

Determining the Meaning of Academic Terms



Directions: Unscramble each word and write it in the blank. Use the Word Bank as needed. Next, use the sentence to determine the meaning of the word. Then write the meaning.

Word Bank

policy	schedule	physical	analysis
trend	extract	reaction	procedure
distribution	function	despite	consistent
derive	diminished	challenge	
initial	mental	specific	

- edleushc**
The class _____ is posted by the door.

- tailini**
_____ reports claimed the research was successful.

- oneracti**
Her _____ to the news was captured on video.

- hsnimeddi**
Their excitement about the upcoming class trip has not _____.

- psedite**
She was able to turn in her project on time _____ being absent two days.

- lapycih**
Each class goes to the gymnasium for _____ education.

- flamen**
He created a _____ picture based on the title before he began reading the book.

- gnelhcalle**
The entire class participated in the _____ to read the most books.

9. **slaysina**

His _____ of the facts proved the experiment was a success.

10. **snconelist**

The survey results were _____ each time.

11. **redive**

The assignment requires you to _____ meaning from the passage using various comprehension strategies.

12. **noisidbirtut**

Their team was responsible for the _____ of information to all the participants.

13. **cetltra**

The students asked questions to _____ information about the identity of the mystery speaker.

14. **nufction**

The math teacher spent time explaining the _____ of each button on the new calculators.

15. **lopiyc**

School _____ requires visitors to sign in at the office.

16. **rudecepro**

The instructions for the _____ were clear and easy to follow.

17. **fciipsec**

Each student has a _____ role in the literature circle.

18. **dtetr**

The principal noticed the _____ in positive student behaviors and encouraged it to continue.

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Directions: Unscramble each word and write it in the blank. Use the Word Bank as needed. Next, use the sentence to determine the meaning of the word. Then write the meaning. **Answers will vary.**



Word Bank

policy	schedule	physical	analysis
trend	extract	reaction	procedure
distribution	function	despite	consistent
derive	diminished	challenge	
initial	mental	specific	

1. **edleushc**
The class schedule is posted by the door.
agenda, list of events

2. **tailini**
initial reports claimed the research was successful.
first, beginning

3. **oneracti**
Her reaction to the news was captured on video.
response

4. **hsnimeddii**
Their excitement about the upcoming class trip has not diminished.
decreased, appeared less

5. **psedite**
She was able to turn in her project on time despite being absent two days.
in spite of, even though

6. **lapycihs**
Each class goes to the gymnasium for physical education.
relating to the body

7. **flamen**
He created a mental picture based on the title before he began reading the book.
relating to the mind

8. **gnelhcale**
The entire class participated in the challenge to read the most books.
competition, contest

9. **slaysina**

His analysis of the facts proved the experiment was a success.

examination, detailed presentation

10. **snconetist**

The survey results were consistent each time.

constant, in agreement

11. **redive**

The assignment requires you to derive meaning from the passage using various comprehension strategies.

obtain, reach with reason

12. **noisidbirtut**

Their team was responsible for the distribution of information to all the participants.

delivery, circulation

13. **cetxtra**

The students asked questions to extract information about the identity of the mystery speaker.

obtain, dig up

14. **nufction**

The math teacher spent time explaining the function of each button on the new calculators.

the purpose of something

15. **lopiyc**

School policy requires visitors to sign in at the office.

regulations, rules, guidelines

16. **rudecepro**

The instructions for the procedure were clear and easy to follow.

course of action

17. **fciipsec**

Each student has a specific role in the literature circle.

particular, explicit

18. **dtenr**

The principal noticed the trend in positive student behaviors and encouraged it to continue.

general tendency, inclination

Determining the Meaning of Idioms

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



1. Completing that project was *no picnic*.



2. When I saw his *long face*, I knew something was wrong.



3. The director of the play told the actress to *break a leg*.



4. My little sister *drove me up a wall* for years, but now we are best friends.



5. My cousin will *talk your ear off* if you let him.



6. That movie was a *barrel of laughs!*



7. His amazing performance will *knock your socks off!*



8. My uncle was worried he was going to *pay through the nose* to have his car repaired.



9. She knew she would *have butterflies in her stomach* before she gave her speech.



10. Difficult situations are usually less stressful if you can *keep your cool*.



Determining the Meaning of Idioms

Directions: Use the image and sentence to write the meaning for each idiom. *Answers will vary.*



1. Completing that project was *no picnic*.



a difficult task

2. When I saw his *long face*, I knew something was wrong.



sad expression

3. The director of the play told the actress to *break a leg*.



have good luck, especially when performing

4. My little sister *drove me up a wall* for years, but now we are best friends.



to have frustrated someone

5. My cousin will *talk your ear off* if you let him.



talk nonstop

6. That movie was a *barrel of laughs*!



someone or something that is funny

7. His amazing performance will *knock your socks off*!



surprise, astound, or excite

8. My uncle was worried he was going to *pay through the nose* to have his car repaired.



pay too much

9. She knew she would *have butterflies in her stomach* before she gave her speech.



be nervous

10. Difficult situations are usually less stressful if you can *keep your cool*.



stay calm

Determining Word Meanings by Using Affixes

Directions: Fill in the chart. Then complete each sentence below with a new word from the chart.



Prefix	Word	New Word
multi-	colored	
	purpose	
	million	
	grain	
	task	

- The aquarium was full of _____ fish.
- The _____ dollar house sat atop a hill overlooking the city.
- We bought _____ crackers and cereal at the grocery store.
- They use the _____ room for eating, meeting, and working.
- I _____ whenever possible in order to have more time to relax.

Word	Suffix	New Word
develop	-ment	
equip		
govern		
enjoy		
adjust		

- Changing schools was quite an _____.
- The _____ officials toured the city before meeting with the mayor.
- The team is raising money for new _____.
- Her company is working on the _____ of a new community center.
- My teacher encourages us to read for _____.

Word	Suffix	New Word
science	-ic	
electron		
history		
scene		
drama		

11. The flu vaccine was a major _____ discovery.
12. _____ products such as computers can be found at specialized stores.
13. The actor could hardly wait to make his _____ entrance.
14. The Grand Canyon is known for its _____ beauty.
15. The collapse of the former Soviet Union is considered an important _____ event.

Determining Word Meanings by Using Affixes

Directions: Fill in the chart. Then complete each sentence below with a new word from the chart.



Prefix	Word	New Word
multi-	colored	multicolored
	purpose	multipurpose
	million	multimillion
	grain	multigrain
	task	multitask

- The aquarium was full of multicolored fish.
- The multimillion dollar house sat atop a hill overlooking the city.
- We bought multigrain crackers and cereal at the grocery store.
- They use the multipurpose room for eating, meeting, and working.
- I multitask whenever possible in order to have more time to relax.

Word	Suffix	New Word
develop	-ment	development
equip		equipment
govern		government
enjoy		enjoyment
adjust		adjustment

- Changing schools was quite an adjustment.
- The government officials toured the city before meeting with the mayor.
- The team is raising money for new equipment.
- Her company is working on the development of a new community center.
- My teacher encourages us to read for enjoyment.

Word	Suffix	New Word
science	-ic	scientific
electron		electronic
history		historic
scene		scenic
drama		dramatic

11. The flu vaccine was a major scientific discovery.
12. Electronic products such as computers can be found at specialized stores.
13. The actor could hardly wait to make his dramatic entrance.
14. The Grand Canyon is known for its scenic beauty.
15. The collapse of the former Soviet Union is considered an important historic event.

Analyzing Text That Uses the Compare-and-Contrast Organizational Pattern



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

Aztecs and Incas

Some of the greatest ancient civilizations of the world developed in Central and South America. Two of those civilizations, the Aztecs and the Incas, flourished and crumbled almost simultaneously in the years between 1100 and 1536 A.D. These two amazing cultures are similar in many ways.

Aztec society consisted of nobles, commoners, serfs, and slaves. Among the commoners, groups of Aztec families, called clans, farmed areas of land together. The nobles had serfs to farm their land for them. The Aztecs worked hard to reclaim swampland. They turned it into plots called *chinampas* where they grew maize, their primary crop. A wooden hoe was the only tool they used in their farming. They had no plows, oxen, or any wheeled vehicles.

Children worked alongside their parents from a very young age. Older boys were sent to the priests to learn history, poetry, astronomy, and most importantly, writing. The Aztecs had no alphabet. They wrote using a complicated series of pictures. They created painted books, called *codices*, from folded deerskin or paper made from bark.

Aztec craftspeople made colorful baskets and weavings, pottery, feather headdresses, and spectacular fans. Turquoise, a valuable bright blue stone, was frequently used in intricate jewelry or cut into tiny tiles and placed on ceremonial masks. A shiny black stone, obsidian, was used in tools and weapons.

The Inca empire was much more widespread and extremely organized. The Incas were master builders and masons. They constructed thousands of miles of highways linking every corner of their vast empire. Having no wheeled vehicles either, they led caravans of llamas hauling their goods as they walked. Storehouses and rest-houses were built at regular intervals, and the entire kingdom was strictly overseen by a pyramid of ruling officers and nobles.

