—the neighbors certainly will not complain!

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

1. Which sentence from the passage shows that the author feels it would be great to live in Sealand?
 - A. Sealand established its own money system, stamps, and even issued legal passports.
 - B. A steel framework at one end of the deck supports a landing stage and crane to lift supplies aboard.
 - C. The two towers have seven floors with dining and sleeping accommodations, storage areas, and even a chapel.
 - D. The ocean view is dramatic; you could not ask for more privacy; and you can play your music as loud as you want—the neighbors certainly will not complain!

2. Which sentence from the passage shows how the author feels about the Bates' fort?
 - A. Sealand was founded in 1967 by radio operator Roy Bates.
 - B. Sealand is now for sale for approximately one billion U.S. dollars.
 - C. The family lived a rustic life during the 1960s and 1970s.
 - D. They spent millions of dollars remodeling the fort into a fantastic royal residence.

3. Why did the Bates family move into the fort at Sealand?
 - A. to remodel the fort into a residence
 - B. to defend the fort against armed attackers
 - C. to help generate more electricity for England
 - D. to have the freedom to broadcast a radio station

4. What can you conclude about Roy Bates' character?
 - A. He is determined and strong-willed.
 - B. He is unwilling to take chances.
 - C. He does not pursue his dreams.
 - D. He gives up easily during struggles.

5. Summarize the history of Sealand.

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Answers will vary. Sealand was originally a British military fort. It was founded in 1967 by Roy Bates. He and his family remodeled the fort into a residence and lived there until the 1990s. During their time at Sealand, the Bates family created laws, money, stamps, and passports. Sealand is officially recognized as a tiny nation and was put up for sale in 2007.

Using Compare-and-Contrast Relationships to Gain Meaning

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



Choosing the Right School

My mom and I have been evaluating the schools in our town. I am entering eighth grade and, because my mom was transferred by her company, we have moved and must choose one of two schools for me to attend. In some ways they are similar; in other ways the two schools are very different.

Sycamore Elementary, the older school, is for students from pre-kindergarten through eighth grade. North Central High serves students from seventh grade through high school. Sycamore's location is practically downtown in a densely populated neighborhood, so most students walk or have short rides to school. The building is old, nicely maintained, with wide hallways usually covered with brightly colored murals done by the primary children. All of the students learn Spanish. There is also a modern playground with a variety of play equipment.

When you are in eighth grade at Sycamore, all the kids look up to you, and you have some privileges the younger kids do not have. At North Central High, the seventh and eighth graders are the babies! After all, many of the seniors are 18, practically adults.

North Central High is a brand new school situated on the outskirts of Sycamore. All the students ride buses to school or drive their own cars, as its population includes kids in nearby rural areas. There is no playground at North Central High, but there are plenty of opportunities to stay active. Students can join sports teams of all kinds, including track, swimming, bowling, and badminton. Both schools have great cafeterias, active parent groups, and award-winning teachers. My mom and I have visited each school, and I think we are ready to make our selection.

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

1. What is one way the two schools described in the passage are alike?
 - A. The population of each school is about the same.
 - B. Both schools include students in seventh and eighth grade.
 - C. Each school has a modern playground.
 - D. Both schools are in a downtown location.

2. Which statement is correct?
 - A. Students at Sycamore bring their lunches because there is no cafeteria.
 - B. Students at North Central are younger than those at Sycamore.
 - C. Sycamore is an urban school, while North Central is a rural school.
 - D. Sycamore and North Central were built at the same time.

3. Why is the narrator evaluating schools?
 - A. The author has just moved to the area.
 - B. The author's mother doesn't like North Central.
 - C. The author's mother is being transferred.
 - D. The author wants to learn to speak Spanish.

4. What is the main idea of the passage?
 - A. Sycamore is older and, therefore, a much better school than North Central.
 - B. It is exciting to move to a new town and choose a school.
 - C. North Central and Sycamore are so different they cannot be compared.
 - D. There are similarities and differences between Sycamore and North Central.

5. Which school do you think the narrator should choose? Why?

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

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5. Which school do you think the narrator should choose? Why?

Answers will vary. I think the narrator should go to North Central High. At the high school,
the older students can be good role models. There are many opportunities to participate in
clubs and sports. If the narrator is a good student, there are more advanced classes that
would be challenging. Plus, it is a brand new school, so the building would be a good place
to learn.

