

Grade 3 Reading Portfolio Sample Set 2019–20

Grade 3 ELA Standards

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3: Describe characters in a story and explain how their actions contribute to the sequence of events.

RL.3.4: Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.

L.3.4: Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

L.3.5.a: Demonstrate understanding of nuances in word meanings: Distinguish the literal and nonliteral meanings of words and phrases in context.

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.8: Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.

RELEASED
Grade 3 Portfolio
2019–2020

Selection	Sub-Genre	Title	Pages
Standard RL.3.1			
1	Realistic	Adapted from <i>The Dutch Twins</i> : "Market Day With Father"	1–4
2	Fantasy/Fable	Adapted from <i>The Adventures of Peter Cottontail</i> : "Peter Has Another Great Laugh"	5–7
3	Fantasy/Fable	Adapted from <i>Five Little Peppers Abroad</i> : "A Fish Story and Other Things"	8–11
4	Fantasy/Fable	Adapted from <i>The Patchwork Girl of Oz</i> : "The Trick River"	12–15
5	Fantasy/Fable	Adapted from <i>The Tale of Nimble Deer</i> : "At the Carrot Patch"	16–19
6	Realistic	For the Birds	20–23
7	Fantasy/Fable	Adapted from "King Alfred and the Beggar"	24–26
Answer Key Standard RL.3.1			27–28
Standard RL.3.2			
1	Realistic	Adapted from <i>The Japanese Twins</i> : "A Rainy Day"	29–32
2	Fantasy/Fable	Adapted from "Raggedy Ann Learns a Lesson"	33–36
3	Realistic	The Stop Sign	37–40
4	Realistic	Manners	41–45
5	Realistic	The Show Must Go On	46–49
6	Fantasy/Fable	Adapted from "The Goose Who Tried to Keep the Summer"	50–53
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Selection	Sub-Genre	Title	Pages
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1	Realistic	Show-and-Tell	60–63
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3	Realistic	A Whale of a Time	67–71
4	Realistic	Adapted from "Mother's Story of the Princess and Her Pigeon"	72–76
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6	Realistic	Adapted from <i>The Circus Boys Across the Continent: "The Showman's Reward"</i>	81–85
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Standard RL.3.4			
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2	Realistic	Adapted from <i>The Circus Boys in Dixie Land: "The Circus Makes a Call"</i>	97–100
3	Fantasy/Fable	Adapted from <i>The Tale of Betsy Butterfly: "A Mishap"</i>	101–104
4	Realistic	Adapted from "Just Before Supper"	105–107
5	Realistic	Excitement by the Book	108–111
6	Realistic	Adapted from <i>The Circus Boys in Dixie Land: "Under Canvas Again"</i>	112–115
7	Realistic	It's Not Fair	116–120
Answer Key Standard RL.3.4			121–122
Standard L.3.4			
1	Realistic	Adapted from <i>Just David: "The Trail"</i>	123–126
2	Technical	Adapted from "Bright Birds: The Flamingo"	127–130
3	Historical	Adapted from <i>The Courage to Soar: "The Wright Brothers"</i>	131–134
4	Fantasy/Fable	Adapted from <i>Umboo, the Elephant: "On the March"</i>	135–138
5	Realistic	Adapted from "Silvertip"	139–143
6	Technical	A Trip to the Egyptian Market	144–147
7	Technical	Adapted from "The Meadow Starlings"	148–151
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1	Realistic	Adapted from <i>Little Women</i> : "The Laurence Boy"	154–157
2	Realistic	Lions and Tigers and . . . Chimps?—Oh My!	158–162
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4	Technical	Quilts	167–170
5	Realistic	The Bakery	171–175
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7	Technical	Dragons	180–182
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2	Historical	Excerpt from <i>The Courage to Soar</i> : "Kites in Flight"	189–191
3	Scientific	Adapted from <i>Our Very Own Star: The Sun</i>	192–194
4	Biography	Adapted from <i>Franz Schubert: The Story of the Boy Who Wrote Beautiful Songs</i>	195–197
5	Scientific	Adapted from "Turtles on the Amazon"	198–201
6	Technical	Excerpt from "Ballet Activity Card"	202–205
7	Technical	Felucca Ride down the Nile River	206–208
Answer Key Standard RI.3.1			209–210
Standard RI.3.2			
1	Technical	Hearing Protectors: What to Say When Friends Say, "No Way."	211–214
2	Technical	Robots in Action	215–217
3	Scientific	What is a Shooting Star?	218–220
4	Technical	Excerpt from "Baseball Activity Card"	221–224
5	Biography	Adapted from "John Wanamaker"	225–228
6	Scientific	Your Planet Needs You	229–232
7	Scientific	Adapted from "What is Climate Change?"	233–236
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Selection	Sub-Genre	Title	Pages
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6	Economics	Smart Spending	258–260
7	Historical	Stories of the U.S. Flag	261–263
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Standard RI.3.4			
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3	Historical	Adapted from <i>The Courage to Soar</i> : "The Wright Brothers"—Selection 1	274–276
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5	Biography	Jane Goodall, Friend and Defender of Animals	280–283
6	Scientific	The World of Plants	284–287
7	Scientific	Adapted from "Snakes"	288–291
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Standard RI.3.8			
1	Technical	Adapted from "Lightning"	294–297
2	Biography	Adapted from "Robert Fulton"	298–301
3	Technical	Adapted from "The Bird Grown Up: What He Eats"	302–305
4	Scientific	Predators in the Arctic Tundra	306–309
5	Scientific	Adapted from "At the North Pole"	310–313
6	Scientific	Adapted from "The Bird Grown Up: The Bird's Language"	314–317
7	Scientific	Adapted from "The Swallow Family"	318–321
Answer Key Standard RI.3.8			322–323
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Name _____ Date _____

**Adapted from *The Dutch Twins:*
“Market Day With Father”***by Lucy Fitch Perkins*

One afternoon Kit and Kat were playing around the kitchen doorstep while their Mother sat on a bench by the door peeling some onions for supper. It was not yet suppertime, but Mother Vedder was always ahead of the clock with the work.

Kit and Kat had a pan of water and were teaching their ducklings to swim. They each had one little duckling of their very own. The ducklings squawked when Kit lifted them over the edge of the pan and into the water.

“Don’t do that, Kit,” said Kat. “The ducklings don’t like it. You didn’t like it when you fell into the water, did you?”

“But I’m not a duck,” said Kit.

“Well, anyway, they’re tired and want to go to their mother,” said Kat. “Let’s do something else! I’ll tell you what! Let’s go out to the garden and help Father get the boat loaded for market.”

“All right,” said Kit. “May we, Mother?”

“Yes,” said Mother Vedder; “and you may ask Father if he will take you to market with him tomorrow if it’s fair. Tell him I said you could ask.”

“Oh, goody, goody!” said Kit and Kat, both at once; and they ran as fast as their wooden shoes would take them out into the garden.

They found their father cutting cabbages and gathering them into piles. He was stopping to rest for a moment when they reached him.

“O Father!” said Kit and Kat both together. “May we go on the boat to market with you tomorrow morning? Mother said we might ask!”

“We’ll help you load the boat,” said Kit.

“Yes,” said Kat, “I can carry a cabbage.”

“I can carry two,” said Kit. “We’ll both be good,” said Kat.

“Very well,” said Father, at last. “We’ll see how you work! And tomorrow morning, if the weather is good, I’ll see! But you must go to bed early tonight, because you’ll have to get up very early in the morning, if you go with me! Now you each take a cabbage and run along.”

Father Vedder went back to his work.

Kit and Kat ran to the cabbage pile. Kat took one, and Kit took two—just to show that he could.

“When Father says ‘I’ll see,’ he always means ‘yes,’ ” Kat said to Kit.

Perhaps it seems strange to you that they should go to market in a boat, but it didn’t seem strange at all to the twins.

You see, in Holland there are a great many canals. They cross the fields like roadways of water, and that is what they really are. Little canals open into big ones, and big ones go clear to the sea.

It is very easy for farmers to load their vegetables for market right on a boat. They can pull the boat out into the big canal, and then away they go to sell their produce in the town.

The canals flow through the towns, too, and make water streets, where boats go up and down as carriages go here.

The twins and their father worked like beavers, washing the vegetables and packing them in baskets, until their good old boat was filled with cabbages and onions and beets and carrots and all sorts of good things to eat.

By that time it was nearly dark, and they were all three very hungry; so they went home.

They found that Mother Vedder had made soup for supper. The twins loved soup. They each ate three bowls of it, and then their mother put them to bed.

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- 1 What must happen for the twins to be able to go to the market?
- A The weather must be nice, they must work hard, and they need to go to bed early.
 - B They must help their mother with supper and help their father load the boat.
 - C They must put up their ducklings, help load the boat, and help cook dinner.
 - D The boat must be loaded, and they must go to bed early.
- 2 Which detail supports the idea that the twins were excited to go to market with their father?
- A "Kit and Kat had a pan of water and were teaching their ducklings to swim."
 - B " 'Let's do something else! I'll tell you what! Let's go out to the garden and help Father get the boat loaded for market.' "
 - C " 'Oh, goody, goody!' said Kit and Kat, both at once; and they ran as fast as their wooden shoes would take them out into the garden."
 - D "Kit and Kat ran to the cabbage pile."
- 3 What is Kit and Kat's father's job?
- A boater
 - B farmer
 - C fisherman
 - D wood-carver

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- 4 Which statement shows Kit and Kat are trying to prove they can be helpful and should be allowed to go with their father to the market?
- A "Mother said we might ask!"
 - B "I can carry a cabbage."
 - C "We'll see how you work!"
 - D "And tomorrow morning, if the weather is good, I'll see!"
- 5 What does Kit and Kat's family take to the market?
- A meat
 - B fruit
 - C buttermilk
 - D vegetables

Name _____ Date _____

**Adapted from *The Adventures of Peter Cottontail:*
"Peter Has Another Great Laugh"***by Thornton W. Burgess*

It was just sunup as Reddy Fox started down the Lone Little Path to the Green Meadows. Reddy was late. He should be over at the Old Briar Patch by this time. He was afraid now that Peter Rabbit would not be there. When he came in sight of the Old Briar Patch, there sat Peter on the edge of it.

"Good morning, Peter Rabbit," said Reddy Fox, in his politest manner. "I am sorry to have kept you waiting; it is all because I had a terrible fright last night."

"Is that so? What was it?" asked Peter, ducking down behind a big bramble bush to hide his smile.

"Why, I went over to Farmer Brown's garden to see if that new planting of young cabbage was all right, and there I met a terrible monster. It frightened me so that I did not dare to come out this morning until jolly, round Mr. Sun had begun to climb up in the sky, and so I am a little late. Are you ready, Peter Rabbit, to go up to the new planting of young cabbage with me?" asked Reddy, in his pleasantest manner.

Now, what do you think Peter Rabbit did? Why, Peter just began to laugh. He laughed and laughed and shouted! He lay down on his back and kicked his heels for very joy! But all the time he took care to keep behind a big, friendly bramble bush.

Reddy Fox stared at Peter Rabbit. He just didn't know what to make of it. He began to think that Peter had gone crazy. He couldn't see a thing to laugh at, yet here was Peter laughing. Finally Peter stopped and sat up.

"Did—did—the monster catch you, Reddy Fox?" he asked, wiping his eyes.

"No," replied Reddy, "it didn't catch me, because I could run faster than it could, but it chased me all the way home."

"In that case, I think I'll not go up to the cabbage bed this morning, for you know I cannot run as fast as you can, Reddy, and the monster might catch me," replied Peter, very gravely. "Besides," he added, "I have had my fill of tender young cabbage, and it was very nice indeed."

"What!" shouted Reddy Fox.

"Yes," continued Peter Rabbit, "I just couldn't wait till morning, so I went up there early last night. I'm thankful to you for telling me of it, Reddy Fox; I am indeed."

For just a little minute an ugly look crept into Reddy's face, for now he knew that once more Peter Rabbit had fooled him. But he kept his temper and managed to smile, as he said:

"Oh, don't mention it, Peter Rabbit, don't mention it. But tell me, didn't you meet the monster?"

"No," replied Peter Rabbit. And then, do what he would, he couldn't remain serious another minute, but began to laugh just as he had before.

"What's the joke, Peter Rabbit? Tell me so that I can laugh too," begged Reddy Fox.

"Why," said Peter Rabbit when he could get his breath, "the joke is that the monster that frightened you so was the old straw hat of Farmer Brown's boy, and I was underneath it. Ha, ha, ha! Ho, ho, ho!"

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- 1 Why was Reddy Fox running late?
- A He forgot he had to meet Peter Rabbit.
 - B He got lost on his way to the cabbage patch.
 - C He had been scared during the night and did not want to go out until sunup.
 - D He could not remember the time he was supposed to meet Peter Rabbit.
- 2 Why was Peter Rabbit laughing at Reddy Fox?
- A Peter had played a trick on Reddy.
 - B Peter thought that Reddy looked funny.
 - C Peter thought it was funny that Reddy was late.
 - D Peter knew he had already eaten all of the carrots.

- 3 What excuse does Peter Rabbit give Reddy Fox as to why he cannot travel to the cabbage patch?
- A Peter cannot run as fast as Reddy, and the monster might catch him.
 - B The cabbage patch does not have any new cabbages growing.
 - C The farmer will chase Peter away from the garden.
 - D Peter does not like to eat cabbage from the garden.
- 4 Which detail from the selection shows that Peter was laughing very hard?
- A "When he came in sight of the Old Briar Patch, there sat Peter on the edge of it."
 - B "He lay down on his back and kicked his heels for very joy!"
 - C "But all the time he took care to keep behind a big, friendly bramble bush."
 - D "For now he knew that once more Peter Rabbit had fooled him."
- 5 Why did Reddy Fox think that Peter Rabbit had gone crazy?
- A Peter Rabbit had eaten all of the new cabbage in the garden.
 - B Peter Rabbit was laughing, and Reddy Fox did not know why.
 - C Peter Rabbit had been able to fool Reddy Fox.
 - D Peter Rabbit was not scared of the monster.

Name _____ Date _____

**Adapted from *Five Little Peppers Abroad:*
"A Fish Story and Other Things"**

by Margaret Sidney

"Oh, Polly! Polly!" Phronsie came running along the deck of the ship and up to the little group playing shuffleboard.* "There's such a very big whale." And she clasped her hands in great excitement. "There truly is. Do come and see him."

"Is there?" cried Polly, throwing down her shovel. "Then we must all go and see him. Come, Jasper, and all of you," and she took Phronsie's hand.

"He is very dreadful big," said Phronsie, as they sped on, Jasper and the other players close behind. "And he puffed, Polly, and the water went up, oh, so high!"

"That's because he came up to breathe," said Polly, as they raced along. "Dear me, I hope he won't be gone when we get there."

"Can't he breathe under the water?" asked Phronsie, finding it rather hard work to perform that exercise herself in such a race. "What does he stay down there for, then, Polly?"

"Oh, because he likes it," answered Polly, carelessly. "Take care, Phronsie, you're running into all those chairs."

"I'm sorry he can't breathe," said Phronsie, anxiously trying to steer clear of the bunch of chairs whose occupants had suddenly left them, too, to see the whale. "Poor whale—I'm sorry for him, Polly."

"Oh, he's happy," said Polly. "He likes it just as it is. He comes up for a little while to blow and—"

"I thought you said he came up to breathe, Polly," said Phronsie, tugging at Polly's hand, and guilty of interrupting.

"Well, and so he does, and to blow, too—it's just the same thing," said Polly, quickly.

"Is it just exactly the same?" asked Phronsie.

* **shuffleboard:** a game played by pushing discs with a long stick to a scoreboard several feet away

"Yes, indeed; that is, in the whale's case," answered Polly, as they ran up to Grandpapa and the rest of their party, and the other passengers, all staring hard at a certain point on the sparkling waste of water.

"I thought you were never coming," said old Mr. King, moving away from the rail to tuck Polly and Phronsie in where they could get a good view. "Oh, there he is—there he is—Jasper, look!" cried Polly.

"There he is!" crowed Phronsie, now much excited. "Oh, isn't he big, Grandpapa?"

"I should say he is," declared Mr. King. "I think I never saw a finer whale in my life, Phronsie."

"He comes up to blow," said Phronsie, softly to herself, her face pressed close to the rail, and her yellow hair floating off in the breeze; "and Polly says it doesn't hurt him, and he likes it."

"What is it, Phronsie child?" asked old Mr. King, hearing her voice.

"Grandpapa, has he got any little whales?" asked Phronsie, suddenly raising her face.

"Oh, yes, I imagine so," said old Mr. King; "that is, he ought to have, I'm sure. Porpoises go in schools—why shouldn't whales?"

"What's a porpoise?" asked Phronsie, with wide eyes.

"Oh, he's a dolphin."

"Oh," said Phronsie, much confused, "and does he go to school?"

"Well, they go ever so many of them together, and they call it a school. Goodness me—that *is* a blow!" as the whale spouted boldly, and looked as if he were making directly for the steamer.