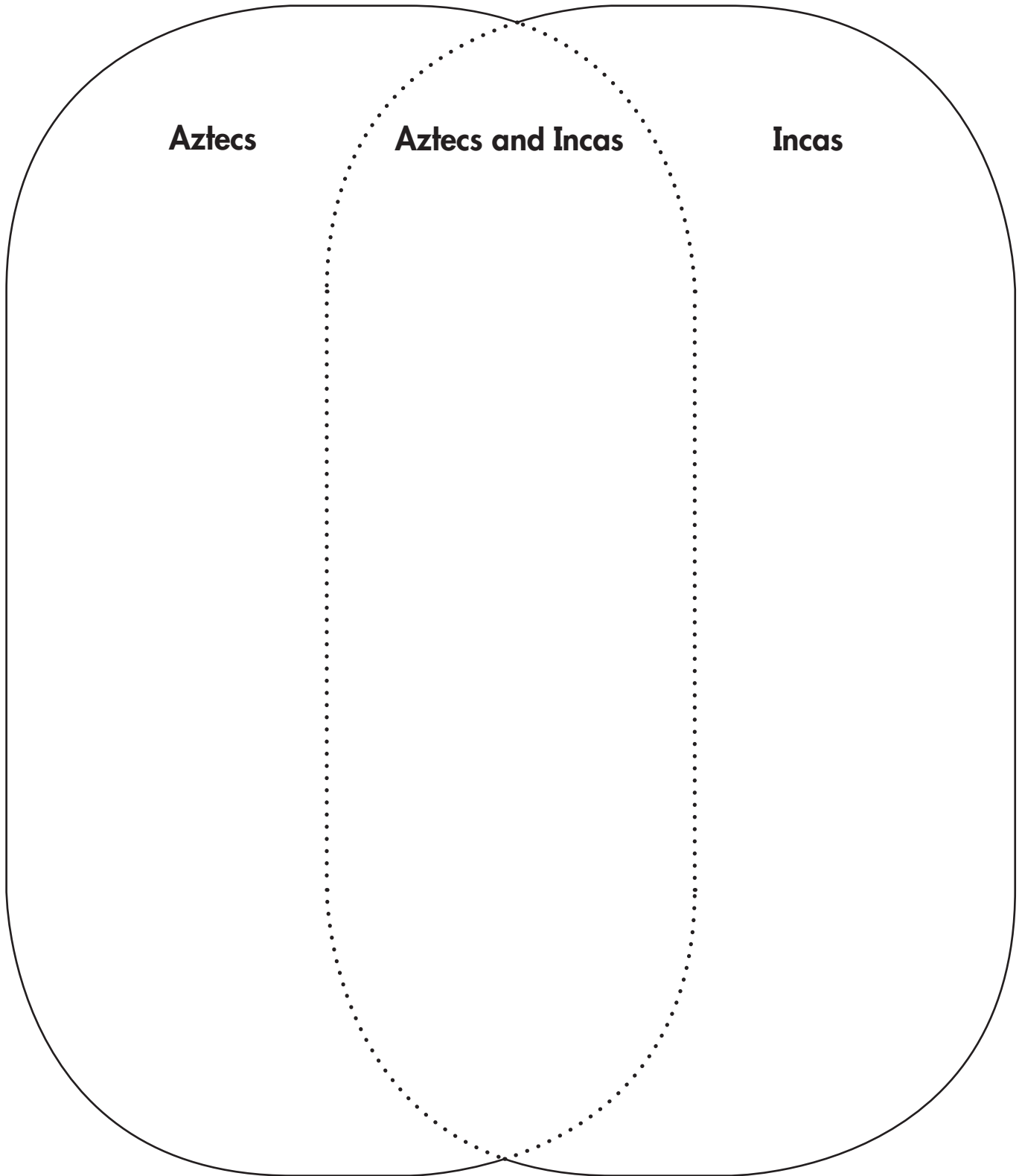
The Incas developed advanced irrigation techniques and a system of terraced fields that allowed them to grow crops on steep mountain ledges and drought-ridden coasts. Their primary crop was potatoes. They developed a method of freeze-drying that preserved the potatoes for up to a year. Inca men were given land to farm to support their families, but they had to dedicate two thirds of it to growing crops for the rulers. The Incas used only wooden foot plows.

Inca legend says that gold was the “sweat of the sun,” and Inca craftsmen excelled at working with gold. Many pieces of gold jewelry, masks, weapons, and decorations have been found among the Inca ruins.

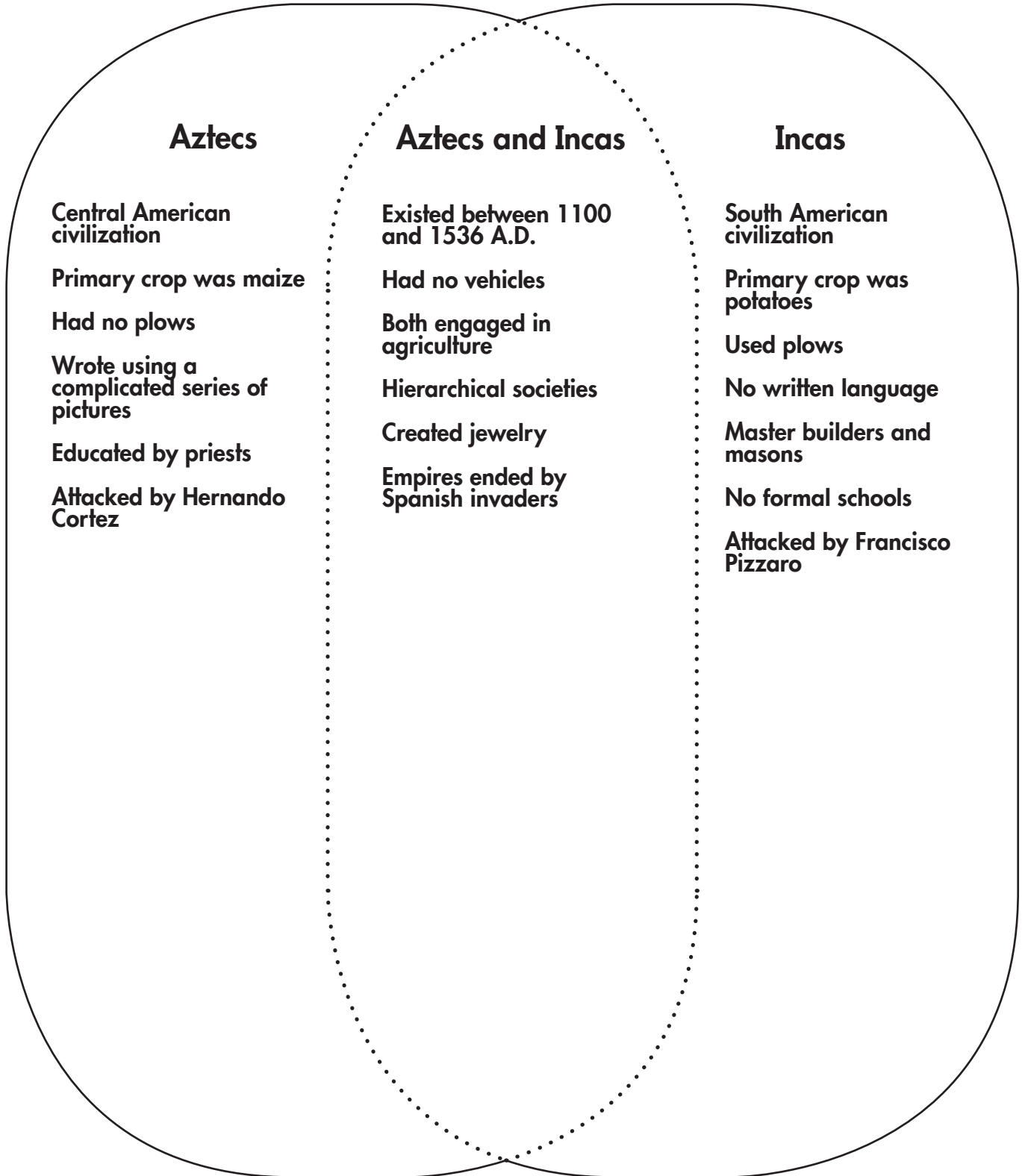
Although the Incas had no written language and there were no formal schools, some children were trained for special roles. Some were trained as warriors, relay messengers, or engineers. Some became accountants, who kept strict records of crops and populations on string calculators called *quipus*.

In the early 1500s, the Spaniards arrived in the new world, bringing new diseases that killed many natives. Spanish treasure hunter Francisco Pizarro attacked the Incas, and invader Hernando Cortes quickly conquered the weakened Aztecs. By 1536 both of these amazing empires had fallen.

Directions: Read the passage on the previous page. Use the Venn diagram below to compare and contrast the countries in the passage.

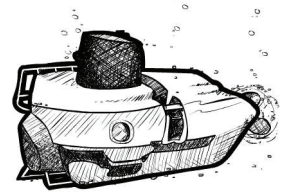


Directions: Read the passage on the previous page. Use the Venn diagram below to compare and contrast the countries in the passage. **Answers will vary.**



Using Question-Answer Relationships to Improve Comprehension

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



Earth's Final Frontier

Just over two-thirds of the Earth is covered with water. This makes the oceans the largest portion of our planet. Even so, the oceans remain the most mysterious and unexplored region on Earth. Strange and eerie creatures roam the depths where no light penetrates and no human has ever walked. Conditions under the surface of the water are as alien and different as those in many places far removed from Earth.

Undersea life requires oxygen just as we do. Sea water is full of oxygen, but our human bodies have no mechanism to remove oxygen molecules from the water the way a fish's gills do.

Pressure is a measurement of how a force spreads out over a given surface. Water is close to 1,000 times heavier than air. Consequently, the pressure of water on someone swimming in the ocean is extremely powerful. A swimmer in the ocean can only withstand the pressure of the water down to 30 or 40 feet.

Even divers in special suits have to descend extremely slowly and then ascend just as slowly. Otherwise they experience a dangerous condition called "the bends," which occurs because nitrogen molecules accumulate in their blood.

Water absorbs light, so light from the sun does not penetrate far below the surface. Just 66 feet down, much light is gone. As you travel deeper and deeper, the light grows dimmer until there is none at all.

Scientists have divided the ocean into different zones according to the depth of the water. There is the Sunlight Zone (from the surface down to 450 feet), the Twilight Zone (from 450 to 3,300 feet), the Dark Zone (from 3,300 to 13,000 feet), and the Abyss (from 13,000 to 20,000 feet). There are still deeper places called trenches, which are deep cracks in the ocean floor. Trenches can be as deep as 36,000 feet.

Around the edges of all the large land masses on Earth are sections of sea bottom called "continental shelves." Here the ocean does not get as deep as it does farther out. But these areas are only a fraction of the sea floor. Oceanographers say that the average depth of all the Earth's oceans is around 12,500 feet.

A submersible is a specialized craft made specifically to allow researchers to descend into the depths of the oceans. Submersibles can reach a depth of 21,000 to 22,000 feet. Unmanned ROVs (Remotely Operated Vehicles) can reach even deeper, taking pictures and samples of ocean life.

There have been several research facilities placed underwater, where scientists have stayed for a few weeks, but none yet has served as a permanent living space for people. Perhaps the future will bring such a development.

Directions: Read the passage. Circle the best answer for each question. Then write your response to the final question.

1. Identify the true statement.
 - A. Three-quarters of the Earth is covered with water.
 - B. Undersea life requires oxygen just like life on the surface.
 - C. Light penetrates to the depths of the ocean.
 - D. The oceans are the most explored regions of the Earth.

2. According to the passage, what is one thing people would have to do to live at the bottom of the ocean?
 - A. figure out a way to deal with the pressure of the water
 - B. determine which country owns the land in the oceans
 - C. pull a source for light from the core of the planet
 - D. avoid the strange and eerie creatures that live there

3. If a submersible landed on the ocean floor at 19,000 feet below sea level, which zone would it be in?
 - A. Sunlight Zone
 - B. Twilight Zone
 - C. Dark Zone
 - D. the Abyss

4. Which situation would most likely cause “the bends”?
 - A. The diver ascends too fast, and too much nitrogen is produced in the blood.
 - B. The diver accumulates too much oxygen in the blood.
 - C. The diver does not have enough air pressure in the submersible.
 - D. The diver does not get any critical ultraviolet sunlight while working in the Dark Zone.

5. What is the main idea of the passage? What should researchers consider when devising an underwater habitat?

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5. What is the main idea of the passage? What should researchers consider when devising an underwater habitat?

Answers will vary. The main idea of the passage is that some people want to create a habitat on the ocean floor to conduct research and to learn about this vastly unexplored region of the Earth. There has been quite a bit of research to figure out what issues have to be solved in order for people to survive while living on the ocean floor. There are a number of things that will have to be resolved. Scientists will have to figure out how people can get oxygen out of the water and deal with the enormous pressure created by all that water on top of them. They will also have to find a way to get sunlight to the people living there since it is needed for good health.