Understanding and Interpreting Analogies

Directions: Complete each sentence with the correct metaphor from the Metaphor Bank.



Metaphor Bank

tongue lashing	light of his life	covered by a blanket of soldiers
house is a zoo	bull's eye on my back	all that glitters is not gold
ear to the ground	in a pickle	brain goes to mush
couch potato	stir up a hornet's nest	rug rats
shelter in the storm	diamond in the rough	rolling in dough
stubborn	axe to grind	plowed through

1. During summer vacation each year, Robert turns into a _____ and watches television all day long.
2. Grandpa said that Rafael was the _____, coming to visit every week with a smile on his face. They enjoy their time together.
3. Carrie's _____; she lives with her grandparents, three brothers, two sisters, five dogs, two cats, and four birds.
4. Tony found himself _____ when he realized he had scheduled his interview at the same time he was supposed to pick his uncle up from the airport.
5. Write sentences or a paragraph using two metaphors that you did not use above.

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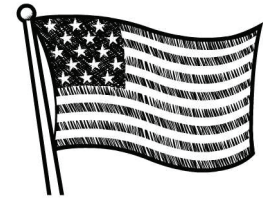
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Answers will vary. The twins were rug rats, always running around the house and eating everything in sight.

My mom's lecture about cleaning was a tongue lashing. I promised I would keep up with my chores in the future.

Summarizing by Identifying Main Characters and Significant Events

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



A Star-Spangled Poem

September 13, 1814, was a day filled with foreboding as three men crowded together in the cabin of a small ship that was sailing with the British fleet. The roar of British and American cannons was deafening, but nature provided special effects of its own: lightning lit up the threatening clouds and heavy rain hammered the deck. A major page in American history was about to be written.

The three men were not British, but American. A strange turn of events had made them passive witnesses to an attack on their own country.

Francis Scott Key was an attorney from Washington, D.C. The British had arrested one of his friends, Dr. William Beanes, after the battle for the nation's capital. Key met with President Madison and received authorization to negotiate with the British for Beanes's release. Colonel John S. Skinner, who was responsible for prisoner exchange, accompanied Key. Skinner took with him letters concerning Beanes's kindness to injured British soldiers.

On September 4, Key and Skinner set out from Baltimore in a small hired boat. As they approached the British fleet, they knew they had to find the ship that harbored Beanes; they would do so under a flag of truce.

On September 7, Key and Skinner were taken aboard the British gunship HMS *Tonnant*, but the commander, Vice Admiral Sir Alexander Cochrane, refused to release Beanes. Two British generals entered the debate, and the letters about Beanes's kindheartedness inspired the British generals to be in agreement that Beanes should be released. However, there was one condition: none of the men could leave British control until the assault on Baltimore ended.

This change in fortune disturbed Key. He had been separated from his family for more than a week, and now he was forced to watch the British strike on his country.

The bombardment of Baltimore commenced at dawn on September 13. The cannons' roar and the unpleasant stench of gunpowder forced the three Americans to their cabin, as all day and all night the shelling continued. For brief moments, the three Americans crawled above onto the deck, and they examined the smoke for sight of the American flag. They rejoiced when they managed to glimpse it through the shelling and rocket bursts. Lightning, too, lit up the battered flag.

Dawn brought a conclusion to the rain and to the battle. The three Americans rejoiced that their homeland still held Fort McHenry as the 15 stars and 15 stripes of the American flag waved heroically above the fort.

Francis Scott Key was alive, as were the expectations and hopes of his country. Images of the flag, the smoke, and a glimmering dawn flickered and danced through his head as, on the back of a letter, he began to write a poem. He finished it on the return trip to Baltimore. To set it to music, Key borrowed the tune from a popular British song which was called "To Anacreon in Heaven." Later, in 1931, Congress adopted his song, "The Star-Spangled Banner," as the national anthem of the United States.

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

1. Who is this passage mostly about?
 - A. Key
 - B. Beanes
 - C. Skinner
 - D. Cochrane

2. Why did Skinner join Key in trying to release Beanes?
 - A. He was a good friend of Beanes.
 - B. He was fighting against the British.
 - C. He carried letters from the President.
 - D. He was responsible for prisoner exchange.

3. How did Key feel when he found out that he would be held on the British ship?
 - A. He was glad to see Beanes.
 - B. He worried about the storm.
 - C. He worried about being away from his family.
 - D. He was angry at the British attack on Fort McHenry.