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- 1 According to the selection, what made Phronsie so excited?
- A She was winning at shuffleboard.
 - B She was running on the ship.
 - C She loved to play with Polly.
 - D She had seen a big whale.

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- 2 What does Phronsie do when she first sees the whale?
- A She yells at Mr. King.
 - B She runs to get Polly.
 - C She runs to get Jasper.
 - D She yells for Jasper.
- 3 What did Polly do when she first heard from Phronsie?
- A She ran away from her.
 - B She threw down her shovel.
 - C She asked her to join their game.
 - D She began to tell Phronsie about whales.
- 4 According to the selection, why does Mr. King move “away from the rail to tuck Polly and Phronsie in”?
- A to give them a good look at the whale
 - B to give them protection on the boat
 - C to keep them safe from the storm
 - D to keep them out of trouble

- 5 Why does the whale blow?
- A to amuse the people on the ship
 - B to get the porpoises' attention
 - C to keep from getting sick
 - D to breathe out air

Name _____ Date _____

**Adapted from *The Patchwork Girl of Oz:*
"The Trick River"***by L. Frank Baum*

1

After passing the wall of water, the current did not change or flow backward anymore but continued to sweep them steadily forward. The banks of the river grew lower, too, letting them see more of the country. Soon they discovered yellow buttercups and dandelions growing among the grass, which showed them they had reached the Winkie Country.

"Don't you think we ought to land?" Dorothy asked the Scarecrow.

"Pretty soon," he replied. "The Tin Woodman's castle is in the southern part of the Winkie Country, and so it can't be a great way from here."

Fearing they might go too far, Dorothy and Ojo now stood up and raised the Scarecrow in their arms, as high as they could, thus allowing him a good view of the country. For a time he saw nothing he recognized, but finally he cried:

"There it is! There it is!"

"What?" asked Dorothy.

"The Tin Woodman's tin castle. I can see its towers shining in the sun. It's quite a way off, but we'd better land as quickly as we can."

They let him down and began to move the raft toward the shore by means of the pole. It obeyed very well, for the current was slower now, and soon they had reached the bank and landed safely.

The Winkie Country was really beautiful, and across the fields they could see afar the silvery brightness of the tin castle. With light hearts they hurried toward it, being fully rested by their long ride on the river.

By and by they began to cross a large field of splendid yellow lilies, the delicate fragrance of which was very delightful.

"How beautiful they are!" cried Dorothy, stopping to admire the perfection of these lovely flowers.

"Yes," said the Scarecrow, thoughtfully, "but we must be careful not to crush or injure any of these lilies."

"Why not?" asked Ojo.

"The Tin Woodman is very kindhearted," was the reply, "and he hates to see any living thing hurt in any way."

"Are flowers alive?" asked Scraps.

"Yes, of course. And these flowers belong to the Tin Woodman. So, in order not to upset him, we must not walk on a single blossom."

"Once," said Dorothy, "the Tin Woodman stepped on a beetle by accident and hurt the little creature. That made him very unhappy and he cried until his tears rusted his joints, so he couldn't move them."

"What did he do then?" asked Ojo.

"Put oil on them, until the joints worked smoothly again."

"Oh!" exclaimed the boy, as if a great discovery had flashed across his mind. But he did not tell anybody what the discovery was and kept the idea to himself.

It was a long walk, but a pleasant one, and they did not mind it a bit. Late in the afternoon they came near to the wonderful tin castle of the Emperor of the Winkies, and Ojo and Scraps, who had never seen it before, were filled with amazement.

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- 1 According to paragraph 1, how did Dorothy and Scarecrow know they had reached Winkie Country?
- A They saw the river.
 - B They saw the castle.
 - C They saw the dandelions.
 - D They saw the Tin Woodman.

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- 2 How did Scarecrow know they had reached the Tin Woodman's tin castle?
- A He saw the flag.
 - B He saw its towers.
 - C He saw its blossoms.
 - D He saw the entrance.
- 3 According to the selection, who owns the flowers?
- A Dorothy
 - B Ojo
 - C Scarecrow
 - D Tin Woodman
- 4 According to the selection, what could upset the Tin Woodman?
- A rusting his joints
 - B leaving a pet outside
 - C having unexpected visitors
 - D seeing any living thing hurt

- 5 What caused the Tin Woodman's joints to rust?
- A the tears he cried from stepping on a beetle
 - B the tears he cried from stepping on a cat
 - C the tears he cried from missing his family
 - D the tears he cried from hurting his knee

Name _____ Date _____

**Adapted from *The Tale of Nimble Deer:*
*"At the Carrot Patch"***

by Arthur Scott Bailey

During his first summer Nimble Deer never reached Farmer Green's carrot patch once. His mother had planned to take him there, but because of an unexpected party, she had delayed their visit. Somehow the right night for a trip after carrots never seemed to come again.

Now, Nimble had never forgotten what his mother had told him about carrots. He decided he was going after some—so he promised himself—just as soon as he was big enough. He would make the trip all by himself.

When Nimble's second summer rolled around, he was big enough and old enough to prowl through the woods and fields much as he pleased. He was a deer with antlers, and he felt he was strong enough to go to the carrot patch without waiting for anybody to show him the way.

So one night he went down the hillside pasture, across the meadow, and jumped the fence into Farmer Green's garden. He saw at once that somebody was there ahead of him. It was Jimmy Rabbit. He was very busy with one of Farmer Green's cabbages.

"I've come down to try the carrots," said Nimble.

Jimmy Rabbit did not answer him, except to nod his head slightly. He was eating so fast that he really couldn't speak right then.

"Are these carrots?" Nimble inquired, as he looked about at the big cabbages, which crossed the garden in long rows.

Jimmy Rabbit shook his head.

"They seem to be good," said Nimble, "whatever they are. I'll taste one."

And he did. In fact he tasted three or four of them, eating their centers out neatly. Meanwhile Jimmy Rabbit was becoming uneasy. And at last he spoke.

"I thought," he said, "you told me you had come down here to try the carrots."

"So I did," Nimble answered. "But I don't know where the carrots are."

"Why didn't you say so before?" Jimmy Rabbit asked him. And without waiting for an answer he cried, "Follow me! I'll show you." And he hopped off briskly, with Nimble after him.

Soon Jimmy Rabbit came to a halt.

"Here it is!" he said. "Here's the carrot patch. Help yourself!" And then he hopped away again, back to his dinner of cabbages. Nimble Deer began to eat the carrot tops. And he was greatly disappointed.

"They're not half as good as those great round balls," he muttered. And he turned away from the carrots, to go back and join Jimmy Rabbit. But he hadn't gone far when he met Jimmy running along in a great hurry.

"Old dog Spot!" Jimmy Rabbit gasped as he whisked past Nimble. "He's out tonight and he's coming this way."

In one leap Nimble sprang completely around and followed Jimmy Rabbit across the meadow, up through the pasture and over the stone wall into the woods. There they lost each other. The next morning Nimble met his mother along the ridge that ran down toward Cedar Swamp.

"I went down to the carrot patch last night," he told her. "And I must say I don't see why you're so fond of carrots. They're not half as good as some big green balls that I found in the garden. I call the carrot leaves tough. But the big green balls have very tender leaves."

His mother gave him a strange look.

"Do you mean to tell me," she asked him, "that you ate only the *leaves* of the carrots?"

"Why, yes!" said Nimble. "I saw nothing else to eat. There was no fruit on them."

"Ho!" cried his mother. "You have to dig with your toes to reach the carrots themselves. They're down in the ground. And to my mind there's nothing any juicier and sweeter and tenderer than nice young carrots, eaten by the light of the moon."

Nimble felt very foolish. And then he tossed his head and said lightly, "Oh, well! It wouldn't have made any difference if I *had* dug the carrots out of the dirt. They wouldn't have tasted right anyhow. For there was no moon last night!"

-
- 1 Why did Nimble wait until his second summer to visit the carrot patch?
- A He was not interested in eating carrots his first summer.
 - B Farmer Green was in the garden during his first summer visit.
 - C His mother had not found time to take him during his first summer.
 - D Jimmy Rabbit had eaten most of the carrots the first summer.
- 2 Why did Nimble eat the cabbages before trying the carrots?
- A He did not like the taste of the carrots.
 - B He did not know where the carrots were.
 - C Jimmy Rabbit was eating all the carrots.
 - D The cabbages tasted better than the carrots.
- 3 Which statement from the selection shows that Nimble's mother enjoys eating carrots?
- A "Somehow the right night for a trip after carrots never seemed to come."
 - B " 'And I must say I don't see why you're so fond of carrots.' "
 - C " 'They're not half as good as some big green balls that I found in the garden.' "
 - D " 'There's nothing any juicier and sweeter and tenderer than nice young carrots.' "

- 4 Which statement from the selection gives the reason Nimble felt foolish?
- A " 'But I don't know where the carrots are.' "
 - B " 'I don't see why you're so fond of carrots.' "
 - C " 'They're not half as good as some big green balls that I found in the garden.' "
 - D " 'Do you mean to tell me,' she asked him, 'that you ate only the *leaves* of the carrots?' "
- 5 What caused Nimble and Jimmy Rabbit to leave the garden?
- A Farmer Green's dog was outside and moving toward them.
 - B Nimble's mother was calling for him to come home.
 - C Farmer Green walked outside toward them.
 - D The cabbages had all been eaten.

Name _____ Date _____

For the Birds

"Dad! Look at all the robins in the back yard! There's a whole flock of them! There are one, two, three . . ." Joey continued to count. ". . . There are nineteen!"

"That's pretty cool, buddy," said his dad, looking up from the morning newspaper. "What do you think they're doing down there in the grass?"

Joey said, "They're probably looking for insects and worms, although robins eat just about anything. In winter, they eat berries and fruit, but when it gets warm, they usually eat things like beetles and earthworms."

"Hey, when did you become such an expert on robins?" asked Joey's dad.

"We've been learning about birds in science class," said Joey. "Did you know that swans have more than 25,000 feathers?"

"That's a lot of feathers," said Joey's dad. "Do all birds have that many?"

"No," said Joey. "It depends on the bird and where it lives. Swans have so many because they need a lot of feathers to keep them warm when they're swimming in cold water. Hummingbirds are tiny and live in warmer climates, so they only have about a thousand."

"That's pretty neat, son," said his dad. "What else have you learned?"

"Male birds almost always have brighter colored feathers than females," said Joey. "That's to help them attract female birds. Female birds usually have dull-colored feathers, which helps protect them by helping them blend in to their surroundings when they're tending their nest and waiting for their eggs to hatch."

"That makes sense," said Joey's dad.

"We've also been learning about ways to attract birds naturally," said Joey. "We already have some of the things they suggest in our yard, like trees and shrubs that have berries the birds can eat in winter, and provide shelter and protection from other animals that might attack them, like hawks."

"Yes, we have lots of trees and shrubs," said Joey's dad, looking out the window at the wooded area at the back of their property. "They should have plenty of shelter back there, and the flowering shrubs your mom planted around the patio should encourage them to come closer to the house."

"I think they do," said Joey. "I've seen them hopping around beneath the patio shrubs."

Joey came and sat down by his dad. "Dad," he said, "Could we get a birdbath? That's one of the things my teacher said helps attract birds. They like having water nearby."

"I think we could manage that," said his dad.

Just then, Joey's mom came into the family room.

"Hi, there," she said. "What are you two talking about?"

"Birds," said Joey. "We've been studying them in school, and I think they're really cool. I was asking dad if we could get a birdbath, and I was going to ask you about planting a hummingbird garden."

"A hummingbird garden? What's that?" asked his mother.

"It's a garden that has plants in it that will attract hummingbirds," explained Joey. "The teacher gave us copies of an article that has information about the types of plants that hummingbirds like. I thought maybe the next time you went shopping for plants, you could see if you can find some of them. I'll even help you plant them."

"Well, that sounds like an offer I can't refuse!" said his mom, smiling.

"Hummingbirds like flowers that have a lot of nectar. A lot of the flowers they like are long and shaped like trumpets," said Joey. "One of the plants is even called trumpet vine."

"I like vines," said his mom. "We could probably grow some vines along the fence next to the patio. What are some of the other flowers?"

"There's one that's called 'hummingbird sage,' but the real name is too hard for me to pronounce," said Joey. He got the hummingbird article from his notebook and handed it to his mom. She looked at the list, nodding her head at some of the plant names.

"We actually have a couple of these," she said, "and some of the others are ones that I've been wanting to add to the garden anyway. The fact that they'll attract hummingbirds will be a bonus."

"You mean you'll get some of them?" asked Joey.

"Sure," said his mom. "In fact, maybe we can create a special hummingbird garden and put the new birdbath in the center. The place where the old shed used to be would be the perfect setting for it."

"Yeah, that would be great!" said Joey.

Suddenly, they all stopped and listened to a *rat-a-tat-tat* sound that was coming from the woods at the back of their property.

"Sounds like a woodpecker," said Joey's dad.

"Cool!" cried Joey. "I wish we could see him, but the trees are too far away."

"Well, if you're going to become a bird watcher, we probably need to get you some binoculars, a device which will help you see all the details of a bird up close," said Joey's dad. "Maybe we can look for a pair the next time we go to the mall."

"Really?" asked Joey.

"I think you need a bird book, too," said Joey's mom, "so you can identify the birds that you see, and probably a notebook to record all of your bird sightings."

"Wow!" said Joey. "That would be so cool! Thanks! With all of those things, I could really become a bird expert!"

-
- 1 Why do hummingbirds have fewer feathers than swans?
- A Hummingbirds swim in cold water.
 - B Hummingbirds attract female birds.
 - C Hummingbirds live in warmer climates.
 - D Hummingbirds blend into their surroundings.
- 2 Why do female birds usually have dull-colored feathers?
- A to protect them
 - B to keep them cool
 - C to keep them warm
 - D to attract male birds

-
- 3 Why do trees and shrubs attract birds?
- A They provide water.
 - B They provide shelter.
 - C They provide leaves.
 - D They provide flowers.
- 4 According to the selection, why do birdbaths attract birds?
- A Birds like staying clean.
 - B Birds like to drink water.
 - C Birds like to play together.
 - D Birds like having water nearby.
- 5 What kinds of flowers do hummingbirds like?
- A flowers that grow on vines
 - B flowers that grow into berries
 - C flowers that have a lot of nectar
 - D flowers that are shaped like stars

Name _____ Date _____

Adapted from “King Alfred and the Beggar”

retold by James Baldwin

At one time the Danes* drove King Alfred from his kingdom, and he had to hide for a long time on a little island in a river.

One day, all who were on the island, except the king and queen and one servant, went out to fish. It was a very lonely place, and no one could get to it except by boat. At about noon a ragged beggar came to the king’s door and asked for food.

The king called the servant, and asked, “How much food have we in the house?”

“My lord,” said the servant, “we have only one loaf and a little milk.”

Then the king said, “Give half of the loaf and half of the milk to this poor man.”

The servant did as he was told. The beggar thanked the king for his kindness and went on his way.

In the afternoon the men who had gone out to fish came back. They had three boats full of fish, and they said, “We have caught more fish today than in all the other days that we have been on this island.”

The king was glad, and he and his people were more hopeful than they had ever been before.

When night came, the king lay awake for a long time, and thought about the things that had happened that day. At last he thought that he saw a great light like the sun; and in the midst of the light there stood an old man with black hair, holding an open book in his hand.

It may all have been a dream, and yet to the king it seemed very real indeed. He looked and wondered but was not afraid.

“Who are you?” he asked of the old man.

“Alfred, my son, be brave,” said the man; “for I am the one to whom you gave this day the half of all the food that you had. Be strong and joyful of heart, and listen to what I say. Rise up early in the morning and blow your horn three times, so loudly that the

***Danes:** soldiers from Denmark

Danes may hear it. By nine o'clock, five hundred men will be around you ready to be led into battle. Go forth bravely, and within seven days your enemies shall be beaten, and you shall go back to your kingdom to rule in peace."

Then the light went out, and the man was seen no more.

In the morning the king arose early and crossed over to the mainland. Then he blew his horn three times very loudly; and when his friends heard it they were glad, but the Danes were filled with fear.

At nine o'clock, five hundred of his bravest soldiers stood around him ready for battle. He spoke and told them what he had seen and heard in his dream; and when he had finished, they all cheered loudly and said that they would follow him and fight for him so long as they had strength.

So they went out bravely to battle; and they beat the Danes and drove them back into their own place. And King Alfred ruled wisely and well over all his people for the rest of his days.

1 How much food did King Alfred tell the servant to give the beggar?

- A none of it
- B all of it
- C half the loaf of bread, but no milk
- D half the loaf of bread and half of the milk

2 What did King Alfred see when he was in bed?

- A brave soldiers
- B the beggar's family
- C a great light like the sun
- D the Danes coming for him

-
- 3 Why did the beggar tell King Alfred to blow his horn three times?
- A so the Danes would hear it
 - B so the fisherman would hear it
 - C so his servant would come to help him
 - D so the beggar would go away
- 4 How did the soldiers from Denmark feel when they heard the horn?
- A brave
 - B happy
 - C scared
 - D worried
- 5 Who showed courage going into battle?
- A the Danes
 - B the soldiers
 - C the servant
 - D the old man

Answer Key
Standard RL.3.1

Ask and answer questions to demonstrate understanding of a text,
referring explicitly to the text as the basis for the answers.