Determining the Meaning of Multiple-Meaning Words

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



1. They are passing around a petition to increase the penalties for people who poach animals.
 - a. to cook in hot liquid
 - b. to take fish or animals illegally
2. She cleared her mind to allow her to truly relish her situation.
 - a. to enjoy
 - b. a condiment made from pickles
3. He was concerned he would flounder in front of the crowd.
 - a. a type of fish
 - b. to act awkwardly
4. They coach people on ways to improve their lives.
 - a. to instruct or direct
 - b. a person who trains others
5. His report included evidence from several encyclopedias.
 - a. a written record or summary
 - b. to provide a statement
6. They were dealing with a case of mistaken identity.
 - a. a box for holding something
 - b. a situation
7. The referee blew her whistle immediately after the foul.
 - a. to blow air through lips
 - b. a small musical instrument
8. We decided to lounge by the pool instead of going inside the house.
 - a. to relax
 - b. an entertainment room
9. The charity assured us that all proceeds would benefit local schools.
 - a. moves forward
 - b. money collected from a sale
10. The neighborhood nursery provides gardening tips and supplies.
 - a. a child's room
 - b. a place where plants are grown

11. He was confident that he would receive a pay raise after his employee review.
 - a. an evaluation
 - b. to look back on

12. She stated her position and then explained her reasons and presented supporting evidence.
 - a. point of view or opinion
 - b. location

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 - location

Determining the Meaning of Multiple-Meaning Words

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



Word Bank

power	current	light	ring
speaker	store	source	field
produce	force	sense	support
address	field	console	refuse

My grandmother had a special recipe that she served on holidays. I had never made it before because I could not find a _____ for a few of the ingredients. I searched the Internet and found the _____ of a specialty grocery store. When I was there, I saw many unusual varieties of fruits and vegetables. The sales clerk said all their _____ comes straight from the farm. How could I _____ such fresh, wonderful food? I just had to buy some to take home for my family.

Write a paragraph using at least three words from the Word Bank that were not used above.

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Write a paragraph using at least three words from the Word Bank that were not used above.

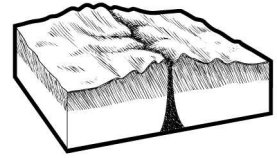
Answers will vary. My best friend was very upset the other day. I tried to console her, but

I got the sense that nothing I said was making a difference. I did my best to give her as

much support as I could, and by the time she went home she was feeling better.

Analyzing Text That Uses the Cause-and-Effect Organizational Pattern

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



Seafloor Spreading

Deep beneath the ocean floor lies the mid-ocean ridge. It stretches for more than 50,000 kilometers. It is the longest, most massive mountain range on Earth. This underwater chain of towering peaks curves like a winding river, reaching into all of Earth's oceans.

The crest of these great oceanic ridges is the site of a remarkable phenomenon—seafloor spreading. The mid-ocean ridge occurs along a crack in the crust of the ocean floor. At this site, molten rock rises from the mantle and squeezes through the crack.

The molten material spreads out to fill the crack. Then it cools and becomes a strip of solid rock in the center of the ridge. The solid strip splits and is pushed along both sides of the ridge when additional molten material flows from the mantle. This process of seafloor spreading continuously creates new ocean floor.

One of the strongest pieces of evidence that helps prove the existence of the process of seafloor spreading is called magnetic striping. As scientists began studying the rocks on the ocean floor, they discovered that the rocks appear in a pattern of magnetized stripes. These stripes appeared symmetrically on both sides of the mid-ocean ridge.

These stripes of rock on the ocean floor contain a permanent magnetic memory. Bits of iron contained in the rock line up and are “locked in place” according to the direction of the Earth's magnetic poles at a given time. These poles occasionally change, resulting in a directional change for the iron bits.

Scientists used sensitive instruments to measure the magnetic memory of these stripes. They found that the pattern is the same on both sides of the mid-ocean ridge. Each stripe that indicates a time when Earth's magnetic field pointed south is followed by a parallel one indicating a time when Earth's magnetic field pointed north. It has become clear that seafloor spreading occurs in both directions, moving away from the mid-ocean ridge.

Another indication that seafloor spreading occurs comes from samples of rock drilled from the ocean floor. Scientists on the research ship *Glomar Challenger* examined rock samples from various locations to determine their age. They found that the youngest rock was near the mid-ocean ridge. The farther away the rock sat from the ridge, the older it was.

Magnetic striping and the dating of drilled rock samples from the ocean floor are proof that seafloor spreading does occur. If the older, denser oceanic crust did not sink back into the mantle at deep-ocean trenches, the sea floor would forever grow larger and larger.

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

1. According to the passage, which sentence best describes the cause of seafloor spreading?
 - A. Underwater volcanoes add to the height and length of the mid-ocean ridge.
 - B. Molten rock from Earth's mantle cools upon contact with seawater, forming solid rock.
 - C. Magnetic striping forms a pattern of alternating parallel stripes of rock on the sea floor.
 - D. Young rock is closest to the center of the mid-ocean ridge, while older rock is further away.

2. Which sentence best describes why the sea floor does not get bigger despite seafloor spreading?
 - A. Molten rock rises from the mantle and squeezes through the crack.
 - B. Older, denser oceanic crust eventually sinks back down into the mantle.
 - C. When Earth's poles switch directions, the rocks become "locked in place."
 - D. Peaks from the mid-ocean ridge break off and tumble to the ocean floor.

3. According to the passage, what is the effect of changes in the direction of Earth's magnetic field?
 - A. Molten rock cools and spreads out to form a solid ridge.
 - B. Bits of iron in magnetized stripes of rock change their direction.
 - C. Permanent magnetic striping appears along the mid-ocean ridge.
 - D. Towering peaks are formed that reach into all of Earth's oceans.

4. Which details describe evidence cited by scientists to explain seafloor spreading?
 - A. measurements of Earth's polarity using a magnetometer
 - B. measurements of the length and height of the mid-ocean ridge
 - C. conveyor-belt-like movement of new rock to the top of the mid-ocean ridge
 - D. alternating magnetized rock stripes and age of rock samples from the ocean floor

5. Write a summary of the passage.

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Answers will vary. Seafloor spreading occurs at the crest of the mid-ocean ridge. Molten rock rises from a crack along the ridge. When it cools, new ocean floor is formed. Older crust sinks back into the mantle, preventing the sea floor from growing too big. Scientists have found other evidence in the magnetic striping of iron bits along the mid-ocean ridge.

Using Clue Words to Differentiate between Facts, Opinions, Generalizations, and Overgeneralizations



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

Roxie

Roxie leapt into the air like a gazelle with her back arched. She caught the flying disc in her mouth before tearing back to where José and his old friend, Roger, stood waiting. “See, there’s nothing Roxie can’t do,” José said to Roger. He leaned down to give Roxie a firm back rub and chin scratch while he whispered in her ear. “You’re the best disc-catching dog the world has ever seen, aren’t you?”

“I just can’t believe my eyes,” Roger said as Roxie wagged her bushy tail and waited with anticipation for José to throw the disc again. “She was the most pitiful dog I had ever seen when you first got her. I never thought I’d see the day when she wagged her tail, much less became a first-class disc-catching dog. When I last visited you, she cowered in the back of your closet like a lone wolf, refusing to let anyone come near her. How did you bring her out of her shell?”

“Lots of love,” José said. “When I first picked her up from the shelter, I thought she was just shy because she wasn’t familiar with me or her new home yet. However, I learned later that she had always been afraid of people. I was told that I should return her to the shelter because fearful dogs do not usually learn to trust. But when I looked into those wide, sad eyes, I knew she would come around someday when the time was right.”

“What made you decide to teach her how to catch a disc?” Roger asked.

“Well,” José replied, “she’s three-quarters Border collie. The Border collie is an excellent disc-catching breed, so I figured she would be naturally talented once she got over her fear. At first, I just put a disc near her in the closet and let her chew on it, and eventually she let me get close enough to pet her. I would take her out into the back yard and throw the disc for her to retrieve. It took two years to get around to the jumping and catching tricks, but now she can leap six feet into the air. She won second place last weekend at a competition in Houston.”

“Can I try a throw?” asked Roger. José handed him the disc, and he threw it as far and as high as he could. Roxie began to run.

“She’ll catch that,” José said. “She can catch anything that comes her way.” As he spoke, Roxie leapt forward and snatched the disc in her jaws. Roger and José slapped their hands together in a high five as she made her way back to them.

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

1. Which statement from the passage is an example of a generalization?
 - A. Border collies are an excellent disc-catching breed.
 - B. I learned later that she had always been afraid of people.
 - C. She was the most pitiful dog I had ever seen when you first got her.
 - D. I figured she would be naturally talented once she got over her fear.

2. Which statement reflects José's opinion about Roxie?
 - A. Fearful dogs do not usually learn to trust.
 - B. You're the best disc-catching dog the world has ever seen.
 - C. It took two years to get around to jumping and catching tricks.
 - D. She won second place last weekend at a competition in Houston.

3. According to the passage, which statement is a fact about disc-catching dogs?
 - A. The dogs are friendly and wag their tails.
 - B. The dogs travel around the world to compete.
 - C. The dogs work in pairs during the competition.
 - D. The dogs run and jump athletically in the competition.

4. What does Roger think about Roxie?
 - A. He thinks that she needs more practice jumping.
 - B. He wants to go with José to her next competition.
 - C. He is impressed with how happy and talented she is.
 - D. He is worried that she will always be afraid of people.

5. Describe how José gained Roxie's trust and helped her become a competitive disc-catching dog.

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

1. Which statement from the passage is an example of a generalization?
 - A. **Border collies are an excellent disc-catching breed.**
 - B. I learned later that she had always been afraid of people.
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 - A. Fearful dogs do not usually learn to trust.
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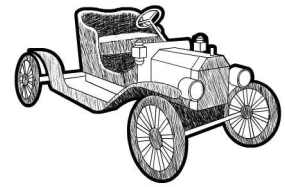
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 - D. He is worried that she will always be afraid of people.

5. Describe how José gained Roxie's trust and helped her become a competitive disc-catching dog.

Answers will vary. Roxie came from a shelter. When Jose brought her home, she covered
in the closet. He was gentle with her. He put a disc with her in the closet and let her get used
to it. Then, when he could touch her, he took her into the yard to play with the disc. He was
patient with her for two years. Finally he was able to teach her to retrieve and to perform
tricks.

Identifying the Main Idea and Supporting Details

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



Who Needs a Self-Starter?