4. Which sentence best summarizes why the British generals agreed to release Beanes?
 - A. Beanes had treated injured British soldiers.
 - B. The Americans won the battle of Fort McHenry.
 - C. President Madison asked them to release Beanes.
 - D. They agreed to take Key as a prisoner instead of Beanes.

5. Summarize what the flag represented to the American men as the battle went on around them.

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Answers will vary. During the fighting, they watched the flag. It continued to fly even when the fort was being attacked with shells. To the men, the flag represented hope. As long as it continued to fly, it meant the Americans were still fighting.

Identifying Character Qualities

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



Burger Universe Blues

It was the year 2155, school was out for the summer, and Roger was thinking about the good old days when he could kick off his shoes after school and settle in for an afternoon of absolutely nothing. Now, as he parked his hoverboard outside Burger Universe, he took a deep breath and prepared for an afternoon of sheer boredom.

“If you want your own convertible space-charger, you have to earn your own money!” his father had told him. “In my day, our parents didn’t just hand us vehicles. We had to work for what we wanted.”

“Yeah, Pop,” Roger had answered, “and in your day, you still traveled around in four-wheeled vehicles along tar-covered roads.” Maybe Roger should not have laughed so hard when he added, “And those decrepit old automobiles traveled less than 100 miles an hour!” Yes, Roger definitely regretted making that comment. Two hours later his father was handing him an application for Burger Universe.

Now, inside the staff room, he fastened his name badge to a ridiculously shiny uniform shirt. Roger wished he had shown his father a little more respect. He would much rather be working as a lifeguard down at the Asteroid Pool this summer. Instead he was working the hover-by window at the greasiest burger joint in the galaxy!

“Can I take your order?” Roger asked his first customer of the day. The man wore a tacky, silver six-piece suit. He looked like a used hovercraft salesman.

“I’ll take a number 78. Hold the stardust sauce and throw on some extra pickles,” the man said.

“Would you like Astro fries with that?” Roger dutifully asked.

“Sounds good,” came the reply, “and send it to my office at 153 Neptune Corridor.”

Roger pressed a tab and the order was instantly teleported. “It’s there waiting for you,” he told the man. “That’ll be \$38.73.”

Before Roger could finish the sentence, a forty-dollar bill appeared in front of him. He plucked it from the air and stuffed it into his register.

“Keep the change,” the man said as he whooshed off into the afternoon sky.

“Wow,” Roger said sarcastically, “A \$1.27 tip, and it’s all for me. At this rate, I should have my convertible space-charger by the year 3010!”

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

1. Why did Roger take the job at Burger Universe?

- A. He liked the new, shiny uniforms.
- B. He knew he would receive generous tips.
- C. He wanted to get a discount on burgers and fries.
- D. He was motivated to earn money to buy a space-charger.

2. How did Roger most likely feel when he received the tip from the customer?

- A. content
- B. relieved
- C. enthusiastic
- D. disappointed

3. Why did Roger's father want him to work at Burger Universe?

- A. He wanted to teach Roger about working for what you want.
- B. He wanted Roger to bring home food for the family.
- C. He wanted to show Roger that even fast food can be expensive.
- D. He wanted Roger to make friends outside of school.

4. How did Roger get to his first day of work?

- A. He rode his hoverboard.
- B. He drove his space-charger.
- D. He rode a used hovercraft.
- C. He drove his father's four-wheel vehicle.

5. Why do you think Roger would rather work at the Asteroid Pool than at Burger Universe?

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- A. He wanted to teach Roger about working for what you want.**
- B. He wanted Roger to bring home food for the family.
- C. He wanted to show Roger that even fast food can be expensive.
- D. He wanted Roger to make friends outside of school.

4. How did Roger get to his first day of work?

- A. He rode his hoverboard.**
- B. He drove his space-charger.
- D. He rode a used hovercraft.
- C. He drove his father’s four-wheel vehicle.

5. Why do you think Roger would rather work at the Asteroid Pool than at Burger Universe?

Answers will vary. Roger probably thinks he can make more money as a lifeguard. Also,
it would be more fun to work there because his friends would probably spend a lot of time
there. He might have friends who work there, and he could swim when he is not working.

Determining the Meaning of Multiple-Meaning Words

Directions: Complete each sentence using a word from the Word Bank.