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
1	Adapted from <i>The Dutch Twins: "Market Day With Father"</i>	Realistic	1	A	Skill/Concept	3.1
			2	C	Skill/Concept	3.1
			3	B	Skill/Concept	3.1
			4	B	Skill/Concept	3.1
			5	D	Recall	3.1
2	Adapted from <i>The Adventures of Peter Cottontail: "Peter Has Another Great Laugh"</i>	Fantasy/ Fable	1	C	Skill/Concept	3.1
			2	A	Skill/Concept	3.1
			3	A	Recall	3.1
			4	B	Skill/Concept	3.1
			5	B	Skill/Concept	3.1
3	Adapted from <i>Five Little Peppers Abroad: "A Fish Story and Other Things"</i>	Fantasy/ Fable	1	D	Recall	3.1
			2	B	Recall	3.1
			3	B	Recall	3.1
			4	A	Recall	3.1
			5	D	Skill/Concept	3.1

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
4	Adapted from <i>The Patchwork Girl of Oz: "The Trick River"</i>	Fantasy/ Fable	1	C	Recall	3.0
			2	B	Recall	3.0
			3	D	Recall	3.0
			4	D	Recall	3.0
			5	A	Recall	3.0
5	Adapted from <i>The Tale of Nimble Deer: "At the Carrot Patch"</i>	Fantasy/ Fable	1	C	Recall	3.1
			2	B	Skill/Concept	3.1
			3	D	Skill/Concept	3.1
			4	D	Skill/Concept	3.1
			5	A	Recall	3.1
6	For the Birds	Realistic	1	C	Recall	3.0
			2	A	Recall	3.0
			3	B	Recall	3.0
			4	D	Recall	3.0
			5	C	Recall	3.0
7	Adapted from "King Alfred and the Beggar"	Fantasy/ Fable	1	D	Recall	3.3
			2	C	Recall	3.3
			3	A	Skill/Concept	3.3
			4	C	Skill/Concept	3.3
			5	B	Recall	3.3

Name _____ Date _____

Adapted from *The Japanese Twins: "A Rainy Day"***by Lucy Fitch Perkins**

When the twins woke up the next morning it was cold, and the rain was beating on the roof. They couldn't look out of the window to see it, because there were no glass windows in their house. There were just the pretty screens covered with white paper.

Taro slid one of the screens back and peeped out into the garden. "It's all wet," he said to Taki. "We can't play outdoors today."

"We'll have a nice time in the house, then," said Taki. "I can think of lots of things to do."

"So can I, if I try," Taro said.

"Let's try, then," Taki answered.

They thought all the time they were dressing. They put on three kimonos* because it was cold. It made them look quite big. "I've thought of one," Taki called just as she was putting on the last kimono.

"I have, too," Taro said.

"You tell me and I'll tell you," Taki begged.

"No, not until after breakfast," Taro answered. "Then first we'll play one and then the other."

After breakfast Mother was busy waiting on Father and getting him off to his work. Then she had to bathe the baby. So the twins went to Grandmother for help.

"O Ba San" (that means Honorable Grandmother), Taki said to her, "it is rainy and cold, and Taro and I have thought of nice games to play in the house. Will you get the colored sands for us?"

"I know what you're going to do!" cried Taro.

***kimonos:** loose robes with wide sleeves

Grandmother brought out four boxes. In one box was yellow sand. In another was black sand. The other two were filled with blue and red sand. Grandmother brought out some large pieces of paper. "Thank you, O Ba San," the twins said.

They spread the paper on the floor. Taro had one piece, and Taki had another.

"I'm going to make a picture of a boat on the sea," said Taro.

He took some of the blue sand in his right hand. He let it run through his fingers until it made a blue sea clear across the paper.

"And now I'm going to make a yellow sky for a sunset." He let the yellow sand run through the fingers of his left hand.

"I'll put some red clouds in it," he said. Then he let red sand run through his fingers.

When that was done he took some black sand. He made a boat.

"Oh, Taro, how beautiful!" Taki said. "Mine won't be half so nice, I'm sure. I'm going to make—I'm going to make—let's see. Oh, I know. I'll make the pine tree beside the pond."

She took some blue sand and made the little lake. Then she took the black sand and made the trunk of the tree and some branches.

She spilled a little of the black sand. It made black specks.

"Oh, dear!" she cried. "I've spilled."

Taro looked at it. "Put the green leaves over the spilled place," he said.

"It isn't the right place for leaves," Taki said.

She took some blue sand in one hand and some yellow in the other. She let them fall on the paper together. They made the green part of the tree.

27

"I know what I'll do about the black that spilled," she said. "I'll call it a swarm of bees!"

"I think your picture is just as good as mine," said Taro.

"Oh, no, Honorable Brother! Yours is much better," Taki answered politely.

They showed them to Grandmother when they were all finished. Grandmother thought they were beautiful.

- 1 What is the central message of this selection?
- A The twins can go out to play on a sunny day.
 - B The twins can have fun making sand art on a rainy day.
 - C The twins can learn how to dye sand to make pictures.
 - D The twins can have fun helping their grandma around the house.
- 2 Which statement from the selection supports the idea that the children are fine with playing inside?
- A “ ‘It’s all wet,’ he said to Taki. ‘We can’t play outdoors today.’ ”
 - B “ ‘We’ll have a nice time in the house, then,’ said Taki. ‘I can think of lots of things to do.’ ”
 - C “Then she took the black sand and made the trunk of the tree and some branches.”
 - D “They showed them to Grandmother when they were all finished.”
- 3 Which statement from the selection supports the idea that the twins played well together?
- A “ ‘I’m going to make a picture of a boat on the sea,’ said Taro.”
 - B “She took some blue sand in one hand and some yellow in the other.”
 - C “ ‘I think your picture is just as good as mine,’ said Taro.”
 - D “Grandmother thought they were beautiful.”

- 4 In paragraph 27, what lesson did Taki show she had learned?
- A Mistakes are not always as big as they seem.
 - B A swarm of bees is a bunch of black dots.
 - C Grandmothers are very helpful and wise.
 - D Mistakes cannot be undone.
- 5 What is one lesson the reader learns in this selection?
- A A person should always be better than everyone else.
 - B Grandmothers always know how to do art.
 - C Art projects are never fun on rainy days.
 - D It is good to be kind to one's brothers and sisters.

Name _____ Date _____

Adapted from "Raggedy Ann Learns a Lesson"

by Johnny Gruelle

Never had the dolls had so much fun and excitement. They had eaten all they wanted when they heard the click of the front gate.

They did not take time to climb from the shelves, but all rolled or jumped off to the floor and scrambled back to their room as fast as they could run, leaving a trail of bread crumbs and jam along the way.

Just as their owner, Mary, came into the room the dolls dropped in whatever positions they happened to be in.

"This is funny!" cried Mary. "They were all left sitting in their places around the room! I wonder if Fido has been shaking them up!" Then she saw Raggedy Ann's face and picked her up. "Why Raggedy Ann, you are all sticky! I do believe you are covered with jam!" and Mary tasted Raggedy Ann's hand. "Yes! It's jam! Shame on you, Raggedy Ann! You've been in the pantry and all the others, too!" And with this, Mary dropped Raggedy Ann on the floor and left the room.

When she came back, she had on an apron and her sleeves were rolled up.

She picked up all the sticky dolls and putting them in a basket, she carried them out under the apple tree in the garden.

There she had placed her little tub and wringer and she took the dolls one at a time, and scrubbed them with a scrubbing brush and plunged them up and down and this way and that in the soap suds until they were clean.

Then she hung them all out on the clothesline in the sunshine to dry.

There the dolls hung all day, swinging and twisting about as the breeze swayed the clothesline.

"I do believe she scrubbed my face so hard she wore off my smile!" said Raggedy Ann, after an hour of silence.

"No, it is still there!" said the tin soldier, as the wind twisted him around so he could see Raggedy. "But I do believe my arms will never work without squeaking, they feel so rusted," he added.

Just then the wind twisted the little Dutch doll and loosened his clothespin, so that he fell to the grass below with a sawdusty bump; and as he rolled over, he said, "Mamma!" in a squeaky voice.

Late in the afternoon the back door opened and Mary came out with a table and chairs. After setting the table she took all the dolls from the line and placed them about the table.

They had lemonade with grape jelly in it, which made it a beautiful lavender color, and little "Baby-teeny-weeny-cookies" with powdered sugar on them.

After this lovely dinner, the dollies were taken in the house, where they had their hair brushed and nice clean nighties put on.

Then they were placed in their beds and Mary kissed each one good night and tiptoed from the room.

All the dolls lay as still as mice for a few minutes. Then Raggedy Ann raised up on her cotton-stuffed elbows and said, "I have been thinking!"

"Sh!" said all the other dollies, "Raggedy has been thinking!"

"Yes," said Raggedy Ann, "I have been thinking; Mary gave us the nice dinner out under the trees to teach us a lesson. She wished us to know that we could have had all the goodies we wished, whenever we wished, if we had behaved ourselves. And our lesson was that we must never take without asking what we could always have for the asking! So let us all remember and try never again to do anything which might cause those who love us any unhappiness!"

"Let us all remember," chimed all the other dollies.

And Raggedy Ann, with a merry twinkle in her shoe-button eyes, lay back in her little bed, her cotton head filled with thoughts of love and happiness.

-
- 1 What lesson is learned in this selection?
- A Do not get friends in trouble.
 - B Do not take something without asking.
 - C It is good to have friends around for snacks.
 - D People should take what they want when no one is looking.
- 2 Which statement from the selection supports the lesson?
- A "After setting the table she took all the dolls from the line and placed them about the table."
 - B "After this lovely dinner, the dollies were taken in the house, where they had their hair brushed and nice clean nighties put on."
 - C " 'She wished us to know that we could have had all the goodies we wished, whenever we wished, if we had behaved ourselves.' "
 - D "And Raggedy Ann, with a merry twinkle in her shoe-button eyes, lay back in her little bed, her cotton head filled with thoughts of love and happiness."
- 3 Which statement from the selection supports the idea that Raggedy Ann has been in the pantry?
- A " 'They were all left sitting in their places around the room!' "
 - B " 'Why Raggedy Ann, you are all sticky!' "
 - C "Then they were placed in their beds and Mary kissed each one good night."
 - D "Then Raggedy Ann raised up on her cotton-stuffed elbows."

-
- 4 What sentence from the selection tells the reader that Raggedy Ann got a complete bath?
- A “Just as their owner, Mary, came into the room the dolls dropped in whatever positions they happened to be in.”
 - B “She carried them out under the apple tree in the garden.”
 - C “ ‘I do believe she scrubbed my face so hard she wore off my smile!’ ”
 - D “ ‘But I do believe my arms will never work without squeaking.’ ”
- 5 Which sentence from the selection tells the reader that the dolls learned the lesson?
- A “Never had the dolls had so much fun and excitement.”
 - B “When she came back, she had on an apron and her sleeves were rolled up.”
 - C “Then they were placed in their beds and Mary kissed each one good night and tiptoed from the room.”
 - D “ ‘So let us all remember and try never again to do anything which might cause those who love us any unhappiness!’ ”

Name _____ Date _____

The Stop Sign

Nia felt like a thunderstorm. Everything had gone wrong that day.

Things began to get stormy first thing that morning when she had found her must-wear shirt for Spirit Day¹ at the bottom of the dirty clothes hamper, mud streaked and wrinkled.

She raced down to the kitchen and glared at her mother. "I can't *believe* you didn't wash clothes last night!" she nearly shouted. "It's your job to keep our clothes clean, you know!"

Nia knew right away that she was in big trouble as her mother slowly turned from the counter where she was making Nia's lunch and looked her daughter in the eye. *Uh-oh*, Nia thought. Her mother could look at you in a way that was much scarier than a movie monster.

"Nia, you have a bus to catch, and I don't really have time to say everything that I'm thinking at this very minute," her mother said quietly, her eyebrows raised. "But you can be sure we'll have a very interesting conversation about it tonight."

Nia ran to the bus stop with tears in her eyes.

At school, her bad luck kept rolling. When she walked into class, she saw Mr. Smith at the front of the classroom with a stack of papers in his hand, waiting for everyone to sit down. The unit test! She had completely forgotten about it, and had not looked at her workbook in a week. Why hadn't Mr. Smith reminded them yesterday?

"Mr. Smith, don't you usually remind us about tests the day before?" she asked her teacher quietly when he handed her a stapled set of papers.

She hadn't meant to sound so annoyed, and Nia instantly wished she had said nothing. Mr. Smith's eyebrows went up just the way her mother's had earlier.

"Nia, I *did* remind the class yesterday," he said. "It was the last thing we talked about before the bell rang. I guess this means you weren't listening?"

¹**Spirit Day:** a day for showing school pride

Her classmates giggled. Nia flushed with embarrassment² and kept her eyes on the test she was sure she would fail. She did her best, but there were no bright lightning bolts in her brain when she looked at the questions. She wasn't sure that any of her answers were right.

The next cloud rolled into Nia's day on the playground during recess.

As Nia walked by with her best friend, Alice, she heard Caitlyn Jones laughing and poking fun at Nia's audition for the school musical. "She sounded like a frog!" Caitlyn said. "I wonder who told her she could sing?!"

When Nia stopped, prepared to thunder at the annoying Caitlyn, Alice pushed Nia forward. "Don't even think about arguing with that girl," Alice said. "You know that's exactly what she wants. Saying nothing is the best revenge."

But Nia couldn't stop herself and walked straight over to Caitlyn.

"So, Caitlyn, you think you can sing? Well, I sure hope you can, given what a huge mouth you have."

Caitlyn stared at Nia, her face turning bright red. She turned and marched quickly into the school. The kids Caitlyn had been talking to turned and looked at Nia as if she were a monster. Nia thought they were right. Alice, shaking her head at Nia, grabbed her by the elbow and steered her toward the door.

"Well, that was nice, Nia," she said. "You fixed things by saying something really mean to Caitlyn. I know what she said wasn't right, but sometimes you just have to keep your thoughts to yourself."

You have no idea, Nia thought, her heart sinking at the thought of seeing her mother that evening.

"I know," she told Alice. "I feel terrible, but it's been such an awful, awful day. I can't seem to do anything right."

"Sorry," Alice said. "But there's still half a day left, you know."

Nia's face brightened. "I guess that's true," she said. She knew her mother was going to punish her for her outburst that morning, but maybe she could think of the right words to say she was sorry, and she would do the same with Caitlyn.

²**embarrassment:** shame, uneasiness

“You know, Nia,” Alice said kindly, “My grandma says that I need to imagine a stop sign between my brain and my mouth. She says when thoughts come into your brain, you have to make them wait at the stop sign before they come out of your mouth. If you don’t, she says you end up saying a lot of things you wish you’d kept to yourself.”

Nia laughed. “I think I’m going to get one of those stop signs for myself,” she said, “and boy will my mom be happy!”

-
- 1 What lesson was Alice trying to teach Nia?
- A Helping others to try new things is being a good friend.
 - B Saying mean things to others will not help any situation.
 - C The playground is not always a fun place to be.
 - D Friends will help a person get out of trouble.
- 2 Which sentence from the selection supports the lesson?
- A “The kids Caitlyn had been talking to turned and looked at Nia as if she were a monster.”
 - B “Alice, shaking her head at Nia, grabbed her by the elbow and steered her toward the door.”
 - C “Nia’s face brightened.”
 - D “ ‘She says when thoughts come into your brain, you have to make them wait at the stop sign before they come out of your mouth.’ ”

- 3 Which sentence supports the fact that Nia’s actions were mean?
- A “ ‘I can’t *believe* you didn’t wash clothes last night!’ ”
 - B “She wasn’t sure that any of her answers were right.”
 - C “The kids Caitlyn had been talking to turned and looked at Nia as if she were a monster.”
 - D “ ‘I know what she said wasn’t right, but sometimes you just have to keep your thoughts to yourself.’ ”
- 4 Which sentence supports the idea that Nia is sorry for her actions of the day?
- A “It’s your job to keep our clothes clean, you know!”
 - B “Mr. Smith, don’t you usually remind us about tests the day before?”
 - C “I feel terrible, but it’s been such an awful, awful day.”
 - D “But there’s still half a day left, you know.”
- 5 What lesson does Nia learn by the end of the selection?
- A to think before she speaks
 - B to wash her own clothes
 - C to study for tests
 - D to listen in class

Name _____ Date _____

Manners

David stood up and smiled at the older lady who was coming down the aisle of the bus, letting her know that he was giving her his seat. She thanked him and sat down, setting her grocery bags on the floor in front of her.