Have you ever heard of a Model T? The Model T was one of the first affordable cars that was widely available in the United States in the early 1900s. The early Model Ts did not come with self-starters until after 1919. At first, some motorists viewed this costly accessory with suspicion. After all, what self-respecting driver would shell out for an expensive self-starter when the car already came equipped with a perfectly good hand crank? Usually, drivers learned how to start their cars from another Ford owner and then developed their own strategies. First, the driver had to enter the car through the right-hand door (these models had no left-hand door by the front seat). He then reached under the steering wheel and set the spark and throttle levers in position, like the hands of a clock at ten minutes before three. After that, he had to get out of the car and move around to the front. There, he grabbed the crank with his right hand and slipped his left forefinger through the loop of wire that controlled the choke. Next, he pulled the loop of wire and turned the crank. As the engine coughed and started to race, he leapt onto the running board on the driver's side, leaned in, and moved the spark and throttle levers to twenty-five minutes to two. This adjusted the engine and kept it idling. He could then get back into the car, release the emergency brake, and drive off—or if needed, repeat the process. On second thought, it is not really hard to see why the idea of a car with a self-starter began to take off, especially on cold or rainy mornings.

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

1. Which sentence best paraphrases why starting up a Model T was tricky?
 - A. The wire loop on the choke was small and often difficult to reach.
 - B. Starting the car required a precise process that did not always work.
 - C. The crank could be turned only when the levers were in position.
 - D. Other Model T owners did not explain the process well.

2. How did Model T owners adjust the engine once it started?
 - A. by moving the throttle lever
 - B. by pulling the choke loop
 - C. by leaping onto the running board
 - D. by releasing the emergency brake

3. What kept the car stationary while it was being started?
 - A. turning the hand crank slowly
 - B. standing on the running board
 - C. adjusting the spark and throttle levers
 - D. keeping the emergency brake on

4. Why did many Model T owners use a crank rather than a self-starter to start their cars?
 - A. Self-starters required instruction from a previous owner.
 - B. It was more convenient to use the crank than a self-starter.
 - C. At first, self-starters were an expensive option.
 - D. Most drivers thought using the crank was good exercise.

5. Paraphrase the process for starting a Model T using a crank.

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

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 - D. Most drivers thought using the crank was good exercise.

5. Paraphrase the process for starting a Model T using a crank.

Answers will vary. The owner had to set the spark and throttle levers, pull the choke loop, and turn the crank to start the engine. Then he had to adjust the throttle to keep the engine idling before releasing the brake and driving off.

Determining the Meanings of Academic Terms

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



Word Bank

schedule	consistent	initial	derive	reaction	distribution
diminished	extract	despite	function	physical	policy
mental	procedure	challenge	specific	analysis	trend

1. While her brother bought the tickets, Renee checked the _____ to see when the next train would arrive.
2. The crossword puzzle was quite a _____ for Serena; it took her almost two hours to complete it.
3. Frank's test scores were not _____; he received an A on the first test, a C on the second, a B on the third, and an A on the fourth.
4. It is the school's _____ that no students are allowed to leave campus unless they are with an adult.
5. Write a paragraph using at least three words from the Word Bank that were not used above.

Determining the Meanings of Academic Terms

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Word Bank

schedule	consistent	initial	derive	reaction	distribution
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1. While her brother bought the tickets, Renee checked the schedule to see when the next train would arrive.
2. The crossword puzzle was quite a challenge for Serena; it took her almost two hours to complete it.
3. Frank's test scores were not consistent; he received an A on the first test, a C on the second, a B on the third, and an A on the fourth.
4. It is the school's policy that no students are allowed to leave campus unless they are with an adult.
5. Write a paragraph using at least three words from the Word Bank that were not used above.

Answers will vary. I followed the procedure for getting extra credit by doing a report for science class. I had to include specific details about my experiment. I received a positive reaction from my teacher, so I think I earned the extra credit.

Using Story Elements, Point of View, and Theme to Interpret and Analyze

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



The Journey West

In the spring of 1846, the Farrell family set off west across the country in a convoy of 500 covered wagons. The family consisted of Luke and his wife Emma, their adolescent sons Lucas and Joseph, and their eleven-year-old daughter, Martha. They were leaving Illinois for the Great Salt Lake Valley, in what is now Utah, to have the freedom to practice their religion.

There are more than 1,600 miles between Nauvoo, Illinois, and the Great Salt Lake Valley. Martha Farrell had doubts that they would ever reach their destination.

Tired of being packed into the family wagon along with 500 pounds of flour, fishing gear, miscellaneous farming and cooking equipment, and bedding, Martha jumped down onto the muddy trail to walk. The mud sucked at her boots, sapping her energy as the rain began to drench her again. To add to her misery, Martha had not had anything to eat since the corn cakes and molasses that her mother had made hastily before they broke camp. That had been hours ago, and Martha was starting to feel the pangs of hunger and headache that had become so familiar.

As she trudged on, her brother Lucas came running toward her. “What are you doing out here?” he cried, looking at his wet, haggard sister with concern. Martha could not maintain her courage anymore. She started to cry, rubbing her aching stomach as tears mixed with rain streamed down her face. “I can’t stand it!” she sobbed, “I’m hungry and cold and tired and scared! I don’t care if we ever get to the Great Salt Lake. I just want to go home!”

Lucas took her gently by the arm and hurried her to the family wagon, which was moving slowly through the deep mud. With the aid of his brother Joseph, Lucas hauled Martha into the wagon and sat her on a heap of bedding. Joseph called for their mother, whose concerned face soon peered over the side of the wagon. Joseph tugged off Martha’s boots while their mother wrapped her protectively in a blanket. Lucas took a piece of dried apple from his pocket and offered it to his sister.

Martha was starting to feel a little silly after creating such a fuss. As she chewed the dried apple, she looked at her loving family and felt comforted by their presence. This was a hard journey for everybody. Many families in the wagon train had children or a parent who had struggled with illness, childbirth, or accidents along the way.

Later that night when the wagons had all stopped to camp, the Farrell family finally ate their beans and cornbread as they huddled over the campfire. They heard voices rising from the other camps in a choral prayer of hope, and soon the family joined them.

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

1. How did Martha most likely feel at the end of the passage?
 - A. concerned
 - B. anxious
 - C. encouraged
 - D. excited

2. Why was the Farrell family making this difficult journey?
 - A. to visit family that lived in the Great Salt Lake Valley
 - B. to find work so that they had enough money to buy food
 - C. to deliver flour, fishing gear, and farming and cooking equipment
 - D. to get to a place where they would be free to practice their religion

3. Why did Martha begin to cry?
 - A. She was tired, hungry, cold, and scared.
 - B. She had lost one of her boots in the mud.
 - C. She had lost one of her parents to an illness.
 - D. She felt sick from the corn cakes she had eaten.

4. Which sentence best explains why Martha felt silly for getting upset?
 - A. She was embarrassed that she had cried in front of her brothers.
 - B. She knew the journey was safe and there was nothing to be scared about.
 - C. She knew she would have plenty of time to eat and rest once the journey ended.
 - D. She realized she was lucky that no one in her family had died during the journey.

5. What is a theme of the passage?

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

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5. What is a theme of the passage?

Answers will vary. With hope, one can withstand trying times.

Home will always be where one's family is.

Sometimes people must sacrifice some things to gain others.

Determine Word Meanings by Using Affixes

Directions: Complete the following activities.



Match the affix to its meaning.

multi-

act or state of

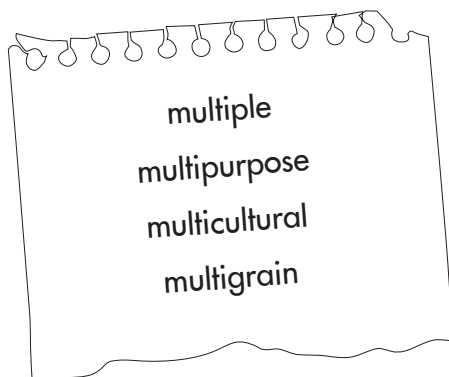
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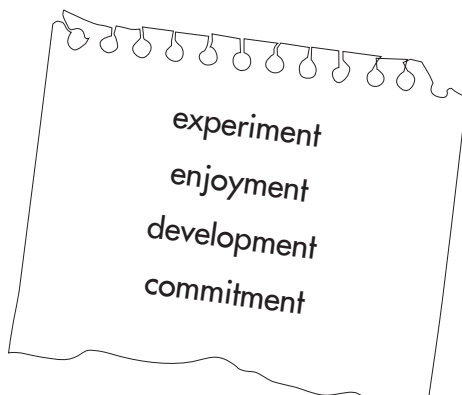
relating to

Choose the correct word with the affix **multi-** to complete each sentence.



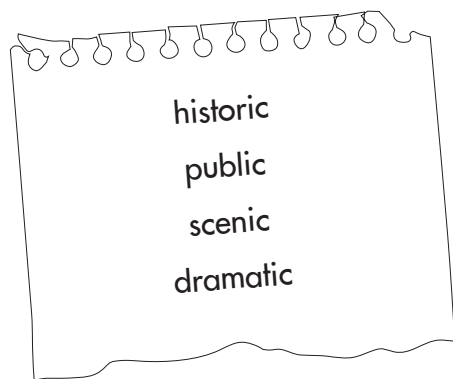
1. The _____ room at the school was used for plays, assemblies, and eating lunch.
2. New York is a _____ city. People from many different countries live there.
3. Even though I do not like eating it, I know that _____ bread is healthy.

Choose the correct word with the affix **-ment** to complete each sentence.



4. The purpose of the _____ was to determine if the new medicine worked.
5. I live in a new housing _____ on the edge of town.
6. After receiving a poor report card I, made a _____ to get better grades.

Choose the correct word with the affix **-ic** to complete each sentence.



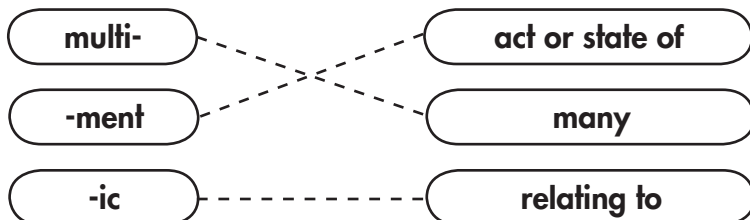
7. As part of our vacation, we took a _____ drive along the coast to see the beautiful views.
8. During the summer, my friends like to play soccer at the new _____ park.
9. The student made a _____ entrance onto the stage during the school play.

Determine Word Meanings by Using Affixes

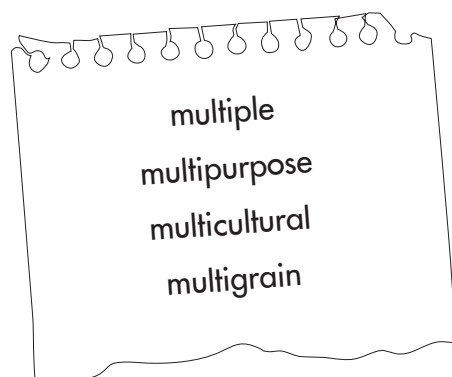
Directions: Complete the following activities.



Match the affix to its meaning.