Word Bank

trio	green	tone	block	image
roll	bunch	whisked	table	crush
corner	reflection	gravelly	blind	breeze
scoop	direction	gaggle	hollow	tan

1. My arm was tired after I _____ the eggs.
2. The singer's _____ voice was so unusual it attracted the judge's attention.
3. Our car's tires squealed when my brother turned the _____ too fast.
4. Jose used a _____ to get the candy out of the bin.
5. I studied hard for the test so I thought it would be a _____, but it was more difficult than I expected.
6. Write a paragraph using at least three words from the Word Bank that were not used above.

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Answers will vary. As I looked at my reflection in the mirror the night before the big game, I knew we were going to crush the other team. We finally figured out a good system to block their offense and I was sure we were going to win.

Making Inferences

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



The Hungry Sea

Ernesto's grandfather had been Village Storyteller for as long as anyone could remember. His weathered face always lit up when he recounted the old legends. Lately however, Grandfather had added some new stories that left lines of worry on his brow.

One of the new stories was "The Hungry Sea." "Do you see that rock?" he would ask the children as he pointed to a distant smudge jutting out of the water. "We used to harvest sago out there when I was a boy, but now the land is under the sea." At the end of this story he would always shake his head and add, "Unless the sea soon fills its belly, we will no longer be people of the sand, but people of the mountains."

Ernesto always puzzled over this story, and why the sea was so hungry. Was it eating other islands, too? Would he ever harvest sago where Grandfather had as a child?

One day when he was hunting crabs, Ernesto encountered a group of scientists from the mainland who had questions of their own and carried measuring devices and handheld machines to record their data. They studied the beach and even boated out to the place where Grandfather had walked as a boy.

When he returned that evening, Ernesto's crab sack was empty, but he was full of news. "They say the sea is rising, Grandfather, because the ice at the top of the world is melting," he said. "They called it 'global warming,' and they think it might be caused by people from countries where they drive cars all day long."

Ernesto's grandfather considered this and asked, "If they know we're being swallowed by the sea, then why don't they stop all of this car driving?"

"Grandfather, they do not know what is happening to us," Ernesto replied.

"What do you mean they do not know? Don't these *car people* have storytellers?" Grandfather asked.

"No, Grandfather, they do not," Ernesto replied.

Grandfather paused then said, "I am sad for the *car people*; people without storytellers do not learn important things until it is too late for change."

The next morning Ernesto set out early, and at the end of the day he returned with big news. "Grandfather, today I met a writer from the car country, and I told her about our village and the hungry sea. She wrote everything down and said she would share it with her people, so they would know before it is too late."

Grandfather smiled and said, "Ernesto, I have waited a long time for this day to come: the day you would grow to be Village Storyteller. However, you are not simply a village storyteller, Grandson. You are Storyteller to the World!

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

1. How did Grandfather feel about telling old legends?
 - A. He was nervous to tell stories to other old villagers.
 - B. He did not like to scare the youngsters with his stories.
 - C. He was tired of being the only person who could tell stories.
 - D. He enjoyed telling stories because they provided memories.

2. What does Grandfather mean when he says, “Unless the sea soon fills its belly, we will no longer be people of the sand, but people of the mountains.”
 - A. The mountains are slowly sinking into the sea.
 - B. It is safer and easier to live in the mountains, far from the sea.
 - C. The creatures in the sea are becoming too dangerous for the villagers.
 - D. If the water levels continue to rise they will have to move to higher ground.

3. What reason did Ernesto give his grandfather to explain why the sea was rising?
 - A. The sea’s belly is growing hungrier.
 - B. There were more areas to harvest sago.
 - C. The ice at the top of the world is melting.
 - D. There were no more crabs to hunt in the ocean.

4. What did Ernesto do after talking to his grandfather about the *car people*?
 - A. He caught a large load of crabs.
 - B. He tried to find the sago harvest.
 - C. He met a writer who recorded his story.
 - D. He followed the scientists from the mainland.

5. What might Ernesto do to continue as Storyteller to the World?

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Answers will vary. Ernesto will probably maintain contact with the writer he met. He will tell the village stories to her and ask her to print them. He will also listen to her stories. He can bring stories from other places to his village. When he is older he might travel to find out more about the world. He can share his experiences with his village, and also share his village stories with people he meets around the world.