"Thank you, young man," she said. "Where did you learn such nice manners?"

"My parents, I guess," said David.

"Well, they taught you well," observed the lady. "What's your name?"

"David, ma'am."

"You even say ma'am!" she exclaimed. "I'm Mrs. Watson. Pleased to meet you, David."

"You, too, ma'am," answered David.

At the next stop, several people got off the bus, including the person sitting next to Mrs. Watson. "Here, son," she said to David. "Have a seat. There are plenty of seats now."

Once David was seated, Mrs. Watson looked at him and asked, "What else did your parents teach you about manners?"

"They taught me about saying *yes, ma'am* and *no, sir*—and *please* and *thank you* and *you're welcome*, of course," replied David. "And they taught me to address grown-ups by their last names, like Mr. or Mrs. Smith."

"Good," said Mrs. Watson, nodding her head in approval. "Did they teach you about opening doors for other people?"

"Yes, ma'am, they did," said David. "The other kids look at me funny sometimes when I open doors for them, but I don't mind. Grown-ups always like it."

"Well, you keep opening doors for the other kids, David," said Mrs. Watson. "You're setting a good example for them."

The next bus stop was in front of the city library.

"This is where I get off," said David, standing up. "It was nice to meet you." A young woman came down the aisle toward the back exit, and David stepped aside to let her pass.

"Thank you," said the woman.

"You're welcome," said David.

"This is my stop, too," said Mrs. Watson, gathering up her grocery bags. "I live just a short distance from the library. It's nice for a book lover like me!"

As Mrs. Watson stood to move into the aisle, she stumbled a bit, and grabbed the back of the seat to catch herself.

"May I hold your bags while you get off the bus?" asked David, stepping forward to help.

"That would be very nice. Thank you, David," said Mrs. Watson.

David took the bags with one hand, stepped off the bus, and turned to give his hand to Mrs. Watson as she came down the steps.

"Thank you, son," said Mrs. Watson. "I'm not as steady on my feet as I was when I was young."

"Neither is my grandmother," said David. "She uses a walking cane, but I think it makes her feel better to hold my arm when we walk."

"You're a good grandson," said Mrs. Watson, reaching for her grocery bags. "Here, I'll take those now."

"I'll be glad to carry them to your house for you, Mrs. Watson," said David. "It's not that far."

Mrs. Watson smiled at David and nodded her head. "It's very nice of you to offer," she said, "and I gladly accept! Thank you."

They began to walk in the direction of Mrs. Watson's house, and David changed his usually fast walk to match Mrs. Watson's slower pace.

"So, David, what do you do when you're not helping ladies carry their groceries?" asked Mrs. Watson.

"I read a lot, and I play baseball with my dad and my brother," said David. "I like to cook, too, so I help my mom in the kitchen sometimes. She's a really good cook, and she's taught me a lot."

"Those are all good things," said Mrs. Watson. "You sound like a very interesting young man. What are you going to do at the library today?"

David stopped, and Mrs. Watson noticed that he looked shy.

"I'm doing some reading for a story I'm writing," he said. "It's about a boy who grows up in the woods but gets adopted by a rich man he meets. The man recognizes how smart the boy is and wants to help him go to school and have a better life."

"Is this for a school assignment?" asked Mrs. Watson.

"Sort of," said David. "My history teacher knows I like to write stories, so she gives me extra credit for any stories I write that relate to what we're studying. This story is set in the late 1800s, so I need to learn more about life back then—like what schools were like and how people lived."

"Well, they made a much bigger fuss about manners back then," said Mrs. Watson, "and I happen to have a book about manners that belonged to my great-grandfather and was written in the 1800s. I think the book will help you make your characters more true to life. I'd be glad to let you borrow it."

"That would be great!" said David. "I promise to take good care of it."

"I know you will," said Mrs. Watson. "You've shown that you can be trusted, and I'm glad to help. There's only one condition."

"What?" asked David.

"You have to let me be the first to read your story when it's finished," said Mrs. Watson, smiling. "Deal?"

"Deal," said David. "Thank you!"

-
- 1 What is the central message of the selection?
- A Having good manners is a lot of trouble and never appreciated.
 - B Having good manners makes people more willing to help.
 - C Good manners take a lot of time and work.
 - D Good manners are always practiced at school.
- 2 Which sentence from the selection supports the central message?
- A "The man recognizes how smart the boy is and wants to help him go to school and have a better life."
 - B "My history teacher knows I like to write stories, so she gives me extra credit for any stories I write that relate to what we're studying."
 - C "I think the book will help you make your characters more true to life."
 - D "You've shown that you can be trusted, and I'm glad to help."
- 3 Which sentence from the selection supports that David uses good manners?
- A "At the next stop, several people got off the bus, including the person sitting next to Mrs. Watson."
 - B "'This is where I get off,' said David, standing up."
 - C "'May I hold your bags while you get off the bus?' asked David, stepping forward to help."
 - D "'I read a lot, and I play baseball with my dad and my brother,' said David."

- 4 Which sentence from the selection supports the idea that David is not bothered by what his friends think about him?
- A "David stood up and smiled at the older lady who was coming down the aisle of the bus."
 - B "'Here, son,' she said to David. 'Have a seat. There are plenty of seats now.' "
 - C "'The other kids look at me funny sometimes when I open doors for them, but I don't mind.' "
 - D "'I'm doing some reading for a story I'm writing,' he said."
- 5 Which sentence from the selection supports the idea that David is helpful?
- A "'I'm Mrs. Watson. Pleased to meet you, David.' "
 - B "'I'll be glad to carry them to your house for you, Mrs. Watson,' said David."
 - C "'Well, they made a much bigger fuss about manners back then.' "
 - D "'You have to let me be the first to read your story when it's finished,' said Mrs. Watson."

Name _____ Date _____

The Show Must Go On

Nisha had worked so hard getting ready for the school musical.

She had been a singer in the chorus in three musicals since she started elementary school, and she fell in love with singing and acting. After her first musical, she had asked her grandparents to give her money for voice lessons every year for special holidays.

She practiced for hours so she could try out for the spring musical, *The Sound of Music*. She had watched the movie so often that she knew the words to all the songs by heart, so she only had to work on getting the hard notes.

On casting day, Nisha was thrilled to see her name posted for the leading part!

Practices for the show were fun. She learned about having an “understudy,” a person who can step in if a performer can’t do the show. Nisha thought this was a great idea, but of course, her understudy would never be needed. She wouldn’t miss the show for anything in the world! And besides, her understudy, a new girl named Ally, was so quiet that Nisha couldn’t imagine her doing the role of Maria.

The day of the show, Nisha woke up excited. As she sat up in bed, she felt a little dizzy. She was so hot. But she was shivering, too, and her head ached.

“Mom?” she croaked, her mouth dry. “I don’t feel so good.”

Her mother took one look at Nisha and went to get the thermometer. Nisha had a very high fever. “Nisha, I’m sorry, but I think you may have the flu,” her mother told her gently.

“Noooooo!” Nisha cried. “I’m fine! Ms. Barkley likes to say ‘The show must go on,’ and I can do it. I know I can!”

Her mother patted her on the back and called the doctor’s office. The doctor had the final word.

“Nisha, you have the flu,” she said. “I’m so sorry, but there is no way you can perform tonight. It wouldn’t be fair to go around other people and make them sick. Besides, I promise that you’re not going to feel like performing tonight.”

Nisha cried all the way home and then cried herself to sleep. When she woke up, her tears turned to anger.

"It's not fair!" she nearly shouted at her parents. "I worked so hard for this! This is the worst thing in the whole world!"

At the time the play was due to start, Nisha slammed the door to her room and began weeping all over again. The next morning, her best friend Katie called.

"I'm really sorry you couldn't do the musical," she told her. "Everyone missed you and was so sad you were not there."

Nisha sighed. "Thanks, but I'm sure everything was just fine without me," she said.

"Ally did a good job . . ." Katie began, but Nisha interrupted her.

"It is not fair that she got to do MY part!" she said angrily. "Not fair at all!"

Katie was quiet for a minute or two.

"Well, I was going to say that she didn't do nearly as well as you would have," she told Nisha. "But you know, I think Ally probably has you beat for the worst thing in the world. She told me a secret at recess yesterday, Nisha, and I'm going to tell you so you'll quit being angry."

"Ally's father got a new job and her family has to move at the end of June. Ally is sad about leaving her school and her friends," Katie continued. "She was really sorry that you got the flu and asked me to tell you so. But I think that getting to do the performance last night really made her happy."

Nisha's anger began to melt away. It did hurt to miss the performance. But Katie made her see that she had been very upset since yesterday.

"Thanks for telling me," she said. "I'm really sorry about Ally's family having to move. Since I won't be back to school on Monday, will you thank her for filling in for me?"

When she hung up the phone, Nisha looked at her comfortable bed and was thankful. There were plenty of musicals in the world, and she had plenty of time to perform in them.

-
- 1 What is the central message of the selection?
- A Talking to friends will make sad feelings go away.
 - B Being calm and understanding is a good way to live.
 - C Working hard will help other people to understand one's skills.
 - D Believing in oneself will help a person get over the flu much faster.
- 2 Which detail from the selection supports the central message?
- A " 'Ally did a good job.' "
 - B "Katie was quiet for a minute or two."
 - C "But Katie made her see that she had been very upset since yesterday."
 - D "When she hung up the phone, Nisha looked at her comfortable bed."
- 3 Which statement from the selection supports that Nisha was upset about missing the performance?
- A "She wouldn't miss the show for anything in the world!"
 - B "The day of the show, Nisha woke up excited."
 - C "Nisha cried all the way home and then cried herself to sleep."
 - D " 'Thanks, but I'm sure everything was just fine without me.' "

- 4 Which statement from the selection explains one lesson that Nisha learned about acting?
- A "On casting day, Nisha was thrilled to see her name posted for the leading part!"
 - B "She wouldn't miss the show for anything in the world!"
 - C "At the time the play was due to start, Nisha slammed the door to her room and began weeping all over again."
 - D "There were plenty of musicals in the world, and she had plenty of time to perform in them."
- 5 What did Nisha learn by the end of the selection?
- A Good things can happen even when things seem bad.
 - B Following the doctor's orders is necessary.
 - C Being a good friend is not that important.
 - D Moving to a new school is not as scary as it seems.

Name _____ Date _____

Adapted from “The Goose Who Tried to Keep the Summer”

by Carolyn Sherwin Bailey

There was once an old Wild Goose who had led the flock of other wild geese every fall for years and years on their way south. He had a thick coat of white feathers, he wore orange-colored boots, and his bill was like a gold trumpet when he opened it to call,

Honk, honk, honk!

That was the signal for the others to rise from the meadows and the marshes. He flew in front, and the rest followed, one line on one side and one line on the other. He thought himself most important.

Over the woods and the fields and the waters, everyone looked for the old Wild Goose in the fall.

Honk, honk, honk!

That was the Wild Goose telling them that it was time to get ready for the winter in the woods, and in the fields, and over the waters. He knew they waited for him, so he had grown to feel very proud of himself. He lived in a marsh that was sheltered on both sides by trees and was comfortable, even if there was a frost now and then. A robin had once stayed in those trees all winter and he sang proudly about it.

“Why do I trouble to go south?” the old Wild Goose thought to himself. “The weather here will not grow cold if I stay. *Honk, honk*; I shall not trouble myself to migrate this fall and then we shall see what will happen! Very likely I shall keep the summer!”

No one knew what the goose had decided, and they listened for him.

The dandelion* looked up from her home in the field and bobbed her little head as she waited to hear the call of the Wild Goose. Every fall she had sent a flock of winged seeds flying along with him as far as they could go. Then they would drop in other fields and begin making more dandelions for next year. She knew she must not wait too long. She listened, but she did not hear his *honk, honk, honk!*

***dandelion:** wild plant with bright yellow flowers

Puff, whirr; off she sent her tiny winged seed without the call of the old Wild Goose.

The farmer buttoned his coat tightly and looked up among the gray clouds to see the goose. Every fall he listened to hear the call of the Wild Goose as he gathered his harvest. He knew, though, that he must not wait too long. He took his grain to the mill and filled his barn with red apples, and orange pumpkins, and yellow corn. He made warmer beds for the cows and horses, and cut logs to burn in his fireplace. He was soon ready for winter without the help of the old Wild Goose.

The brook called and called for the goose. Every fall she waited for him to fly over and then she built her winter roof, for she knew then that no other wild bird would need to drink from her waters. She must not wait long, though. There were her fish, and the water spider, and the beaver to shelter all winter. So the brook forgot, at last, about the old Wild Goose and built a smooth ice roof to keep her children warm until spring.

Honk, honk, cried all the other wild geese. "It is time to travel! Come with us!"

Honk, honk, honk, cried the old Wild Goose, from the sheltered marsh where he did not know what was going on. "I am not flying south this year. I am staying north to keep the summer."

Honk, honk, "What a terrible time it will be!" cried all the other geese. They talked among themselves, saying that no good could come of turning the seasons about, and of how he would probably be eaten in the end. Then they selected a wise young goose who had flown near the back the year before, and they made him their leader. His boots were quite as orange and his bill as golden as those of the old goose, and he could *honk* very well indeed. They went south with the new leader.

Soon Winter came. He wore a crown of snowflakes, and his cloak was covered with frost. Everyone was ready for him. The dandelion bowed her bare head as Winter passed. The barn doors were closed, and the cattle stood, safe and warm, in their stalls.

But the Wild Goose felt Winter coming. An icy wind blew through his feathers. His throat was so stiff with cold that he could not blow his trumpet. His orange boots froze stiff as the marsh turned to ice.

"It must be the winter coming in spite of me," he thought to himself. "It seems that I have not kept him away after all. I shall die, for he will freeze me. What shall I do?"

Then a sunbeam, that was still strong enough to help a little, heard the faint cries of the old Wild Goose and was sorry for him. She melted the ice so that the goose could pull out his feet, first one, and then the other. She stood for a moment in Winter's path as the goose rose and stretched his stiff wings and then started south.

The chilly air was like a blast on his head. He was forced to fly slowly, but he managed to call as he went.

“Honk, honk, Here I am. I fly to tell you that Winter is coming.”

He looked down at the woods, and the fields, and the waters. How strange! They had known it. They had not waited for the call of the old Wild Goose.

-
- 1 What is the central message of the selection?
- A The seasons keep changing even when plants and animals grow old or die.
 - B The winter will come late if the old Wild Goose stays behind in the meadow.
 - C The old Wild Goose lost his job because he did not keep track of time.
 - D The farmer lost money on his crops because he waited to hear the goose.
- 2 Which sentence from the selection supports the central message of the story?
- A “Then they selected a wise young goose who had flown near the back the year before.”
 - B “The barn doors were closed, and the cattle stood, safe and warm, in their stalls.”
 - C “ ‘It seems that I have not kept him away after all. I shall die, for he will freeze me.’ ”
 - D “He was forced to fly slowly, but he managed to call as he went.”
- 3 What is the moral of the story?
- A Always keep your promises.
 - B Things are not always as they seem.
 - C Treat people with kindness when they are kind.
 - D A person who is proud is not always right.

- 4 What lesson does the old Wild Goose learn by the end of the selection?
- A It is hard to fly in the winter.
 - B He cannot stop a season from coming.
 - C The other geese found a new leader.
 - D The winter weather is freezing.
- 5 Which quote supports the lesson of the selection?
- A “He flew in front, and the rest followed, one line on one side and one line on the other. He thought himself most important.”
 - B “Every fall she had sent a flock of winged seeds flying along with him as far as they could go.”
 - C “ ‘It must be the winter coming in spite of me,’ he thought to himself. ‘It seems that I have not kept him away after all.’ ”
 - D “Then a sunbeam, that was still strong enough to help a little, heard the faint cries of the old Wild Goose.”

Name _____ Date _____

What Is Science Anyway?

“So what is science, anyway?” Kate asked her friend, Nia, as they walked to school one morning.

“What kind of question is that?” Nia replied. “You’ve been learning about science in school forever, and you don’t know what it is?”

Kate nodded.

“Sure, we’ve studied science, but the other day, my little sister looked at my workbook and said ‘What is science?’ and I got all tongue-tied,” Kate explained. “I couldn’t explain it to her. And besides, I’m not really sure why I need to learn about all that stuff if I’m not going to be a scientist. You *know* I’m going to be a video game designer when I grow up.

“So how would *you* explain science to my little sister?” she asked Nia.

Nia thought for a minute.

“Well, it’s when you try to find something out about something . . .” Nia started. “You know, when you study how things work and why they are the way they are.”

Her friend gave her a doubtful look.

“That doesn’t sound like a very scientific definition to me,” Kate said.

“You’re right,” Nia said. “It is hard to explain. But if you want to create video games, I bet you’ll need to study science.”

Later that day, as their teacher, Mrs. Jones, told everyone to get out their science notebooks, Nia raised her hand.