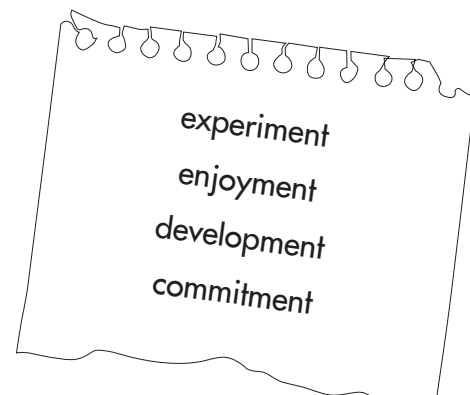


Choose the correct word with the affix **multi-** to complete each sentence.



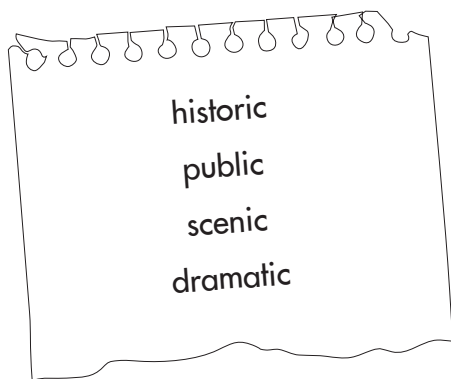
- The multipurpose room at the school was used for plays, assemblies, and eating lunch.
- New York is a multicultural city. People from many different countries live there.
- Even though I do not like eating it, I know that multigrain bread is healthy.

Choose the correct word with the affix **-ment** to complete each sentence.



- The purpose of the experiment was to determine if the new medicine worked.
- I live in a new housing development on the edge of town.
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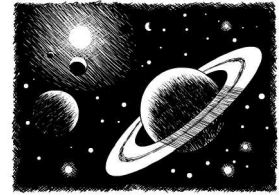
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7. As part of our vacation, we took a _____ **scenic** _____ drive along the coast to see the beautiful views.
8. During the summer, my friends like to play soccer at the new _____ **public** _____ park.
9. The student made a _____ **dramatic** _____ entrance onto the stage during the school play.

Using the Compare-and-Contrast Organizational Pattern

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



Above Earth

Imagine yourself ready to board a flight for the vacation of a lifetime. You are completely prepared: you have experienced four days of “vacation training,” you did not pack a thing, and you understand that your entire holiday will be over in approximately two hours. If you are thinking that this does not sound like a typical vacation, you are correct. It is a space vacation, and you are about to board a rocket for a suborbital flight!

Welcome to space tourism, the new way to travel. Like Earth-based vacations, space vacations are all about having fun, going new places, and trying new things; however, space vacations are quite different in terms of preparation and expense.

Currently, space tours come in two varieties: a two-hour suborbital space flight, or a one-week orbital stay at the International Space Station. During the suborbital ride, passengers experience about five minutes of weightlessness. In order for them to derive the most from this brief excursion, and because of the equipment and risk involved, four days of pre-flight instruction is necessary. The second option is a longer space station journey requiring a full six months of serious astronaut training.

At present, the price of a space excursion is considerably more than the most luxurious Earth-based retreat: one two-hour suborbital flight costs roughly \$100,000, while a one-week space station sojourn is a cool \$20 million.

When you consider the preparation and expense involved, space vacations today seem more like expeditions to the summit of Mt. Everest than standard family holidays. However, with advances in technology, costs will decline and additional trip opportunities will become available. In other words, space excursions will soon involve much less fret and a lot more fun.

Typically, families vacation for relaxation and sightseeing. Future space trips will provide both. Imagine a vacation where you can relax in an orbiting hotel while the view from your window transforms from sea to mountains, plains to beaches, and jungle to desert as you circumnavigate the globe every 90 minutes. What a way to see the world!

Today many families also enjoy exhilarating sports vacations that include sailing, snowboarding, and hang gliding. Add the magic of zero gravity and weightlessness and, in the future, these enthusiasts will participate in sports on an entirely new level. Imagine, for example, a huge bubble stadium where you can utilize jet packs to play a real game of hover hockey!

Do these vacation options sound a bit too futuristic? In fact, one hotel corporation has already placed an inflatable prototype into orbit, and another company is presently accepting \$100 million reservations for a journey to the moon. So, start that vacation savings plan, take a moonwalk class, and get ready for the trip of a lifetime that is also truly out of this world!

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

1. Which statement best describes current recreational space travel?
 - A. Space travel is easily accessible.
 - B. Space travel requires very little preparation.
 - C. Space travel is a rare and luxurious adventure.
 - D. Space travel includes staying in an inflatable hotel.

2. How will future space travel be similar to travel on Earth?
 - A. They both allow people to experience new adventures.
 - B. They both include participation in extreme sports.
 - C. They both require minimal planning and preparation.
 - D. They both involve traveling to distant locations.

3. According to the passage, what needs to occur to allow for more space tourism?
 - A. suborbital rockets with more seats like an airplane
 - B. adding an inflatable hotel to the International Space Station
 - C. changes in government laws allowing more companies to have trips
 - D. more companies investing in space travel and advancements in technology

4. Which statement best describes why it is difficult for most families to vacation on the International Space Station now?
 - A. It is expensive and there are not many opportunities.
 - B. Families prefer to take the space tour on the suborbital flight.
 - C. Some people get sick in zero gravity and cannot leave Earth.
 - D. Young children are not allowed on the International Space Station.

5. If space travel vacations become common, would you want to go on one? Why or why not?

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

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Answers will vary. It would be exciting to fly above the Earth. I have always wondered what it would look like from space. It would be different than going on a regular vacation.

Why fly in an airplane when it is possible to take a space shuttle? Even though it might be cramped in the spaceship, it would be the experience of a lifetime.

Using Question-and-Answer Relationships to Improve Comprehension

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



A Clean and Green Machine

- ¹ What has no smell, taste, or color, weighs next to nothing, and may be the solution to our fossil fuel woes? It is hydrogen, the simplest element in the universe and the cleanest way to power your next automobile.
- ² Hydrogen autos use fuel cell technology. A fuel cell is a device that combines hydrogen fuel with oxygen from the air to make electricity. The electricity, in turn, powers a motor that can take you anywhere. Unlike gasoline engines that emit toxic fumes and chemicals, the hydrogen fuel cell emits only water. In addition, it operates silently, so it does not add to noise pollution.
- ³ Aside from the obvious benefit of zero emissions, hydrogen fuel can be produced from clean, renewable energy sources like the sun and the air. Consequently, hydrogen cars might help us stop our use of fossil fuels entirely and help reduce pollution.
- ⁴ The current disadvantages of hydrogen cars include their high prices, their short driving ranges, and the low number of fueling stations. A hydrogen vehicle can cost over \$100,000 more than its gasoline counterpart. However, as technology improves, these prices are sure to go down.
- ⁵ The use of improved technology is also likely to increase the hydrogen car's driving range. Currently, some can only drive about 110 miles on one tank of fuel. That is because hydrogen is bulky, so it takes up much more space than the amount of gasoline required to travel the same distance. While the use of even larger tanks could help to increase driving distance, these tanks are also heavier and thus require more electricity to haul around. For now, hydrogen fuel cells are especially well suited for city buses. They have both a limited driving range and the room for a bulky power source.
- ⁶ By far, the trickiest aspect of hydrogen car ownership today is finding a place to fill up the tank. The state of California is working hard to remove this "speed bump" to hydrogen conversion. In fact, they've even developed a "Hydrogen Highway" plan to place stations throughout the state. It seems to be working. Many of the U.S. hydrogen fueling stations can be found there.
- ⁷ Clearly, the present disadvantages of hydrogen car ownership are likely to be overcome in the very near future. After all, the benefits of having no toxic emissions and no noise pollution are irresistible.

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

1. What does the passage suggest as the solution to our dependence on fossil fuels?
 - A. zero emissions
 - B. electricity
 - C. hydrogen
 - D. solar power

2. Why are buses especially suited for hydrogen power?
 - A. City governments pay for hydrogen-powered buses.
 - B. Buses have a limited driving range and room for a bulky power source.
 - C. Hydrogen autos can cost over \$100,000.
 - D. Hydrogen cars can only drive about 110 miles on one tank of fuel.

3. According to the passage, why would a consumer buy a hydrogen automobile?
 - A. The consumer may want to start a new trend.
 - B. The consumer may save money with rebates.
 - C. The consumer is looking for a car that is environmentally friendly.
 - D. The consumer is looking for an inexpensive car with a long driving range.

4. What is the main idea of Paragraph 5?
 - A. Hydrogen is bulky and inefficient.
 - B. Larger hydrogen tanks are heavier.
 - C. Current technology limits the practical uses of hydrogen vehicles.
 - D. Hydrogen cars can drive only about 110 miles on one tank of fuel.

5. What are the current obstacles to owning a hydrogen car? How might these obstacles be overcome?

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

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 - B. The consumer may save money with rebates.
 - C. The consumer is looking for a car that is environmentally friendly.**
 - D. The consumer is looking for an inexpensive car with a long driving range.

4. What is the main idea of Paragraph 5?
 - A. Hydrogen is bulky and inefficient.
 - B. Larger hydrogen tanks are heavier.
 - C. Current technology limits the practical uses of hydrogen vehicles.**
 - D. Hydrogen cars can drive only about 110 miles on one tank of fuel.

5. What are the current obstacles to owning a hydrogen car? How might these obstacles be overcome?

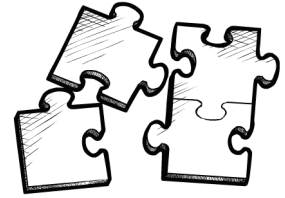
Answers will vary. The cars are very expensive. There are not many fueling stations.

Hydrogen cars have a short driving range. As technology improves, hydrogen fuel tanks may get smaller. Areas other than California can develop a network of fueling stations.

Improved technology may also help reduce the cost of hydrogen cars.

Understanding and Interpreting Analogies

Directions: Choose the best word from the Word Bank to complete each analogy.



Word Bank

pencil

starving

furniture

cream

court

jewelry

moon

cold

evening

chain

kitchen

full

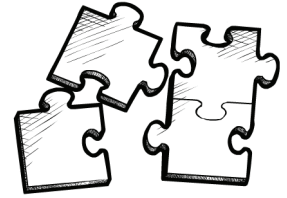
flour

wall

1. Shirt is to clothing as ring is to _____.
2. Honey is to sticky as ice is to _____.
3. Intelligent is to brilliant as hungry is to _____.
4. A handle is to a cup as an eraser is to a _____.
5. A senator is to the Congress as a judge is to a _____.
6. A car is to a garage as a stove is to a _____.
7. Trees are to lumber as wheat is to _____.
8. Cells are to skin as bricks are to a _____.

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1. Shirt is to clothing as ring is to jewelry.
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7. Trees are to lumber as wheat is to flour.
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Analyzing Characters in Literature

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



Spoons

David twirled a spoon between his fingers and dunked it down into his cereal even though he did not feel like eating. As he lifted a milky spoonful of raisins and oats to his mouth, his father walked into the room. “I don’t think I should go through with the talent show today, Dad,” David said. “It could make me the laughingstock of the school.”