“Mrs. Jones, Kate and I were talking earlier about science. Her little sister asked what it was, and we think it’s hard to explain. We’re also not sure why we need to know about it if we’re not planning to be scientists.”

Kate looked at Nia. Why would she tell the teacher about their talk? Mrs. Jones might get mad that they were asking if science really mattered to them!

But Mrs. Jones looked excited.

“Well, girls, you know you’re not the first ones to notice that science is hard to explain,” she said, smiling. “Later this week, I’ll make some time for us to look up some definitions of science and even write our own.

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“Today,” she continued, “I’ll just tell you one of my favorite quotes about science that is very short and simple. Ralph Waldo Emerson, a famous poet and writer from a long time ago, said this: ‘Men love to wonder, and that is the seed of science.’ ”

She gave the students a minute to think about the quote.

“Anyone want to guess what he means?”

A boy in the back row raised his hand. “I think he means that you have to wonder about how things work and have questions to answer if you’re going to become a scientist.”

“Great answer, Matt,” Mrs. Jones said. “I like Mr. Emerson’s quote because it points out that science really begins with something we all do: wonder about things.”

Then she looked at Nia and Kate and asked what they might want to do when they grew up. Nia told her teacher a little nervously that she had no idea what she wanted to do, and Mrs. Jones laughed and said that was perfectly fine and Nia had plenty of time to think about it.

Kate then told her teacher about her plans to be a video game designer, and some of the other students laughed.

Mrs. Jones looked at them and continued.

“Kate, if you’re going to be a video game creator, science needs to be your good friend for the rest of your years in school,” she said, smiling. “You’ll need to understand computers and all sorts of other scientific things.”

“Science plays an important part in just about every job,” she added.

As Kate left the classroom for lunch at the end of their science lesson, she decided she would forgive Nia for telling Mrs. Jones about their conversation. After hearing her teacher talk about science, she had to agree with Mr. Ralph Waldo Emerson that science was pretty wonderful.

-
- 1 What is the central message of the selection?
- A Science is short, simple, and easily explained by teachers.
 - B Science is wondering about a subject and searching for answers.
 - C Scientists can explain science by keeping notebooks.
 - D Scientists can answer all questions about the world.
- 2 Which detail from the selection describes what science is?
- A "Science really mattered to them."
 - B "'Science really begins with something we all do: wonder about things.' "
 - C "'Science needs to be your good friend for the rest of your years in school.' "
 - D "Science was pretty wonderful."
- 3 Which statement from the selection supports the need to study science?
- A "'You've been learning about science in school forever.' "
 - B "'You know, when you study how things work and why they are the way they are.' "
 - C "'I'll make some time for us to look up some definitions of science and even write our own.' "
 - D "'Science plays an important part in just about every job.' "

-
- 4 Which statement supports the quote from Ralph Waldo Emerson in paragraph 16?
- A “ ‘You know, when you study how things work and why they are the way they are.’ ”
 - B “ ‘Science needs to be your good friend for the rest of your years in school.’ ”
 - C “ ‘You’ll need to understand computers and all sorts of other scientific things.’ ”
 - D “She had to agree . . . that science was pretty wonderful.”
- 5 What lesson do Nia and Kate learn by the end of the selection?
- A Science can be explained.
 - B Science starts with conversation.
 - C Science is an important part of school.
 - D Science is understanding video games.

Answer Key
Standard RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
1	Adapted from <i>The Japanese Twins: "A Rainy Day"</i>	Realistic	1	B	Skill/Concept	3.2
			2	B	Skill/Concept	3.2
			3	C	Skill/Concept	3.2
			4	A	Skill/Concept	3.2
			5	D	Skill/Concept	3.2
2	Adapted from "Raggedy Ann Learns a Lesson"	Fantasy/ Fable	1	B	Skill/Concept	3.9
			2	C	Skill/Concept	3.9
			3	B	Skill/Concept	3.9
			4	C	Skill/Concept	3.9
			5	D	Skill/Concept	3.9
3	The Stop Sign	Realistic	1	B	Skill/Concept	3.0
			2	D	Skill/Concept	3.0
			3	C	Skill/Concept	3.0
			4	C	Skill/Concept	3.0
			5	A	Skill/Concept	3.0

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
4	Manners	Realistic	1	B	Skill/Concept	3.1
			2	D	Skill/Concept	3.1
			3	C	Skill/Concept	3.1
			4	C	Skill/Concept	3.1
			5	B	Skill/Concept	3.1
5	The Show Must Go On	Realistic	1	B	Skill/Concept	3.1
			2	C	Skill/Concept	3.1
			3	C	Skill/Concept	3.1
			4	D	Skill/Concept	3.1
			5	A	Skill/Concept	3.1
6	Adapted from "The Goose Who Tried to Keep the Summer"	Fantasy/ Fable	1	A	Skill/Concept	3.1
			2	C	Skill/Concept	3.1
			3	D	Skill/Concept	3.1
			4	B	Skill/Concept	3.1
			5	C	Skill/Concept	3.1
7	What is Science Anyway?	Scientific	1	B	Skill/Concept	3.1
			2	B	Skill/Concept	3.1
			3	D	Skill/Concept	3.1
			4	A	Skill/Concept	3.1
			5	C	Skill/Concept	3.1

Name _____ Date _____

Show-and-Tell

Marcus was not happy. His teacher, Ms. Page, had announced that they would do something different for show-and-tell that Friday.

"I want you to bring in a book that you've never forgotten," she said. "You'll show us your favorite book, and tell us a little bit about it and why it matters to you."

Marcus was shy, but he usually liked show-and-tell, because he could bring something cool to school and talk about it without being the center of attention. His classmates were usually focused on whatever cool gadget he was talking about.

But a book wouldn't protect Marcus from attention at all.

At home that afternoon, he dropped into a chair and hardly said a word to his mother when she asked him about his day.

"Why are you so grumpy?" his mother asked.

He grunted and said, "No reason."

Marcus's mother never put up with that sort of talk, so Marcus finally told her about show-and-tell.

"I see," she said, looking thoughtful.

After dinner, she handed Marcus a book. "This is your book for show-and-tell," she said.

It was one of their favorites, *The Dot*, by Peter H. Reynolds. It was about a girl who tells her art teacher that she can't draw. The teacher tells her to put a dot on her paper; when she does, the teacher tells her to sign her name. Soon, her dot is framed and hanging in the classroom. That dot launches the girl's love of art.

After reading *The Dot*, Marcus had finally worked up his nerve to try drawing a cartoon like the comic books he loved. Just like the girl in the book, Marcus found that once he started drawing, he couldn't stop!

"I know you're not crazy about talking in front of people, but *The Dot* is easy to explain quickly," she said. "Then you can show them one of your original comic books."

"Show them something I drew?" Marcus said, horrified. "No way."

“Yes, that’s what I mean,” his mother answered. “All kids think comic books are cool, and yours are amazing.”

Marcus didn’t have any better ideas, so the next morning, he headed to school with *The Dot* and one of his comic books.

When his turn came, Marcus raced through his summary of the book. Then he nervously told everyone that the book had given him the idea to try drawing his own comic books. (He did not tell them that what it really gave him was courage.)

His stomach was tied in knots as Marcus pulled his comic book out of his binder. He had chosen very carefully, trying to find one his classmates would like.

He passed around the comic book about a superhero named Zen. A buzz of excitement began as his classmates strained to get a look at the story of Zen saving a school bus full of children from an army of giant ants.

“Wow!”

“Hey, let me see it!”

“Look at Zen’s superhero suit—cool!”

Ms. Page clapped her hands.

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“Stop pushing and shoving,” she said. “I bet Marcus would let us pass his comic book around during reading time later. That way, everyone will get to see it without pushing and shoving. Marcus, thank you for sharing *The Dot*. It’s a great reminder that we all have creative talent to share if we just have the courage to take that first step. You’re obviously a very talented artist. Given all this excitement, I’d say your comic book is a big hit!”

Marcus headed home with a spring in his step that afternoon, the compliments of his classmates echoing in his head.

-
- 1 Which word describes Marcus?
- A curious
 - B talkative
 - C loving
 - D shy
- 2 What skill did Marcus begin using after reading *The Dot*?
- A singing
 - B drawing
 - C painting
 - D dancing
- 3 How are Marcus and the girl in *The Dot* alike?
- A They dislike doing homework.
 - B They love art once they try it.
 - C They have an interest in cool gadgets.
 - D They like drawing comic book characters.

- 4 Which word describes Ms. Page in paragraph 24 of the selection?
- A encouraging
 - B surprised
 - C anxious
 - D curious
- 5 How do Marcus's feelings change during the selection?
- A from nervous to shy
 - B from excited to upset
 - C from angry to surprised
 - D from uneasy to pleased

Name _____ Date _____

Adapted from "A Runaway Umbrella"

by Flora Louise Whitmore

There was a big umbrella with a pretty, twisted handle that belonged to Father, and he carried it downtown on rainy days. There was a little brown-eyed girl, who was four years old; that was Marjorie.

There was a playful south wind that would be quiet for a long time and then come with a quick gust and blow, oh, ever so hard and play all sorts of pranks on people.

Then, there was a lady who sat on a porch not very far from Marjorie's house. It was a beautiful sunny day and Marjorie was going out in the front yard to play. As she went through the hall, there by the hall tree*stood the big umbrella.

"Wouldn't it be fun to take the umbrella and play rainy day?" she thought. So she reached and picked it up.

Through the door, across the porch and down onto the sidewalk she ran. She worked a long while before she could get the umbrella to stay up.

"Now, I am a big lady with a long skirt and I am going over to the store," she said to herself as she gathered her skirt up with one hand, and held the umbrella up straight and fine with the other. Walking carefully, "because it is so muddy," she said, and down the street she started. Pretty soon a gust of the playful south wind came along and lifted the umbrella right out of Marjorie's little hand and took it out into the middle of the street and set it down.

Forgetting the rainy day, the long skirt, and the mud, off the curbing she jumped and ran for the umbrella. She had almost grasped it again, when along came another gust of wind, and down the street bumpity-bump went the big, open umbrella. Marjorie started to run after it, but over and over it went so much faster than a little girl could run that it was soon far out of her reach.

Then she began to cry.

"Catch it, oh, catch it!" she screamed, as she ran.

***hall tree:** pole with a base and branches, designed to hold coats, hats, and umbrellas

The lady I told you about heard the cry, and looking up from her reading, saw the big umbrella go rolling past, followed by the frightened, crying little girl. Down the steps she ran and out into the street after the umbrella. "Bump," it went up against a telephone pole, and the wind left it there. In a moment the lady had it in her hand.

"I want it down, oh, please, I want it down," sobbed Marjorie all out of breath.

"Now, it's all right. Don't cry anymore," said the lady as she put it down and handed it to Marjorie, kissing her little tear-stained face.

Marjorie clung to it with both hands and started for home. She wanted to put the umbrella back by the hall tree and tell mother all about the runaway.

-
- 1 Why did Marjorie pick up the umbrella?
- A She wanted to see how heavy it was.
 - B She thought that it was going to rain.
 - C She was trying to keep dry in the rain.
 - D She wanted to pretend it was a rainy day.
- 2 Why did Marjorie start to cry?
- A She lost the umbrella.
 - B She was blown by the wind.
 - C She got stuck out in the rain.
 - D She got her clothes all muddy.

- 3 Why did Marjorie jump off the curb?
- A She was trying to cross the street.
 - B She was trying to get out of the rain.
 - C She was trying to catch the umbrella.
 - D She was trying to get out of the mud.
- 4 Why was the lady able to get the umbrella for Marjorie?
- A The wind stopped blowing it.
 - B The wind had blown it into a tree.
 - C The wind put it right into her hand.
 - D The wind blew it against the telephone pole.
- 5 Why did Marjorie cling to the umbrella with both hands on her way home?
- A She wanted to get the umbrella to stay up.
 - B She did not want the umbrella to blow away again.
 - C She did not want her mother to know what had happened to the umbrella.
 - D She wanted to hold the umbrella the same way she had seen the lady hold it.

Name _____ Date _____

A Whale of a Time

Kerry stood on the wharf* with her parents, her heart fluttering with excitement. They were going on a whale watch, and she couldn't wait.

As the boat approached the wharf, Kerry asked her mother, "Did you bring the camera?"

"Of course, dear," replied her mom. "I wouldn't want us to miss getting pictures of the whales."

"If we see any," said Kerry's dad.

"What?" asked Kerry. "You mean we might not see any?"

"It's possible, but not likely," said her father. "This is one of their main feeding places, so they remain in this part of the ocean all summer."

"Where are they the rest of the year?" Kerry asked as she followed her mom and dad up the ramp to the boat.

"From what I've read, they migrate or travel to warmer climates, like southern Georgia and Florida, in the winter," said Kerry's dad. "That's where they give birth to their calves."

"Calves?!" asked Kerry.

"Whale babies are called calves," said her father.

"I thought only cows had calves," said Kerry.

"Elephant babies are also called calves," said Kerry's mom.

Kerry and her parents made their way to the front of the boat, looking for a spot at the railing. Everyone was onboard now, and a man with a microphone began talking.

"Welcome, everyone! I'm Captain Joseph. We're going to a spot where we've had some really good whale sightings lately, so we hope you'll see lots of whales today and get

***wharf:** a flat structure that is built along the shore of a river or ocean so that ships can load and unload passengers or goods; pier

lots of pictures. Have fun, but please be careful and don't lean over the railings. We don't want anyone falling overboard!"

It took a long time to reach the spot Captain Joseph had mentioned. Kerry knew they were close when the boat began to slow down.

Captain Joseph took the microphone again. "Folks, we'll be circling this area for a bit. You're most likely to see humpback whales, but you also might see fin whales, right whales, minke whales, and even dolphins."

Kerry turned her attention to the ocean, trying to spot anything that might tell them a whale was nearby. Suddenly, the man next to her pointed and cried, "Look!" As everyone crowded to Kerry's side of the boat, Kerry looked where the man was pointing. A splash caught her eye, and she saw what looked like a tail rising out of the water.

"It's the whale's flukes!" said Kerry. She'd read the information the whale watch people had given out when they bought their tickets yesterday, and she'd learned that the tail of a whale was made up of two parts called flukes. "Each whale's flukes have a pattern that's different from all the other whales. That's how the scientists can tell which whale is which."

The boat turned slowly in the direction of the whale. "Look! There are two more!" shouted someone to Kerry's right. Sure enough, she saw two more sets of flukes break the surface of the water.

As the boat drew closer to the area where the whales were, one of the whales suddenly shot up and sideways, its body nearly all the way out of the water.

"Wow!" said Kerry. "That's so cool! When they do that, it's called breaching. Did you get a picture, Mom?"

"No," said her mom. "It happened too fast. I'll be ready for the next one."

Another whale breached, then another. Now there were six whales, and they were all breaching one after the other. It almost seemed like they were trying to outdo each other or get attention. Kerry's mom managed to get some photos, and Kerry's dad captured the whales' playful movements on video.

"They're amazing creatures," said her dad, with great respect.

All of a sudden, a whale poked its head up about twenty feet from the boat, startling everyone. Amazingly, it just stayed there, looking at the boat and its passengers.

"Hey!" said the man next to Kerry. "It's spyhopping!"

Spyhopping was when a whale surfaced just enough for its eyes to be out of the water and stayed there for an extended time, moving its tail back and forth beneath the water to keep its head up and its body upright. It looked like the whales were treading water when they spyhopped, and they did it for a very simple reason: to see what was going on.

"It must take a lot of strength to hold that position," said Kerry's mom. "Whales are heavy!"

Kerry's mom took pictures of the whale, which Captain Joseph said was a humpback whale, something Kerry had already figured out because of its appearance. She'd read that humpbacks had little bumps on their heads and lines under their chins.

Soon the other whales came alongside the boat and spyhopped, too, all six of them bobbing in the water like rubber duckies.

"Did you know humpback whales can reach a length of more than fifty feet?" Kerry told her parents.

"That's longer than our house!" said Kerry's dad, laughing. "Imagine that!"

"I don't think we want one as a pet," said her mom, winking, and Kerry laughed at her mom's joke.

"So," asked Kerry's dad, "are you having fun?"

"Oh, yes!" answered Kerry. "This is way better than going to the aquarium or the marine museum! Can we do it again tomorrow?"

"No, dear," said her mom, smiling. "But we probably can come back next summer."

"Great!" said Kerry. "Whales are the best!"

1 How did Kerry feel about going on a whale watch?

- A afraid
- B surprised
- C excited
- D upset

- 2 How did Kerry's dad feel about seeing the whales in the beginning of the story?
- A uncertain
 - B excited
 - C nervous
 - D calm
- 3 Why did Kerry's mom miss getting pictures of the whales when they first breached?
- A It happened too fast.
 - B Kerry's dad had the camera.
 - C The whales were too far away to get a good picture.
 - D The whales were bobbing in the water like rubber duckies.
- 4 Why do whales spyhop?
- A to see what is happening underwater
 - B to see what is going on above water
 - C to look for food as they swim about
 - D to take a breath of air as they come up

- 5 Why did Kerry want to see the whales again the next day?
- A She wanted to be sure the whales had enough food.
 - B She loved seeing the whales she had learned about.
 - C She wanted to get more pictures of her mother.
 - D She wanted to see the baby calves.

Name _____ Date _____

Adapted from “Mother’s Story of the Princess and Her Pigeon”

by Carolyn Verhoeff

“Mother,” asked Johnnie Jones, “what is a carrier pigeon?”

“A pigeon which is trained to carry messages from one place to another,” Mother answered. “In the olden times, as there were no trains, or steamboats, or postmen, or telegraph offices, people would very often take pigeons with them when they started off on a long journey. As soon as they reached their journey’s end they would write a letter to the family so far away, tie it to a pigeon, and release him. Then the pigeon would fly away home with the message.”

She told him this story:

Once, in that olden time, there lived a beautiful princess whose father and mother, the king and queen, decided to send her away on a visit to her grandmother. They gave her a milk-white pony to ride, and sent many servants to take care of her. Now this princess had a pet pigeon which she loved very dearly, and which she wanted to take with her, though the queen was afraid it might prove troublesome on so long a journey. The princess knew it would be a comfort to her, however, so she was allowed to tie it to her saddle before she told her parents goodbye, and started off.

The princess had never been away from home before, and was very much interested in everything she saw. She and her friends had to travel through a great forest, and only the guides knew the way. One night everyone was lying sound asleep on the ground in the thick woods, except the princess, who was wide awake in her tent. At last she got tired of lying there alone, so she rose, dressed herself, and went out into the woods, carrying the pigeon in her arms.

The moon was shining as bright as day, and the little girl went for a walk. She was thinking of the father and mother at home, and did not notice very carefully the direction in which she was wandering. After a while she grew tired and turned back. Then she became frightened because she could not see her tent and could not remember which way she had come. She called for her servants but could make no one hear her. She ran this way and that in the forest, but seemed only to go further and further away from the camp. At last, very tired, she lay down on the ground and cried herself to sleep.

The next morning when the servants awoke they were very much alarmed to discover that the princess had left her tent. They spent several days seeking her in the forest, but not a trace of her could they find. Then they went back to inform the king and queen, who were sad indeed to hear such news. The king himself rode off to search in the forest, but even he could not find the little girl.

Meanwhile the princess had been wandering further and further away into the great forest, with the pigeon tied to her arm. Fortunately, she had brought with her a small basket full of lunch, which had been left by her bed in case she should be hungry during the night. That was soon gone, however, and then she had a hard time finding enough to eat. But here and there she discovered wild berries, she drank water from the clear, cold springs, and at night she found a comfortable bed under the pine trees, or in places where the grass was long and soft. Sometimes wild animals came out, and looked at the little girl, but they did not harm her.

At last, the third day, she came to a large palace in the woods. Oh! how happy she was. A prince met her at the door, invited her in, and gave her delicious food and beautiful clothes. When she was rested after her long journey, she told the prince who she was, and the reason for her being alone in the forest, and begged him to send her home. The prince was sorry for the little princess, but he was lonely in such a large palace, so he asked her to live there with him. He was very kind to her, but the princess wanted only to go home to be with her father and mother.

“Your palace is larger and more beautiful than my father’s house,” she told him, “but I love my own home best, and I want to go back this very day.”

The prince was sorrowful when he heard what the little girl said; but, hoping she might learn to care for his palace after a while, he gave her a beautiful room filled with lovely things, and did everything he could think of to make her happy.

The little princess did try to be happy, but it was not possible. Every evening she watched the birds fly back to their nests, and she wished that she, too, had wings and could fly away home. The pigeon was as homesick as she. He would not eat, and pulled at the cord all the time, trying to free himself. Finally the little princess decided to let him fly away. “Perhaps he can find his way home,” she thought; “anyway I shall let him try.”

She wrote a letter to her father and mother, telling them where she was, tied it under the pigeon’s wing, and set him free. He flapped his wings joyfully and flew out of the window high up in the air. Round and round he circled, until in his own way he learned that the west was to the right of him, the east to the left, the north was back of him, and the south straight ahead. Then he started off like an arrow shot from a bow, for home was there in the south.

The little princess was more homesick than ever, left all alone.

Meantime the pigeon flew very swiftly, sometimes as fast as a train can go. No one can tell you how he knew the way, but he flew straight back through the woods, and after a while reached the pigeon house just outside the palace gate. Some of the servants who saw him fly in with the note, caught him and carried him to the king. The king and queen read the letter with great joy when they saw it had been written by their little daughter, and all the people in the palace were happy to know that the princess was safe and well.

The pigeon flew back to the pigeon house. “Coo, coo, coo,” he said to all the other pigeons, “home is the best place in the world.”

The king ordered the fastest horses in the land, and he and the queen rode off at once to find their little daughter. One day she saw them coming. She clapped her hands with joy and ran to meet them. The king and queen were as happy as she, and after they had greeted her, and told the prince goodbye, they all three rode away home. The princess sat in front of her father on his horse, because he could not bear to have her out of his arms. After travelling back through the forest they reached the palace at last.

“Home is the best place in the world,” said the happy little princess.

“Home is the best place in the world,” cooed the happy little pigeon.

Johnnie Jones lay back in Mother’s arms. “I think so too,” he said, “I like Grandma’s house and Auntie’s house, but home is best of all.”

-
- 1 According to the selection, why did the princess bring the pigeon on the journey to her grandmother’s house?
- A She knew the pigeon would keep her safe.
 - B She knew the pigeon would be sad without her.
 - C She knew the pigeon would be a comfort to her.
 - D She knew the pigeon would help her find her way.

- 2 Why did the princess feel frightened?
- A She was tired and wanted to go back to bed.
 - B She could not find her way back to the camp.
 - C She was thinking of her father and mother at home.
 - D She did not want to go back home just yet.
- 3 Why did the prince want the princess to live in the palace with him?
- A He loved her.
 - B He was lonely.
 - C He was kind to her.
 - D He had a beautiful home.
- 4 Why did the princess set the pigeon free?
- A She wanted the pigeon to flap his wings.
 - B She wanted the pigeon to find some food.
 - C She wanted the pigeon to find a new home nearby.
 - D She wanted the pigeon to take a letter to her parents.

- 5 How did the princess feel when she saw the king and queen coming?
- A afraid
 - B disappointed
 - C happy
 - D surprised

Name _____ Date _____

Adapted from *The Tale of Ginger and Pickles*

by Beatrix Potter

Once upon a time there was a village shop owned by Ginger, a yellow tomcat, and Pickles, a terrier. They were business partners, and the name over the window was “Ginger and Pickles.”

It was a small shop just the right size for dolls. Lucinda and Jane Doll always bought their groceries at Ginger and Pickles.

The counter inside was the right height for rabbits. Ginger and Pickles sold red spotty pocket handkerchiefs. They also sold sugar and galoshes.

In fact, although it was such a small shop it sold nearly everything—except a few things that you want in a hurry—like bootlaces, hairpins, and lamb chops.

Ginger and Pickles kept the shop. The rabbits were always a little bit afraid of Pickles.

The shop was also visited by mice—only the mice were rather afraid of Ginger.

Ginger usually wanted Pickles to serve them because he said it made his mouth water.

“I cannot bear,” said he, “to see them going out the door carrying their little packages.”

“I have the same feeling about rats,” replied Pickles, “but it would never do to eat our own customers; they would leave us and go to Tabitha Twitchit’s.”

“On the contrary, they would go nowhere,” replied Ginger gloomily.

(Tabitha Twitchit kept the only other shop in the village. She did not give credit.)

Ginger and Pickles gave unlimited credit.

Now the meaning of “credit” is this—when a customer buys a bar of soap, instead of the customer pulling out a purse and paying for it—she says she will pay another time.

And Pickles makes a low bow and says, “With pleasure, madam,” and it is written down in a book.

The customers came again and again, and bought their goods, in spite of being afraid of Ginger and Pickles.

But there was no money in what is called the “till.”

The customers came in crowds every day and bought goods, especially the toffee customers. But there was always no money; they never paid for as much as a pennyworth of peppermints.

But the sales were enormous, ten times as large as Tabitha Twitchit’s.

As there was always no money, Ginger and Pickles were forced to eat their own goods.

Pickles ate biscuits and Ginger ate a dried fish.

They ate them by candlelight after the shop was closed.

When it came to January 1st, there was still no money, and Pickles was unable to buy a dog license.

“It is very unpleasant; I am afraid of the police,” said Pickles.

“It is your own fault for being a terrier; *I* do not require a license, and neither does Kep, the collie dog.”

25

“It is very uncomfortable; I am afraid I shall be called. I have tried in vain to get a license upon credit at the post office,” said Pickles. “The place is full of policemen. I met one as I was coming home.”

“Let us send in the bill again to Samuel Whiskers, Ginger; he owes money for bacon.”

“I do not believe that he intends to pay at all,” replied Ginger.

“Where are all the cream crackers?”

“You have eaten them yourself,” replied Ginger.

Ginger and Pickles went into the back room. They kept a list of those who owed money in a book. They added up sums and sums and sums.

“Samuel Whiskers has run up a bill as long as his tail; he has had a pound of bacon since October.”

“What is seven pounds of butter at a dollar a pound, and a stick of sealing wax and four matches?”

“Send in all the bills again to everybody,” replied Ginger.

- 1 Which word describes Ginger and Pickles?
 - A rich
 - B loud
 - C greedy
 - D trusting

- 2 Why were the mice afraid of Ginger?
 - A Ginger was once unkind to the mice when they shopped.
 - B Ginger is a cat and usually not friendly toward mice.
 - C Ginger is a terrier and likes to chase mice.
 - D Ginger would not give credit to the mice.

- 3 Why was Pickles unable to buy a dog license on January 1?
 - A He had no biscuits.
 - B He was very weak.
 - C He had no money.
 - D He was too busy.

- 4 How did Pickles feel when he could not “get a license upon credit” in paragraph 25?
- A afraid
 - B lonely
 - C friendly
 - D thankful
- 5 Why did Ginger say, “Send in all the bills again to everybody” at the end of the selection?
- A to help the customers
 - B to get some money
 - C to help them travel
 - D to get the police

Name _____ Date _____

Phil and his friend, Teddy, travel from town to town to perform with the circus. The following excerpt is about Phil's fall and the circus owner's wish to pay him.

Adapted from *The Circus Boys Across the Continent:* "The Showman's Reward"

by Edgar B. P. Darlington

"Did I fall?" asked Phil, suddenly opening his eyes.

"A high dive," nodded Mr. Sparling.

Phil cast his eyes up to the dome where he saw the canvas drawing tightly. He knew that he had succeeded and he smiled contentedly.

"How do you feel?"

"I'm a little sore, Mr. Sparling. But I guess I'll be okay in a few minutes."

"Able to walk over to my tent? If not, I'll have some of the fellows carry you."

"Oh, no. I can walk if I can get my legs started moving. They don't seem to be working the way they should this morning," laughed the lad. "My, that tent weighs something doesn't it?"

"It does," agreed the showman.

Just then the surgeon arrived. After a brief examination he announced that Phil was not injured, unless, perhaps, he might have injured himself inside his body from the great strain of holding up the tent.

"I think some breakfast will put me right again," decided the lad.

"Haven't you had your breakfast yet?" demanded Mr. Sparling.

"No. I guess I've been too busy."

"Come with me, then. I haven't had mine either," said the showman.

Linking his arm within that of the Circus Boy, Mr. Sparling walked from the tent, not speaking again until they had reached the manager's private tent. This was a larger event than it had been last year.

He placed Phil in a folding easy chair, and sat down at his desk where he began writing.

After finishing, Mr. Sparling looked up.

"Phil," he said in a more kindly tone than the lad had ever before heard him use, "I was under deep loyalty to you last season. I'm under a greater one now."

"I wish you wouldn't speak of it, sir. What I have done is purely in the line of duty. It's a fellow's business to be looking out for his employer's interests. That's what I have always tried to do."

"Not only tried, but have," corrected Mr. Sparling. "That's an old-fashioned idea of yours. It's a pity more young men don't feel that way, these days. But that wasn't what I wanted to say. As a little expression of how much I appreciate your interest, as well as the actual money loss you have saved me, I want to make you a little present."

"Oh, no no," protested Phil.

"Here is a check which I have made out for a hundred dollars. That will give you a little start on the season. But it isn't all that I am going to do for you—"

"Please, Mr. Sparling. Believe me, I do appreciate your kindness, but I couldn't take the check."

"Why not?"

"Because I haven't earned it."

"Haven't earned it? He hasn't earned it!"

"No, sir."

The showman threw his hands above his head in a hopeless sort of a way.

"I should not feel that I was doing right. I want to be independent,¹ Mr. Sparling. I have plenty of money. I have not spent more than half of what I earned last summer. This season I hope to save a whole lot, so that I shall be quite independent."

¹**independent:** not relying on others for aid or support

"And so you shall, so you shall, my boy," Sparling exclaimed, rising and nudging Phil good-naturedly with the flat of his hand.

Instead of tearing up the check, however, Mr. Sparling put it in an envelope which he directed and stamped, then thrust in his coat pocket.

"I—I hope you understand—hope you do not feel upset," said Phil slowly. "I should not like to have you misunderstand me."

"Not a bit of it, my lad. I can't say that I have any higher opinion of you because of your decision, but—"

Phil glanced up quickly.

"I already have as high an opinion of you as it is possible for me to have for any human being."

"Thank you. You'll make me have a swelled head² if you keep on that way," laughed Phil.

²**swelled head:** a great opinion of oneself; proud

1 Based on the selection, which word describes Mr. Sparling?

- A kind
- B afraid
- C careful
- D angry

-
- 2 In the selection, which action shows that Phil is independent?
- A He finds another job to help him earn more money.
 - B He learns to do many different jobs for the circus.
 - C He does not accept a gift of extra money.
 - D He decides to leave the circus at the end of the season.
- 3 Why did Phil not take the money from Mr. Sparling?
- A Phil felt that he had not earned the money.
 - B Phil felt that Mr. Sparling did not have enough money.
 - C Phil knew that Mr. Sparling would expect Phil to pay him back.
 - D Phil believed that a gift of money between friends was a bad idea.
- 4 Which detail supports the idea that Phil is careful with his money?
- A " 'Please, Mr. Sparling. Believe me, I do appreciate your kindness, but I couldn't take the check.' "
 - B " 'Because I haven't earned it.' "
 - C " 'I have not spent more than half of what I earned last summer.' "
 - D " 'I should not like to have you misunderstand me.' "

- 5 Which detail supports the idea that Phil was polite?
- A " 'I think some breakfast will put me right again,' decided the lad."
 - B " 'It's a pity more young men don't feel that way, these days.' "
 - C "Mr. Sparling. I have plenty of money."
 - D " 'Thank you. You'll make me have a swelled head if you keep on that way.' "

Name _____ Date _____

A Winning Summer

It was the first week of summer, and Parisa was already ready to be back at school.

Not everyone she knew liked school, but Parisa loved learning new things. Even more than that, she loved school because she got to be with her friends all day long. Parisa was an only child, and she thought it was too quiet at home.

Now her two best friends from the neighborhood were out of town for two weeks, and to Parisa, it seemed like two years. What would she *do*?

Sitting on the wide front steps of her house, she flipped through her favorite kids' magazine. The word "contest" caught her eye.

"Create Your Own Magazine!" the headline read.

Parisa loved magazines, but it had never occurred to her that she could create one herself. The article said contestants must send in an eight-page magazine with handwritten articles and hand-drawn illustrations—nothing printed from a computer.

Parisa turned on the ceiling fan in her room and laid down on the floor next to her big, lazy cat, Fred. This was what she did whenever she needed to think of really good ideas. She closed her eyes and imagined all sorts of magazines.

She imagined magazines about bikes, skating, ballet, French fries (Parisa really loved French fries . . . all kinds, from crinkly to stringy), soccer, dessert . . . the possibilities were endless.

But after much thought, she knew just what she wanted to feature in her magazine—her neighborhood. She would call it *The Tall Pines Gazette*, and she would fill it with news.

She found a notebook and pen and left her cat to snore in peace. Then she found her grandmother on the back porch and told her about the contest.

"So Granny, I'm going to go be a reporter for awhile," Parisa announced. "I'm going to see if there's any news in our neighborhood."

Her grandmother raised one eyebrow.

"Well, good luck, honey—you do like asking questions, so I bet you won't have too much trouble finding news."

Two hours later, Parisa burst into the house. “Granny, I’ve got so much news I can’t fit it in eight pages!”

Mr. Westover had just gotten a new hip—imagine that, she told her grandma, a whole new body part!

Mr. and Mrs. Hoppy had just come home from Ireland, where they were visiting their son. They told Parisa about visiting real castles and walking along a rocky coast that sounded very different from North Carolina beaches.

John and Bob were packing up every single thing in their apartment and moving to Brazil.