David’s dad sat down with him at the table. “What if it makes you the kid known for his awesome ability to play the spoons?” David’s father asked. “Don’t let your nerves stop you from going after what you want.” David knew this was true, but it still did not make it any easier to get ready for school knowing that he was on his way to what might possibly be the worst decision of his life.

Later at school, David sat on the auditorium stage gripping a spoon between his index and middle fingers and another one between his index finger and thumb. The shiny silver backs of the spoons glinted and faced each other with about a half an inch of space between them. David’s heart skipped a few beats as he heard the murmur of voices and the creaking of seats on the other side of the curtain. “Just stay calm and focused,” he repeated to himself.

The curtain rose, and the principal, Mr. Logan, read a series of announcements in a deep gravelly voice before announcing, “And now, David Ocker will play the spoons.” David heard a rumbling of snickers as the dreaded sound of laughter threatened to rise up into the auditorium. “Just block it out,” his inner voice instructed.

David brought the spoons down on his leg, clicking them together and bringing them back up to his palm, clicking them together again. He moved the spoons up and down, weaving a complex tapestry of staccato beats the whole time. The fingers of his other hand spread out as he moved into a roll, dragging the spoons across each finger. His body rocked with the rhythms produced by the clicking of the spoons as he wielded them like musical samurai swords. When he finished playing, his hair was wet with sweat and his breathing was labored as if he had just run a marathon.

The room was an eerie vacuum of silence before thunderous clapping erupted in a deafening roar. “Way to go, Spoons!” and “Spoons can rock!” rang out into the dizzying din filling the stage. Mr. Logan turned to David and said, “It looks like you just made a name for yourself, son.” David grinned. The experience had been better than anything he ever could have imagined.

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

1. Which of the following best describes how David handles fear?

- A. He keeps his fears to himself.
- B. He seeks out fearful experiences.
- C. He avoids situations that scare him.
- D. He shows bravery and faces his fears.

2. What will David most likely do the next time he has a problem?

- A. ignore the problem
- B. keep the problem to himself
- C. blame someone for the problem
- D. talk to someone about the problem

3. Why is David nervous about playing the spoons in the talent show?

- A. He does not like to perform in front of others.
- B. He thinks he might forget which rhythm to play.
- C. He is afraid the other students will laugh at him.
- D. He is afraid of dropping the spoons during the show.

4. How does David feel at the end of the talent show?

- A. scared
- B. nervous
- C. exhausted
- D. embarrassed

5. What advice might David give a friend who was nervous about singing in the school musical?

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

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Answers will vary. Do not worry about what others think of your performance. Even though you are nervous, just be confident and do your best. You may find that everyone in the audience thinks you did a great job. You might even become known as the best singer in the school.

Drawing Valid Conclusions

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

**Daniel Handler, a.k.a. Lemony Snicket**

Lemony Snicket has a fondness for writing about unfortunate events. However, Lemony Snicket is just the pen name for Daniel Handler, a comical guy with an obvious zest for life.

Handler was born and raised in San Francisco. As a child, he says that he took up the accordion “just to drive his parents crazy.” His early musical talents also included a good singing voice. In fact, he sang opera with the San Francisco Boys Chorus in the early 1980s.

In 1988, the future “Unfortunate” author tied for “Best Personality” of his high school class. After graduation, Handler attended Wesleyan University in Connecticut where he earned two degrees, in English and American Studies. While a student, he received a Poets Prize from the Academy of American Poets.

It was during his college years that Daniel Handler began using the pseudonym, or penname, Lemony Snicket to write editorial letters to the local newspaper. He also employed the name as a way to keep himself off unwanted mailing lists.

After college, Daniel received an Olin Fellowship to work on his first novel. During those years he also wrote comedy sketches for a nationally syndicated radio show as well as book and movie critiques.

Upon completion, Handler’s first novel was rejected by 37 publishers before being accepted. However, during this process a fortunate error occurred; this adult novel was mistakenly sent to a few children’s book publishers. One children’s editor, Susan Rich, liked Handler’s creative “voice” so much that she asked if he would consider writing for kids. He thought about it; then pitched his dark tale about three orphans, fully expecting it to be rejected. However, Rich loved it. Handler says, “I thought she was crazy, but now it seems that everyone is crazy!” In fact, the *Series of Unfortunate Events* has sold well over 50 million copies to date.

In addition to his *Unfortunate* series, Handler has authored *The Basic Eight* (1999), *Watch Your Mouth* (2000), and *Adverbs* (2006). He was also included in the *Best American Mystery Stories of 2005*, and wrote the screenplay for the film *Rick*. He plays accordion for the critically acclaimed musical group The Magnetic Fields, and recently he was commissioned by the San Francisco Symphony to write a symphony. Always a comic, Handler titled it, *The Composer is Dead*.

Currently, David Handler lives in San Francisco with his wife and young son in a house overlooking the sea, where he enjoys cooking and playing the accordion. Just as the old adage advises that you cannot tell a book by its cover, surely David Handler’s life proves that you cannot tell an author by his pen name!

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

1. Based on the passage, what can one conclude about Daniel Handler?
 - A. He cannot ever be serious.
 - B. He has many talents.
 - C. He has a very serious personality.
 - D. He does not enjoy writing.

2. Based on the passage, which of the following is Daniel Handler most likely to do in a conversation?
 - A. say very little
 - B. make a joke
 - C. be very serious
 - D. sing opera

3. Which sentence from the passage is not relevant to Handler's accomplishments?
 - A. After college, Daniel received an Olin Fellowship to work on his first novel.
 - B. While a student he received a Poets Prize from the Academy of American Poets.
 - C. In fact, he sang opera with the San Francisco Boys Chorus in the early 1980's.
 - D. He also employed the name as a way to keep himself off unwanted mailing lists.

4. How did Daniel Handler finally become a published novelist?
 - A. His editor sent the novel to several book publishers she knew.
 - B. His first novel was accidentally sent to a children's book publisher.
 - C. He wrote letters to the newspaper that included his writing samples.
 - D. He promoted his first novel during radio shows and in newspapers.

5. Which details about Daniel Handler support the idea that "you cannot tell an author by his pen name"?

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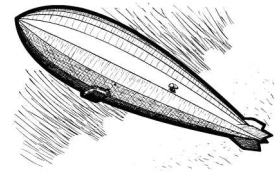
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Answers will vary. The name Lemony Snicket implies a personality that is crabby and easily annoyed. Even though Daniel Handler has the pen name of Lemony Snicket, he has an outgoing personality. In fact, Daniel tied for "Best Personality" of his high school class. He also wrote comedy sketches for a radio show. His true personality does not match his pen name at all.

Distinguishing Relevant from Irrelevant Information

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



The Airship Age

In 1923 the United States Navy built its first rigid helium airship, the *Shenandoah*. It was hoped that this cigar-shaped dirigible, over two football fields long, would symbolize the beginning of a new air age. In fact, the *Shenandoah* went on a number of publicity tours, including a cruise of more than 9,000 miles in 19 days, to prove the air-worthiness of dirigibles.

However, instead of ushering in a new era of fabulous flight, the *Shenandoah* would become the first in a decade of dirigible disasters. In 1925, it broke in half over the Ohio Valley during a violent thunderstorm, killing 14 crew members.

In the early 1930s, the U.S. Navy made another attempt to perfect the dirigible. The Navy created the sister ships, *Akron* and *Macon*. Both were 100 feet longer than the *Shenandoah*, and both had the ability to carry, launch, and retrieve up to five planes while in flight. Unfortunately, it seemed that dirigibles were plagued with bad luck. In 1933 the *Akron* ran into severe weather and crashed off the New Jersey coast. Two years later, bad weather was to blame once again when the *Macon* crashed into the Pacific Ocean. This crash marked the end of the U.S. Navy's airship program.

Meanwhile in Germany, the Zeppelin Company was determined to prove that dirigibles were a safe and comfortable way to travel. In 1928 they built the *Graf Zeppelin*. This was a 774-foot long luxurious ship with ten private rooms, a formal dining room, and an all-electric kitchen. The *Graf Zeppelin* was quite a success. It carried a total of 13,000 passengers to four different continents before its retirement in 1937.

The German *Hindenburg*, the largest airship ever built, was even more luxurious than the *Graf Zeppelin*. It featured 25 private rooms, a library, and a lounge. Despite its tremendous size, the *Hindenburg* still managed a top speed of 84 miles per hour through the use of its four diesel engines. However, the Germans had no access to helium at the time. As a result, the *Hindenburg* was inflated with over 7,000,000 cubic feet of highly flammable hydrogen gas.

In 1936, the *Hindenburg* made 10 successful round trips between Germany and the U.S. But then tragedy struck in May of 1937. The *Hindenburg* was just completing one of its transatlantic flights. As it attempted to dock in Lakehurst, New Jersey, it burst into flames. Incredibly, 62 of the 97 people aboard were able to escape. However, the accident was seen by many people via film, photographs, and radio. This publicity set many against the idea of dirigible travel, and the age of the airship came to an end.

Directions: Write the main idea of the passage. Then use the graphic organizer to list details from the passage that are relevant or irrelevant to the main idea of the story.

What is the main idea of this passage?

Relevant	Irrelevant
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____
4. _____ _____	4. _____ _____
5. _____ _____	5. _____ _____
6. _____ _____	6. _____ _____
7. _____ _____	7. _____ _____
8. _____ _____	8. _____ _____

Directions: Write the main idea of the passage. Then use the graphic organizer to list details from the passage that are relevant or irrelevant to the main idea of the story. **Answers will vary.**

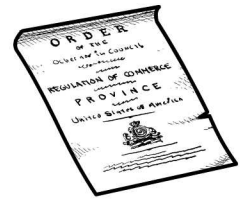
What is the main idea of this passage?

Answers will vary. Once people started traveling on dirigibles, there were many disasters. It was not a very safe way to travel, even though it was popular.

Relevant	Irrelevant
1. <u>The <i>Shenandoah</i> symbolized the beginning of a new air age.</u>	1. <u>The <i>Shenandoah</i> was longer than two football fields.</u>
2. <u>There were many disasters associated with dirigibles.</u>	2. <u>The <i>Akron</i> and <i>Macon</i> were both 100 feet longer than <i>Shenandoah</i>.</u>
3. <u>The <i>Shenandoah</i> was destroyed in a thunderstorm.</u>	3. <u>The <i>Graf Zeppelin</i> was built in 1928.</u>
4. <u><i>Akron</i> crashed off the New Jersey coast.</u>	4. <u>The <i>Graf Zeppelin</i> had ten private rooms.</u>
5. <u><i>Macon</i> crashed into the ocean.</u>	5. <u>The <i>Hindenburg</i> had a lounge.</u>
6. <u>The Zeppelin Company was determined to prove that dirigibles were a safe and comfortable way to travel.</u>	6. <u>Four engines powered the <i>Hindenburg</i>.</u>
7. <u>The <i>Hindenburg</i> burst into flames upon landing.</u>	7. <u>The <i>Hindenburg</i> tried to land at Lakehurst, New Jersey.</u>
8. _____	8. _____

Using Cause-and-Effect to Gain Meaning

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



Jay's Treaty: Looking Back

Jay's Treaty was very unpopular with the American public when it was signed in 1794. However, with the passage of time, it proved to be a very good thing for the United States. Most importantly, this accord between Great Britain and the U.S. government prevented a war that would have been devastating for the new country. Continued tension between the nations was avoided. Instead, Jay's Treaty ushered in 10 years of friendly relations. In addition, it gave the U.S. control over the Northwest Territory.