There was much more, and Parisa had no trouble filling eight pages. She wrote “The Tall Pines Gazette” in big, colorful letters at the top of the front page, and printed her headlines and stories very neatly across the whole newspaper, putting exciting hand-drawn pictures with each one.

Her grandmother and the rest of the family loved it. Parisa was proud when she sent it off for the contest a day before her friends returned from their vacations. She couldn’t believe how fast the two weeks had flown because of her project.

(Grandma reminded Parisa that she was perfectly capable of doing great things and being entertained all by herself, and she had to agree.)

A few weeks later, Parisa received a package in the mail. *The Tall Pines Gazette* won third prize, and the kids’ magazine had printed up and sent extra copies of her magazine!

She was a little disappointed that she didn’t win first place, but her friends told her they thought her magazine sounded much more exciting than the one that won the main prize (about snacks, of all things) and the one that came in second (about mice).

Her neighbors were so impressed that they suggested that Parisa keep her magazine going—and she happily agreed!

-
- 1 Which event led to Parisa’s decision to create a magazine?
- A Her grandmother suggested that she take on a project.
 - B She was bored, and her friends were away on vacation.
 - C She wanted to please her teachers at school.
 - D She liked school, and she enjoyed writing.
- 2 Why did Parisa turn on the ceiling fan in her bedroom?
- A She needed to cool off.
 - B Her big, lazy cat was hot.
 - C It helped her think of good ideas.
 - D It helped her focus on her friends.
- 3 How did Parisa show that she was determined to create a good magazine?
- A She left her cat to snore in peace.
 - B She had drawn pictures to go with each story.
 - C She loved learning new things at school.
 - D She called it *The Tall Pines Gazette*.

-
- 4 According to the selection, how did Parisa feel about not winning first place in the contest?
- A a little careless
 - B a little selfish
 - C a little curious
 - D a little disappointed
- 5 Why did Parisa agree to continue with her magazine after the contest?
- A Her neighbors liked her work.
 - B She liked to talk to her neighbors.
 - C She liked hand writing the articles.
 - D Her grandmother encouraged her to do it.

Answer Key
Standard RL.3.3

Describe characters in a story and explain how their actions contribute to the sequence of events.

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
1	Show-and-Tell	Realistic	1	D	Skill/Concept	3.2
			2	B	Skill/Concept	3.2
			3	B	Skill/Concept	3.2
			4	A	Skill/Concept	3.2
			5	D	Skill/Concept	3.2
2	Adapted from "A Runaway Umbrella"	Realistic	1	D	Skill/Concept	3.4
			2	A	Skill/Concept	3.4
			3	C	Skill/Concept	3.4
			4	D	Skill/Concept	3.4
			5	B	Skill/Concept	3.4
3	A Whale of a Time	Realistic	1	C	Skill/Concept	3.2
			2	A	Skill/Concept	3.2
			3	A	Skill/Concept	3.2
			4	B	Recall	3.2
			5	B	Skill/Concept	3.2

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
4	Adapted from "Mother's Story of the Princess and Her Pigeon"	Realistic	1	C	Recall	3.5
			2	B	Skill/Concept	3.5
			3	B	Recall	3.5
			4	D	Recall	3.5
			5	C	Recall	3.5
5	Adapted from <i>The Tale of Ginger and Pickles</i>	Fantasy/ Fable	1	D	Skill/Concept	3.0
			2	B	Skill/Concept	3.0
			3	C	Skill/Concept	3.0
			4	A	Skill/Concept	3.0
			5	B	Skill/Concept	3.0
6	Adapted from <i>The Circus Boys Across the Continent: "The Showman's Reward"</i>	Realistic	1	A	Skill/Concept	3.1
			2	C	Skill/Concept	3.1
			3	A	Skill/Concept	3.1
			4	C	Skill/Concept	3.1
			5	D	Skill/Concept	3.1
7	A Winning Summer	Realistic	1	B	Skill/Concept	3.8
			2	C	Recall	3.8
			3	B	Skill/Concept	3.8
			4	D	Skill/Concept	3.8
			5	A	Recall	3.8

Name _____ Date _____

Phil and Teddy travel from town to town to perform with the circus. The following excerpt is about how Phil was asked to ride standing on the back of a horse in order to earn a meal.

Adapted from *The Circus Boys Across the Continent:* "The Barnyard Circus"

by Edgar B. P. Darlington

"Get up and show us guys if you're a real circus man."

"You mean you want me to ride him?" said Phil.

"Sure thing."

"How?"

"Get on his back and do one of them bareback stunts you was telling us about," and the fellow winked covertly at his companions, as much as if to say, "we've got him going this time."

"What? Here in this rough yard?"

"Yep."

Phil considered for a moment, stamping about on the straw-covered ground, then sized up the horse.

"All right. Bring me a harness and fasten a long enough strap to the bit¹ so I can get hold of it standing up."

He was really going to do as they demanded. The men were surprised. They had not believed he could, and now, at any rate, he was going to make an effort to make good on his boast.

¹**bit:** steel piece in the horse's mouth used to guide it

A bridle² was quickly fetched and slipped on the head of old Joe. In place of reins, the farmer attached a rope to the bridle, while Phil measured on the back of the horse to show how long it should be cut. The preparations all complete, Phil grasped the rope and leaped to the high back of the animal, landing astride neatly. This brought a cheer of approval from the audience.

"Now get up on your feet."

"Don't be in a hurry. I want to ride him around the stack a few times to get the hang of the ring," laughed Phil. "It's a good, safe place to fall, anyway. Do I get some breakfast after this practice?" he questioned.

"That depends. Go on."

"Gid-dap!" commanded Phil, patting the horse on its powerful neck. Then they went trotting around the stack, the men backing off to get a better view of the practice.

On the second round Phil drew up before them.

"Got any chalk here?" he asked.

"Reckon there's some in the barn."

"Please fetch it."

They did not know what he wanted chalk for, but the owner of the place hurried to fetch it. In the meantime Phil was slowly removing his shoes, which he threw to one side of the yard. Telling the men to break up the chalk into powder, he smeared the bottoms of his socks with the white powder, sprinkling some on the back of the horse.

"Here, here! What you doing? I have to rub and clean that critter every morning," shouted the owner.

Phil grinned and clucked to the horse, whose motion he had caught in his brief ride about the stack, and once more disappeared around the pile. When he came in sight again, the horse was trotting briskly with Phil Forrest standing up far back on the animal's hips, urging him along with sharp little cries, and dancing about as much at home as if he were on the solid ground.

²**bridle:** headgear, which contains the bit and reins used to guide the horse

23

The farmers looked on with wide-open mouths, too amazed to speak.

Phil gave a shout, and set the horse going about the stack faster and faster, throwing himself into all manner of artistic positions.

25

After the horse had gotten a little used to the strange work, Phil threw down the reins and rode without anything to give him support.

Probably few farm barnyards had ever offered an attraction like it before.

“Come up here!” cried the lad to the smallest of the men. “I’ll give you a lesson.”

The fellow protested, but his companions grabbed him and threw him to old Joe’s back. Phil grabbed his pupil by the coat collar, jerked him to his feet, and started old Joe going at a lively speed.

29

You should have heard those farmers howl at the funny sight of their companion sprawling all over the back of the horse with Phil, red-faced, struggling with all his might to keep the fellow on while at the same time trying to prevent himself from taking a tumble!

30

At last the burden was too much for Phil, and his companion took an awful tumble head first into the straw at the foot of the stack while the farmers threw themselves down, rolling about and making a great din with their laughter.

“There, I guess I have earned my breakfast,” decided the lad, dropping off near the spot where he had cast his shoes.

“You bet you have, little partner. You just come over to the house and fill up on salt pork and cabbage. You can stay all summer if you want to. Hungry?”

“So hungry that, if my collar were loose, it would be falling down over my feet,” grinned the lad.

-
- 1 What does the phrase “wide-open mouths” in paragraph 23 describe about the farmers?
- A They were surprised.
 - B They were angry.
 - C They were brave.
 - D They were bored.
- 2 What is the “strange work” that the horse was doing in paragraph 25?
- A He was trotting around barrels.
 - B He was prancing around a circle.
 - C He was throwing the rider off his back.
 - D He was letting Phil do stunts on him.
- 3 What is the meaning of *howl* in paragraph 29?
- A bark like a dog
 - B cry like a baby
 - C laugh loudly
 - D sing softly

- 4 What is the meaning of *sprawling* in paragraph 29?
- A dancing
 - B spreading
 - C running
 - D jumping
- 5 What is the meaning of the word *din* in paragraph 30?
- A noise
 - B fight
 - C scare
 - D event

Name _____ Date _____

Adapted from *The Circus Boys in Dixie Land: "The Circus Makes a Call"**by Edgar B. P. Darlington***1**

Phil shaded his eyes and gazed off down the street.

"That's my friend Emperor, the elephant. I don't know what it is he is carrying. That's odd. I never saw him carrying anything in a parade before, did you?"

"No," replied Teddy.

4

For a moment both lads directed their attention to making out what it was that Emperor was carrying along.

"It looks to me like a basket of flowers," finally decided Phil.

"Has somebody been handing him a bouquet?" grunted Teddy.

"It certainly looks that way."

"Why, I really believe he is coming in here."

"Coming here—an elephant coming into my front yard? Mercy me!" exclaimed Mrs. Cahill, starting up.

"Why, Mrs. Cahill, Emperor wouldn't hurt a little baby. I hope he does come in. Sit still. Don't be afraid."

11

"He'll spoil my flower beds—he'll trample them all down and after I've worked four weeks getting—"

"Yes; here he comes," exclaimed Phil.

13

At that moment Emperor, with his trainer, Mr. Kennedy, swung out of line and entered the garden gate. Turning to the left they headed directly across the lawn. The precious flower beds lay right in his path.

14

"Oh, my flowers! They're ruined," moaned the widow.

"Watch him and you'll see," answered Phil, his face covered in smiles.

She did, and her eyes opened wider when Emperor cautiously raised one heavy foot after another until he had stepped clear of the first bed of flowers. The same thing happened when he got to the second bed. Not even the imprint of his footfalls was left on the fresh green grass of the lawn.

Mrs. Cahill's eyes were large and wondering. A sudden urge stirred her to spring up and flee into the house.

Phil, noting it, laid a hand lightly, on her arm.

"Don't be afraid," he said. "Emperor will not harm you. You see how careful he is of your lawn and your flower beds. I think he is coming here for some purpose."

Emperor and his trainer came to a halt right in front of the porch, the elephant's little eyes fixed upon the slender form of Phil Forrest.

"Good boy, Emperor!" said Phil. "Did somebody present a basket of flowers to you?"

It was a big basket, and such a handsome collection of flowers did it contain as to cause Mrs. Cahill to open her eyes in wonder. A card was tied to the handle of the basket with a big pink ribbon. Phil began to understand the meaning of the scene, and he felt sure the name on the card was that of Mrs. Cahill.

A low spoken command from the trainer, and Emperor carefully got down on his knees, keeping those small eyes on Phil Forrest all the time.

"Mrs. Cahill, Emperor has been asked by the Great Sparling Combined Shows to present a basket of flowers to you in the name of Mr. Sparling himself, and the show people, too. He has carried it all the way from the lot this morning," declared Mr. Kennedy.

The people on the street were now pressing closer in order to see what was going to happen. Phil was smiling broadly, while Teddy was hugging himself with delight at Mrs. Cahill's nervousness.

“Emperor, give the flowers to the lady,” commanded the trainer.

Slowly, the big elephant’s trunk stretched out, extending the basket toward her inch by inch, while the widow instinctively shrank far back in her chair.

At last the trunk reached her.

“Take it,” said Phil.

She grasped the basket with a muttered, “Thank you.”

“Say good-bye, Emperor,” directed the trainer.

Emperor curled his trunk on high, coughed mightily, then rising on his hind legs until he stood almost as high as the widow’s cottage, he muttered a wild, weird noise that fairly shook the house.

Mrs. Cahill, in her fright, suddenly started back, her chair tipped over and she landed in a heap on the ground at the end of the porch.

1 What is the meaning of *shaded* in paragraph 1?

- A closed
- B moved
- C looked
- D covered

2 What is the meaning of *directed* in paragraph 4?

- A looked
- B rushed
- C turned
- D wasted

- 3 What is the meaning of *trample* in paragraph 11?
- A pour
 - B grow
 - C plant
 - D stomp
- 4 What is the meaning of *precious* in paragraph 13?
- A treasured
 - B colorful
 - C lively
 - D giant
- 5 What is the meaning of *ruined* in paragraph 14?
- A destroyed
 - B beautiful
 - C growing
 - D covered

Name _____ Date _____

Adapted from *The Tale of Betsy Butterfly: "A Mishap"*

by Arthur Scott Bailey

Except for the work that his father made him do now and then, there was only one thing that bothered Johnnie Green in making his collection of butterflies. The weather was not so good as it might have been. He soon found that there was no use hunting for butterflies except in the sunshine. So when a three days' rain came, Johnnie began to wish he had started a different sort of collection.

2

But the weather cleared at last. And the sun came out so bright that Johnnie fairly pulled the old horse away from the watering-trough and hustled him back to his stall; for he was in a hurry to get to the flower garden with his butterfly net. As for the chickens, they had very little food that day.

3

Once in the garden, Johnnie Green found more butterflies than he had ever noticed before. But as soon as he began chasing them, they flew away to the meadow. That is, all but Betsy Butterfly. She said she was sure Johnnie Green wouldn't annoy her.

And that was where she was wrong. The moment he caught sight of her, with her red-and-brown wings with the violet tips, Johnnie cried: "There's a beauty!"

5

But Betsy Butterfly was so used to such remarks that she paid little heed to him. Even when he crept nearer and nearer to her, with old dog Spot at his heels, she did not take fright.

With her tongue deep in a fragrant blossom she was enjoying its delicious sweetness when Johnnie Green, bearing his net in the air, sprang at her.

When Johnnie jumped, Betsy Butterfly started up in alarm. She had really waited until it was too late. And if something unexpected hadn't happened to Johnnie Green, Betsy would surely have had a place in his collection.

8

But luckily for her, Johnnie fell. He may have tripped on a vine, or his foot may have slipped on the wet ground. Anyhow, he fell sprawling among the flowers, dropping his precious net as he stretched out his hands to save himself.

Johnnie's fall gave Betsy Butterfly her only chance. Curling her long tongue out of her way, she quickly made her escape.

So Johnnie Green lost her. But she was not all that he lost. A strange accident happened just as he fell, for old dog Spot leaped forward at the same time. And, much to his surprise, Spot found his head inside the butterfly net. The long broomstick handle hit him sharply on his back. And the silly fellow took fright at once.

With yelps of terror he scurried out of the flower garden. And Johnnie picked himself up just in time to see Spot tearing across the meadow toward the woods.

"Spot! Spot! Come back!" Johnnie Green shouted. But old Spot paid no attention to his young master. Perhaps he was too scared to hear him.

Spot wanted to get rid of that net that covered his head. And he knew of no better place to go than the woods where he hoped to be able to free himself from it by rubbing against a tree or nosing among some bushes.

Johnnie ran a little way after him. But when he saw Spot duck into the woods he turned back sadly towards the house. For all he knew, old Spot might run a mile further before he stopped.

Johnnie would have to make a new net if he wanted to catch any more butterflies for his collection.

And the trouble was, he had no more mosquito netting.

A good many people saw old Spot as he dashed off with the butterfly net over his head. And they enjoyed a big laugh at the strange sight.

As for Betsy Butterfly, she had learned to watch out for Johnnie Green. And she knew that another time he would have to be twice as quick as he had shown himself, if he expected to capture her.

Old Spot didn't come home till afternoon. When he appeared at last he looked very embarrassed. He hoped no one had noticed his fright. And he wouldn't go near the flower garden again for a whole week.

- 1 What does *hustled* mean in paragraph 2?
- A caught
 - B chased
 - C pulled slowly
 - D moved quickly
- 2 What does *annoy* mean in paragraph 3?
- A bother
 - B escape
 - C warn
 - D push
- 3 What does *remarks* mean in paragraph 5?
- A smiles
 - B events
 - C comments
 - D examples

- 4 What does *heed* mean in paragraph 5?
- A comfort
 - B attention
 - C wisdom
 - D reasoning
- 5 What does *sprawling* mean in paragraph 8?
- A all over
 - B in front of
 - C behind
 - D beside

Name _____ Date _____

Adapted from "Just Before Supper"

by Robert Gordon Anderson

1

In the afternoon the sun grows tired of its hot walk across the sky. Beyond the Green farm are the blue hills behind which it sleeps each night. When it is almost there, the three happy children go down to the barn to watch their four-footed friends come home.

2

Sometimes Frank, the hired man who helps Farmer Green, is late and does not go for the cows. All day long they have been in the pasture. Sometimes they eat the grass and pink clover. Sometimes they wade in the little brook which flows there. But when it grows late, even if Frank does not come, they know it is suppertime and leave the pasture.