Jay's Treaty provided early America with another unexpected benefit as well. When news got out that the treaty had been signed, the members of the Spanish royal court were filled with dread. For them, Jay's Treaty could only mean one thing. It meant that England and the U.S. had forged a military alliance, and that together they would take over the American Southwest. Because of this concern, the Spanish court eagerly received the U.S. envoy, John Pinckney. Jay's Treaty, and the fear it produced in the Spanish, led to the signing of Pinckney's Treaty in 1795.

Through Pinckney's Treaty, Spain and the United States agreed on western and southern boundaries for the United States: the Mississippi River to the west, and the 31st parallel to the south. In addition, the agreement allowed Americans to freely navigate the Mississippi River and use Spanish-ruled New Orleans as a port. These were two things American shippers had been unable to do since 1780.

Looking back, it is easy to see that Jay's Treaty created a domino effect of positive outcomes for the United States, even though it initially caused an uproar. History shows that it fostered peace with Great Britain, and surprisingly, with Spain as well. This period of concord gave the new country valuable time to grow economically and establish its place in the world.

Directions: Complete the table by filling in the missing cause or effect.

Cause

Effect

.....▶

War with Great Britain was avoided, and the United States gained control over the Northwest Territory.

The Spanish heard about Jay's Treaty.

.....▶

The Spanish were worried about the long-term effects of Jay's Treaty.

.....▶

.....▶

Americans were able to freely navigate the Mississippi River and settle west of the mountains.

Directions: Complete the table by filling in the missing cause or effect.

Cause

Effect

Jay's Treaty was signed.

.....▶

War with Great Britain was avoided, and the United States gained control over the Northwest Territory.

The Spanish heard about Jay's Treaty.

.....▶

The Spanish feared England and America might be in a secret alliance, allowing America's frontiersmen to take the Southwest from Spain.

The Spanish were worried about the long-term effects of Jay's Treaty.

.....▶

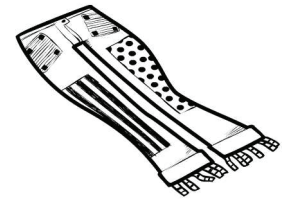
The Spanish and the Americans signed Pinckney's Treaty, establishing new boundaries.

The Spanish and the Americans signed Pinckney's treaty, establishing new boundaries.

.....▶

Americans were able to freely navigate the Mississippi River and settle west of the mountains.

Using Clue Words to Differentiate Facts, Opinions, Generalizations, and Overgeneralizations



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

Jean's Jeans

Jean and her aunt made their way down the sidewalk to the used clothing store. "We have ten orders," Jean remarked as she shook open a crumpled piece of notebook paper for her aunt to see.

"That's a wonderful start!" Jean's aunt said. "See, you can do anything you choose. You already have your own fashion design business."

"Sometimes it's necessary to start from scratch," Jean said with a playful grin. Her aunt had said the exact same thing a month ago. Jean had called her up complaining that she could never afford any of the clothes at the mall. Her aunt had come by the next day with a sewing machine, a large box, and an old pair of beat-up jeans.

"These are perfect for you," she'd said, laughing at the expression on Jean's face. "Don't worry, everything works out in the end. These pants will be the only ones you'll ever want to wear when we're done," her aunt had added.

The box Jean's aunt brought over contained brightly colored ribbon, braided tassels, metallic antique buttons, and assorted fabric scraps. "Usually, adults don't know what kids your age prefer, so you'll be the designer and I'll just sew," her aunt had said. Jean had felt a spark of excitement as she began sifting through the various pieces of fabric and other embellishments in order to decide how to refashion the old jeans.

She chose a striped fabric for her aunt to sew down the side of one pant leg. She chose a polka-dotted pattern for the side of the other pant leg. She had her aunt cuff the bottoms of the jeans with wide swaths of indigo beaded tassel. She even stitched two front pockets herself. She fashioned them from crushed velvet and lined them with silver square buttons. When the jeans were finished, Jean's aunt commented that they were "simply spectacular."

"So, what will you call your business?" Jean's aunt asked, snapping Jean out of her reverie. "I have only one choice," Jean replied. "*Jean's Jeans* says it all, don't you agree?"

"That's a terrific name!" Jean's aunt said as she took her arm and they walked into the store to buy ten pairs of old beat-up denim pants.

Directions: Place the following sentences from the passage into the correct category. Then write a response to the last question.

“You already have your own fashion design business.”

“These ought to fit you.”

Her aunt had come by the next day with a sewing machine, a large box, and an old pair of beaten up jeans.

“I have only one choice,” Jean replied. “*Jean’s Jeans* says it all, don’t you agree?”

“Don’t worry, they’ll be everything you’ve ever dreamed a pair of pants could be when we’re done.”

She chose a striped fabric for her aunt to sew down the side of one pant leg.

“Usually, adults don’t know what kids your age prefer, so you’ll be the designer and I’ll just sew.”

Opinion a belief or judgment that cannot be proven	Fact can be proven true through research	Generalization a conclusion supported by facts	Overgeneralization a conclusion based on widely held opinions

Read the following text from the passage:

“So, what will you call your business?” Jean’s aunt asked, snapping Jean out of her reverie. “I have only one choice,” Jean replied, “*Jean’s Jeans* says it all, don’t you agree?”

What do you think Jean was trying to say at this point in the passage? Explain your answer.

Directions: Place the following sentences from the passage into the correct category. Then write a response to the last question.

“You already have your own fashion design business.”

“These ought to fit you.”

Her aunt had come by the next day with a sewing machine, a large box, and an old pair of beaten up jeans.

“I have only one choice,” Jean replied. “*Jean’s Jeans* says it all, don’t you agree?”

“Don’t worry, they’ll be everything you’ve ever dreamed a pair of pants could be when we’re done.”

She chose a striped fabric for her aunt to sew down the side of one pant leg.

“Usually, adults don’t know what kids your age prefer, so you’ll be the designer and I’ll just sew.”

Opinion a belief or judgment that cannot be proven	Fact can be proven true through research	Generalization a conclusion supported by facts	Overgeneralization a conclusion based on widely held opinions
<p>“That’s a terrific name.”</p>	<p>Her aunt came by the next day with a sewing machine, a large box, and an old pair of beaten up jeans.</p> <p>She chose a striped fabric for her aunt to sew down the side of one pant leg.</p>	<p>“I have only one choice,” Jean replied. “<i>Jean’s Jeans</i> says it all, don’t you agree?”</p> <p>“Don’t worry, they’ll be everything you’ve ever dreamed a pair of pants could be when we’re done.”</p> <p>“Usually, adults don’t know what kids your age prefer so you’ll be the designer and I’ll just sew.”</p>	<p>“You already have your own fashion design business.”</p>

Read the following text from the passage:

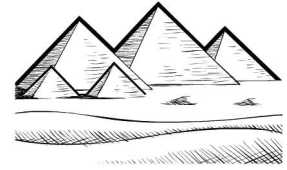
“So, what will you call your business?” Jean’s aunt asked, snapping Jean out of her reverie. “I have only one choice,” Jean replied, “*Jean’s Jeans* says it all, don’t you agree?”

What do you think Jean was trying to say at this point in the passage? Explain your answer.

Answers will vary. Jean thought she would use a play on words that includes her name and her new profession. There is a sense of irony that someone named Jean would like to work in the jeans business. Jean respects her aunt’s opinion so she needed to make sure her aunt agreed that the only choice she had for her business name would be Jean’s Jeans.

Paraphrasing Information: Simplifying Difficult Information to Clarify Meaning

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



The Great Pyramid

Of the Seven Wonders of the Ancient World, only one remains today: the Great Pyramid of Giza. It was built as a tomb for King Khufu, the second pharaoh of the fourth dynasty of ancient Egypt.

King Khufu commissioned the construction of his tomb at Giza around 2,600 B.C.E. Measuring 756 feet along each side of its base, standing 481 feet high, and covering 13 acres, the Great Pyramid of Khufu is the largest pyramid ever built. It is made of 2.3 million limestone blocks. Each block averages about 2.5 tons. These huge stones were transported from quarries, polished, and then pushed up ramps into position.

In the absence of advanced machinery or tools, this was an amazing feat. The Great Pyramid, and the two slightly smaller pyramids nearby, were built by workers from Egyptian villages. Their work was overseen by the pharaoh's supervisors. Scholars believe it took approximately 30 years to complete the Great Pyramid of Khufu. (It took approximately 80 years to complete all three pyramids.) The first 10 years were spent building the ramp leading from the Nile valley to the pyramid. The next 20 years were spent building the pyramid itself. The Great Pyramid has two large interior chambers, a number of small air chambers for ventilation, and many passages.

The tombs of the great pharaohs were built to shelter them in the afterlife. It was important for Ancient Egyptians to take proper care of their pharaoh's dead bodies. They believed that after death, a pharaoh became "king of the dead." A piece of his spirit was believed to remain with his corpse. Unless his corpse was properly cared for, a pharaoh could not fulfill his duties as king of the dead. If this happened, Egypt would be subject to great disaster.

Ancient Egyptians took great care to prevent disaster by mummifying their dead pharaohs. Mummification was intended to purify the pharaoh's corpse and preserve his spirit. The process involved removing, drying, and bandaging the organs, which were put into decorated jars to be placed with the body. Then the body was cleaned, stuffed, and left to dehydrate for approximately 40 days. Finally, the stuffing was replaced. Then the body was coated in wax and wrapped in bandages before being placed in a coffin.

Everything a pharaoh might need in the afterlife—including food, jewelry, weapons, gold, and furniture—would be buried with him. To guard against thieves, the Egyptians placed the pharaoh and his belongings inside a sealed coffin. That coffin was placed inside a larger coffin, which was placed into an even larger coffin, and so on until the trusted servants were satisfied their pharaoh was safely preserved and out of reach of thieves. The servants placed the coffins into one of the two or three chambers within the tomb, keeping the exact location a carefully guarded secret.

To this day, the Great Pyramid of Giza remains intact and in good condition. It stands as a testament to the architectural expertise and hard work of the ancient Egyptians. This first wonder of the ancient world continues to inspire wonder and awe in the modern world.

Directions: Read the paragraph. Then paraphrase it in the space provided.

¹ In the absence of advanced machinery or tools, this was an amazing feat. The Great Pyramid, and the two slightly smaller pyramids nearby, were built by workers from Egyptian villages. Their work was overseen by the pharaoh's supervisors. Scholars believe it took approximately 30 years to complete the Great Pyramid of Khufu. (It took approximately 80 years to complete all three pyramids.) The first 10 years were spent building the ramp leading from the Nile valley to the pyramid. The next 20 years were spent building the pyramid itself. The Great Pyramid has two large interior chambers, a number of small air chambers for ventilation, and many passages.

² The tombs of the great pharaohs were built to shelter them in the afterlife. It was important for Ancient Egyptians to take proper care of their pharaoh's dead bodies. They believed that, after death, a pharaoh became "king of the dead." A piece of his spirit was believed to remain with his corpse. Unless his corpse was properly cared for, a pharaoh could not fulfill his duties as king of the dead. If this happened, Egypt would be subject to great disaster.

³ Ancient Egyptians took great care to prevent disaster by mummifying their dead pharaohs. Mummification was intended to purify the pharaoh's corpse and preserve his spirit. The process involved removing, drying, and bandaging the organs, which were put into decorated jars to be placed with the body. Then the body was cleaned, stuffed, and left to dehydrate for approximately 40 days. Finally, the stuffing was replaced. Then the body was coated in wax and wrapped in bandages before being placed in a coffin.

⁴ Everything a pharaoh might need in the afterlife—including food, jewelry, weapons, gold, and furniture—would be buried with him. To guard against thieves, the Egyptians placed the pharaoh and his belongings inside a sealed coffin. That coffin was placed inside a larger coffin, which was placed into an even larger coffin, and so on until the trusted servants were satisfied their pharaoh was safely preserved and out of reach of thieves. The servants placed the coffins into one of the two or three chambers within the tomb, keeping the exact location a carefully guarded secret.

⁵ To this day, the Great Pyramid of Giza remains intact and in good condition. It stands as a testament to the architectural expertise and hard work of the ancient Egyptians. This first wonder of the ancient world continues to inspire wonder and awe in the modern world.

Directions: Read the paragraph. Then paraphrase it in the space provided.

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The pyramids took many years to complete. Considering that the ancient Egyptians did not have modern technology, the pyramids were very sophisticated.

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Egyptians believed that they needed to protect the pharaoh’s body so that he could rule in an afterlife.

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Ancient Egyptians used a complex process to mummify dead pharaohs. When the process was complete, the body was placed in a coffin.

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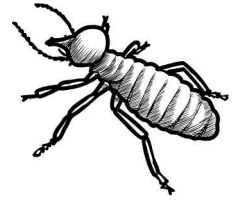
Pharaohs were buried with everything they might need in the afterlife. There was much ritual involved.

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The Great Pyramid of Giza is still standing.

Summarizing Text: Using a Graphic Organizer to Organize Information

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

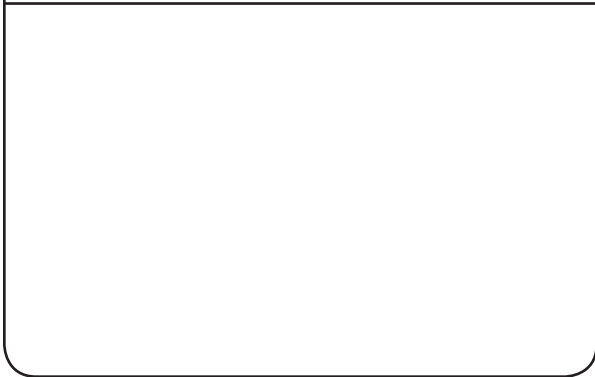


Tenacious Termites


- ¹ Termites are social insects that have been around for a long time. One reason they have endured as a species is their amazing ability to defend their colonies. Termites use many different strategies to protect their colonies from attackers. Nobody understands this better than Glenn D. Prestwich, a well-respected chemist who studies the chemical defenses of termites.
- ² Prestwich knows that, of the many different types of termites, each has its own unique defense method. Most termite defenses rely on chemistry rather than physical strength. One unusual defense is used by the soldier termite. When its nest is attacked (usually by ants), it blocks the entry tunnels by swelling its body until it explodes, covering its attacker with its remains. Other termites split in two when pinched, spurting digestive juices that burn their enemies' bodies like acid. The bazooka termite uses a remarkable flypaper-type strategy. It shoots glue from its long forehead, trapping its enemy in the sticky substance until it dies.
- ³ Some termites are more precise in the way they deliver their chemical weapons. Some bite the attacker and then coat its wound with a poisonous chemical. Others "paint" the faces of their attackers using a built-in "paint brush" extension from their upper lip. Some inject chemical poisons directly. Still others squirt poisons from their extra-long noses.
- ⁴ With all these chemical weapons at their disposal, we have to wonder what keeps these different types of termites from poisoning themselves. This is a topic of particular interest to Prestwich. He continues to research termites with the goal of finding out more about these unusually durable insects.

Directions: Identify the main idea for each paragraph. Then identify the main idea of the story.


What is the main idea of Paragraph 1?



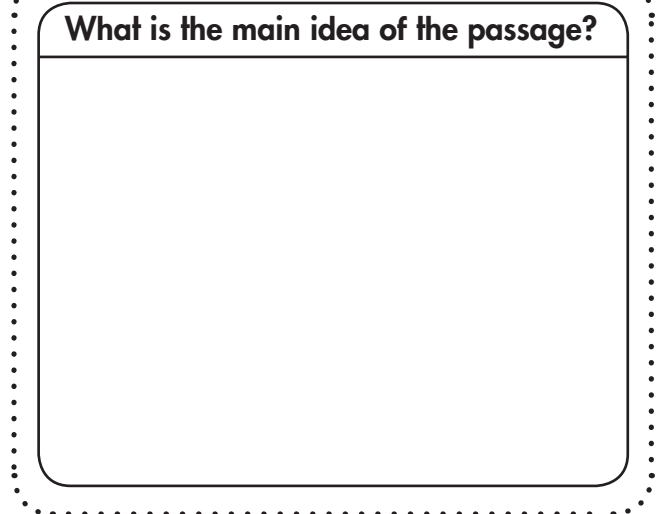
What is the main idea of Paragraph 2?



What is the main idea of Paragraph 3?



What is the main idea of the passage?



Directions: Identify the main idea for each paragraph. Then identify the main idea of the story. Answers will vary.

What is the main idea of Paragraph 1?

Termites have a range of defenses to hold off enemies.

What is the main idea of Paragraph 2?

Termites tend to use chemical defenses rather than muscle power.

What is the main idea of Paragraph 3?

Some termites have very precise ways of delivering chemicals to their enemies.

What is the main idea of the passage?

Glenn D. Prestwich studies different types of termites that have developed a variety of defenses against enemies. Most of these defenses are chemical rather than physical. Some termites deliver chemical defense by killing themselves, releasing poison on their enemies. Others have specific ways of delivering chemicals, such as through biting or squirting.

Analyzing Characters in Literature

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



Garage Band Blues

Carlos stopped drumming and Devin put down his bass guitar. They both shook their heads. “Maybe he’s trying for a record,” Carlos yelled as Brent continued his earsplitting guitar riff while Antonio, their new vocalist, tried to sing above the din.

“Yeah,” Devin quipped, “the record for most annoying guitar player.” Brent certainly had become irritating ever since their former lead singer, Nate, moved to the west coast.

Finally, Antonio gave up trying to sing above Brent’s racket, and the three band mates waited. “Why is everybody just standing around?” Brent asked when he had finally finished.

“Because no one can hear us play,” Carlos answered, “when your amplifier is blaring.”

“No way, dudes, then no one will hear my riffs above his screeching,” Brent said pointing to Antonio. The air was thick with tension, and everyone was sensing it.

“Hey, uh, thanks guys, but it’s pretty obvious that this isn’t going to work out,” Antonio said. He stormed out of the room and slammed the door behind him.

“Good riddance,” Brent muttered under his breath.

“Brent, get at clue,” said Devin, “the Garage Band competition is only two weeks away, and we have a long way to go before we are ready. We can’t afford to lose anyone!”

“Yeah,” Carlos piped up, “what do you have against Antonio anyway?”

“Well, *Superstar* likes to hog the whole stage like he’s a solo act. He’s the absolute opposite of Nate, who was a true team player,” Brent replied.

“Hey, we’re all unhappy about losing Nate, but we’ve got to focus on this competition,” Carlos said. “Honestly, Brent, you’re the one who’s been going *solo*. Ever since Nate left, you’ve been taking your frustrations out on us—think about it. In fact, we all need some time to think. Let’s break for lunch and then get together to talk it out.”

Devin and Carlos left for lunch, but Brent stayed behind to consider what Carlos had said. He thought about Nate, his best friend since preschool, who now lived over two thousand miles away, and began to quietly play and sing a song he had written called “Old Friends.” He was so lost in the music that he did not notice Antonio return for his coat.

“That was impressive,” Antonio said when Brent finished, “did you write it?”

“Yeah, thanks,” Brent replied, then added, “I’m, uh, sorry for the way I acted earlier. I had some time to think about what’s been happening, and it turns out that I was really just missing a friend.”

“No problem, I’ve been there myself,” Antonio said. “Hey, could you sing that refrain again—the one with the low notes? I think I can come up with some cool backup harmony for it.”

When Carlos and Devin returned, they were shocked to find Brent and Antonio singing together, with smiles on their faces.

“Don’t look so surprised,” Brent smirked. “After all, we named our band The Sticky Notes because we know how to *stick* together!”

Everybody groaned as they took their places for rehearsal. “Well, *stick* with music, Brent,” Carlos grinned from behind the drums. “Your comedy is awful!”

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

1. How did Carlos handle the conflict between Brent and Antonio?

- A. He asked Antonio to pack up his things and leave the band.
- B. He told the group that he would be the new member in charge.
- C. He suggested that they take some time to think about the situation.
- D. He asked Devin to take Brent to lunch so they could find a solution.

2. Why did Brent apologize to Antonio?

- A. He wanted to find out if Antonio had joined another band.
- B. He realized he had been unfair in the way he had treated Antonio.
- C. He wanted Antonio to stay even though he did not like his singing.
- D. He did not want Antonio to tell the others that he was singing alone.

3. What did Antonio do to ease the tension with Brent?

- A. He offered to help Brent improve his song.
- B. He told Brent that he was a good musician.
- C. He accepted Brent's apology and said he was sorry.
- D. He quietly left the room so that Brent would have time to think.

4. Why were Carlos and Devin surprised when they returned from lunch?

- A. They found Brent and Antonio working together.
- B. They found their instruments had been destroyed.
- C. They found new band members waiting to practice with them.
- D. They found a note saying that Brent and Antonio had joined another band.

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

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

Answers will vary. I think the band members will get along better now. They had an argument, but they found a good way to communicate. Carlos is a good leader. They will practice a lot for the competition and will probably win.