When they reach the barnyard fence they stand outside calling to be let in. Then Frank comes and lets down the bars. They walk into the yard and through the doors into the big red barn.

There are ten cows but Luke, Billy, and Tom love four of them better than the rest. Their names are "Primrose," "Daisy," "Buttercup," and "Black-eyed Susan."

There are several kinds of cows—Guernseys, Jerseys, Alderneys, and Holsteins.

"Primrose," "Daisy," and "Buttercup" are Jersey cows and are a pretty brown. "Black-eyed Susan" belongs to the Holsteins and is black and white. "Black-eyed Susan" gives more milk than her companions but their milk has richer cream.

Each cow has a stall to sleep in. In front of each is a box or manger from which the cows eat. Frank climbs up the tall ladder to the loft, which is the second story of the barn, and throws down the hay. Then he takes his sharp pitchfork and tosses a lot of hay in each manger. You would never think cows could eat so much. One box of shredded wheat cereal would do for all the Green family and visitors too, but "Primrose" and "Daisy" and all the rest each eat enough hay to fill many shredded wheat boxes.

Luke, Billy, and Tom love to stand in the doorway of the barn and smell the hay as the cows chew it. It is very sweet-smelling.

9

They do not go too near the stalls, for while the cows are eating their supper, they switch their tails to keep off the flies. Once "Black-eyed Susan" switched her tail across Billy's face. It felt like a whip and he ran away crying. But "Susan" didn't mean it for she is a very gentle cow.

And once Luke came too near old "Crumplety Horn," the white cow with the twisted horn. She kicked at Luke and over went the pail of milk which his father had almost full.

11

The children like to see their father and Frank sit on their three-legged stools in the stalls and milk the cows. The milk spurts into the pails and it sounds very pleasant.

The milk is very warm when it comes from the cows so Farmer Green puts it in great cans as tall as Luke. Then he carries the cans to the springhouse where it is cool, and leaves them overnight by the well. The children will drink some of it in the morning. Tonight they will drink this morning's milk, which is cool now.

-
- 1 In paragraph 1, what is the meaning of "the sun grows tired of its hot walk across the sky"?
- A The sun is rising.
 - B The sun is hiding.
 - C The sun is setting.
 - D The sun is shining.
- 2 What are the "four-footed friends" at the barn in paragraphs 1 and 2?
- A the hired help
 - B the milk cows
 - C the chickens
 - D the children

-
- 3 What is the meaning of *wade* in paragraph 2?
- A hide
 - B play
 - C fall
 - D walk
- 4 What is the meaning of *switch* in paragraph 9?
- A wrap
 - B comb
 - C move
 - D repair
- 5 What is the meaning of *spurts* in paragraph 11?
- A boils
 - B sprays
 - C cools
 - D remains

Name _____ Date _____

Excitement by the Book

It was Friday book talk time in Mr. Jacob’s class, and for once, Kevin was excited to talk about the book he’d been reading.

Kevin had never been a big fan of reading. He thought video games were much more exciting. His grandma was not a fan of video games, and she had pointed out that when he played his three favorite games over and over again, it was like watching reruns on TV.

“No way!” he had protested. “Little things change every time!”

His grandma, a retired teacher, had rolled her eyes.

“Yes—little things change,” she replied. “But every book you crack open is a brand new story that you can create a video for in your head. That exercises your brain and your imagination. You kids born in the video age don’t appreciate books the way you should.”

Kevin didn’t buy it. Books more exciting and fun than video games? Never.

Then he had spotted a book with an unusual cover when his class made their library trip the next week. The title, in unusual white lettering on a black cover, was *The Fourth Stall*. Reaching down from the top of the cover was a hand holding . . . a roll of toilet paper!

8

Kevin snatched up the book and headed for the checkout desk without even reading the blurb on the back cover telling what adventures were inside—this book was sure to be good!

It was better than good. *The Fourth Stall* told the story of Mac and Vince, best friends who run a business solving problems and fixing things for their fellow students from the fourth stall of the boys’ bathroom at their school. Their methods don’t always follow the school code of conduct, but business is booming and life is good—until one Monday, when everything begins to get crazy.

He read on the bus, during snack time at home, and after finishing his homework.

11

His grandma looked at him suspiciously like she couldn't believe he was reading.

"Are you reading that for homework?" she asked. "It looks like a strange book, if you ask me. Are you sure it's meant for a kid your age? And why is there a roll of toilet paper on the cover?"

"It's not for homework, Grandma, and it's fine for kids my age," Kevin said, rolling his eyes. "It's not your kind of book, though."

14

After lights out, he was so caught up in the story that he dug a flashlight out from under his bed and kept reading under the covers until he reached the end.

15

When his turn came during book talk, Kevin told the class just enough to convince them how great the book was so that they would want to read it but careful not to give too much away. "And in conclusion," he said, "this is the best book I have ever read."

"So," Mr. Jacob said, "are you going to read the rest of the books in the series?"

17

Kevin couldn't believe his good fortune. It must be his special day. "There are more?" he said. "I'm going to the library right after school!"

When Kevin got home that day, he showed his grandma a stack of books. "It turns out you were right, Grandma—books can be better than video games if you find the right ones!"

-
- 1 What is the meaning of the word *blurb* in paragraph 8?
- A excitement
 - B description
 - C examples
 - D price
- 2 What is the meaning of the word *suspiciously*, based on the clues in paragraph 11?
- A carelessly
 - B doubtfully
 - C roughly
 - D excitedly
- 3 What is the meaning of “so caught up in the story” in paragraph 14?
- A interested
 - B puzzled
 - C prepared
 - D tired

- 4 What is the meaning of the word *convince* in paragraph 15?
- A warn
 - B judge
 - C talk into doing
 - D speak against
- 5 What is the meaning of the word *fortune* in paragraph 17?
- A doom
 - B right
 - C series
 - D luck

Name _____ Date _____

Adapted from *The Circus Boys in Dixie Land: "Under Canvas Again"*

by Edgar B. P. Darlington

The Great Sparling Combined Shows had been on the road a week, and by this time the various departments had gotten down to fairly good working order, for, no matter how perfect such a company may be, it requires several days for the show people to become used to working together. After being a few weeks out, they are able to set the tents in from half an hour to an hour less time than it takes during the first two or three shows of the season. It was now like clockwork.

2

The next show was to be in Edmeston, the hometown of the two Circus Boys. The boys were looking forward with keen expectation to the moment when they would appear before their old school friends in a series of daring acrobatic flights.

The boys had spent the winter at school and had been hitting the books hard. Now, they needed only one more year to complete their course at the high school that they had been attending between circus seasons, while practicing in their gymnasium after school hours.

"I'd like to invite all the boys from our class to come to the show for free. Do you think Mr. Sparling would let me?" asked Teddy.

"I am afraid you had better not ask him," laughed Phil. "If you were running a store, do you think you would ask people to come over and help themselves to whatever they wanted?"

"Well, no," answered Teddy.

"I thought not," said Phil.

"But this is different" said Teddy.

"Not so much," answered Phil. "It would be giving away seats that could be sold and that probably will be sold. No. I guess the boys had better pay for their seats."

Teddy looked disappointed.

"Don't you think it is worth fifty cents to see us perform?" asked Phil.

12

Teddy grinned broadly, and his eyes began to light up.

"That's so. I guess it's worth more than fifty cents, at that. I guess I don't care if they do have to pay, but I want them to come to the show. What do you suppose I've been working two years for, if it wasn't to show off before the guys? Haven't you?" asked Teddy.

"No," answered Phil.

"What then?" asked Teddy.

"Why, what do you think?" asked Phil.

"I don't think. It's too hot to think this morning," answered Teddy. "My head is on fire."

18

"All right. Wait till someday when the weather is cooler; then think about it," laughed Phil, hurrying on toward where breakfast was waiting for them in the cook tent. They were very hungry, so they sat down and began to eat like horses.

The boys were performing the same acts in which they had appeared the previous season; that is, doing the flying rings as a team, while Phil was a bareback rider¹ and Teddy a tumbler.² Something had happened to the bucking mule that Teddy had ridden for two seasons, and the manager had been forced to take this act from his show.

As the boys were coming from the breakfast tent, they ran into the circus manager, Mr. Sparling.

"Hey Teddy, I'm thinking of getting another mule for you, if we can pick up such a thing," said Mr. Sparling.

22

Teddy's eyes twinkled. He had in mind a surprise for the manager, but was not quite ready to tell his surprise yet. All during the winter Teddy had been working with a donkey that he had picked up near Edmeston. His training of the animal had been absolutely in secret, so that none of his school friends, except Phil, knew anything about it.

¹**bareback rider:** a person who rides a horse with no saddle

²**tumbler:** a person who performs jumps and somersaults

-
- 1 What is the meaning of *keen* in paragraph 2?
- A bored
 - B silent
 - C lively
 - D wise
- 2 What is the meaning of *broadly* as used in paragraph 12?
- A shyly
 - B widely
 - C happily
 - D politely
- 3 Based on paragraph 18, what is the purpose of the phrase “Wait till someday when the weather is cooler”?
- A to show that he was tired
 - B to show that he was hungry
 - C to show that it was raining
 - D to show that time needed to pass

4 What does “Teddy’s eyes twinkled” mean in paragraph 22?

- A Teddy was sick.
- B Teddy was eager.
- C Teddy was upset.
- D Teddy was worried.

5 What is the meaning of “picked up” in the sentence below from paragraph 22?

“All during the winter Teddy had been working with a donkey that he had picked up near Edmeston.”

- A bought
- B trained
- C cleaned
- D fed

Name _____ Date _____

It's Not Fair

"It's not fair!" Megan cried. "I don't want to go to Nana and Poppa's stupid old wedding anniversary* anyway!"

2

Bursting into tears, Megan turned and ran down the hall to her room. Slamming the door, she threw herself onto the bed and sobbed into her pillow.

A few minutes later, she heard a soft knock on the door.

"Yes?"

"It's Mom. May I come in?"

6

"Okay," said Megan, but she kept her face pressed into the pillow.

7

Megan's mom sat down next to Megan on the bed and said, "I know you're upset about missing Ashley's party, but we've had this trip planned since last fall. Being married for fifty years is a pretty big deal, and it will mean a lot to your grandparents for all of us to be there on their big day."

Megan sat up and looked at her mom.

"But Ashley's so *cool!* And she invited *me!*" Megan said excitedly. "If I go to her party, then maybe everybody else will think I'm cool, too."

"Well, I *already* think you're cool," said Megan's mom.

Megan rolled her eyes and smiled in spite of herself. "That's because you're my mom. You're *supposed* to think I'm cool."

***anniversary**: a date that is celebrated because a special event happened on that day in years past

Mrs. Carney smiled and brushed a lock of Megan's hair away from her forehead. "Well, I do. And so do your grandparents, which is why they want you to be there to help them celebrate. After all, if they hadn't gotten married to each other all those years ago, you wouldn't be here! The least you can do is go to their big party."

"But Ashley's having a big party, too—the biggest! She has a pool, and her brother is in high school. His band is playing! Can't we get up and drive to Virginia early Saturday morning? Then I could still go to Ashley's party."

"No, we can't," replied Mrs. Carney. "The reason we're getting you and your brothers out of school that Friday is that it's such a long drive. We need to be up early Saturday morning to start helping your Aunt Margaret and Uncle John get things ready for the party."

"But I just *can't* miss Ashley's party, Mom!" Megan protested.

Mrs. Carney sighed. "Ashley will have other birthday parties, Megan, but your grandparents will have only one golden wedding anniversary."

"But what if Ashley doesn't think I'm cool enough to invite next year? This might be my only chance!"

"If Ashley is the kind of person who thinks you're cool in fourth grade and then decides in fifth grade that you're not, then she's probably not the kind of person who would be a very good friend. Choosing friends based on how 'cool' someone is seems pretty shallow, if you ask me."

"What do you mean by 'shallow'?" asked Megan.

"When someone is shallow, it means they only look at the outside of a person—like how someone dresses or wears her hair—instead of looking at how nice the person is on the inside."

"I don't think Ashley is like that, Mom," thought Megan. "I mean, she's been really nice to me the whole time we worked together on the end-of-year program at school."

"Well, then maybe Ashley invited you to her party because she *likes* you, not because she thinks you're cool. And if that's the case, then she's still going to like you when you get back from your grandparents' anniversary party. What do you think?"

"I guess. Maybe." Megan looked unsure.

"So, I have an idea," said Mrs. Carney. "Since you're going to miss Ashley's party, why don't you invite her to a party for just the two of you once we get back from Virginia? I could drive you to the Court Square Tea Shop downtown, and you and Ashley could have a special treat while I do my shopping."

Megan's eyes widened. "Could we really? I think Ashley would love that. When we were working on the school program, she was always talking about how she loves sweets, especially little cakes."

"That way, you and Ashley could have a chance to really get to know each other," Mrs. Carney said. "You wouldn't be able to do that at a big party with a lot of other people around."

"Yeah, you're right," Megan agreed. "I think it could be even better than going to the party!"

Mrs. Carney smiled. "So do you feel a little better about going to Virginia next weekend?"

"Yes!" cried Megan. "This way I get to be with Nana and Poppa and hang out with Ashley, too."

"So can I get a hug?" asked Mrs. Carney.

31

"Sure," answered Megan, wrapping her arms around her mother's neck. "You know what, Mom? You're a really good problem solver. Thanks!"

-
- 1 What is the meaning of "Bursting into tears" in paragraph 2?
- A screaming
 - B laughing
 - C crying
 - D hitting

-
- 2 What is the meaning of “Slamming the door” in paragraph 2?
- A hitting the door
 - B shutting the door quickly
 - C closing the door slowly
 - D locking the door
- 3 When Megan “kept her face pressed into the pillow” in paragraph 6, what was she doing?
- A She was lying face down on the pillow.
 - B She was lying face up beside the pillow.
 - C She was putting her head inside the pillowcase.
 - D She was ironing her pillow to remove the wrinkles.
- 4 What is the meaning of Megan’s grandparents’ “big day” in paragraph 7?
- A It will be a long day.
 - B It is a day to wear big clothes.
 - C It is a very important day.
 - D It will take a day to get there.

- 5 Which sentence from the selection helps to understand the meaning of “problem solver” in paragraph 31?
- A “When someone is shallow, it means they only look at the outside of a person.”
 - B “You wouldn’t be able to do that at a big party with a lot of other people around.”
 - C “I think it could be even better than going to the party!”
 - D “This way I get to be with Nana and Poppa and hang out with Ashley, too.”

Answer Key
Standard RL.3.4

Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
1	Adapted from <i>The Circus Boys Across the Continent: "The Barnyard Circus"</i>	Realistic	1	A	Skill/Concept	3.5
			2	D	Skill/Concept	3.5
			3	C	Skill/Concept	3.5
			4	B	Skill/Concept	3.5
			5	A	Skill/Concept	3.5
2	Adapted from <i>The Circus Boys in Dixie Land: "The Circus Makes a Call"</i>	Realistic	1	D	Skill/Concept	3.1
			2	C	Skill/Concept	3.1
			3	D	Skill/Concept	3.1
			4	A	Skill/Concept	3.1
			5	A	Skill/Concept	3.1
3	Adapted from <i>The Tale of Betsy Butterfly: "A Mishap"</i>	Fantasy/ Fable	1	D	Skill/Concept	3.1
			2	A	Skill/Concept	3.1
			3	C	Skill/Concept	3.1
			4	B	Skill/Concept	3.1
			5	A	Skill/Concept	3.1

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
4	Adapted from "Just Before Supper"	Realistic	1	C	Skill/Concept	3.1
			2	B	Skill/Concept	3.1
			3	D	Skill/Concept	3.1
			4	C	Skill/Concept	3.1
			5	B	Skill/Concept	3.1
5	Excitement by the Book	Realistic	1	B	Skill/Concept	3.3
			2	B	Skill/Concept	3.3
			3	A	Skill/Concept	3.3
			4	C	Skill/Concept	3.3
			5	D	Skill/Concept	3.3
6	Adapted from <i>The Circus Boys in Dixie Land: "Under Canvas Again"</i>	Realistic	1	C	Skill/Concept	3.2
			2	B	Skill/Concept	3.2
			3	D	Skill/Concept	3.2
			4	B	Skill/Concept	3.2
			5	A	Skill/Concept	3.2
7	It's Not Fair	Realistic	1	C	Skill/Concept	3.0
			2	B	Skill/Concept	3.0
			3	A	Skill/Concept	3.0
			4	C	Skill/Concept	3.0
			5	D	Skill/Concept	3.0

Name _____ Date _____

Adapted from *Just David*: “The Trail”**by Eleanor H. Porter**

From beneath his bed he dragged a large, dusty traveling bag, and in this he carried a little food, some clothes, and a great deal of the music scattered about the room.

David, in the doorway, stared in wonder. Gradually into his eyes crept a look never seen there before.

“Father, where are we going?” he asked at last in a shaking voice, as he came slowly into the room.

“Back, son; we’re going back.”

“To the village, where we get our eggs and bacon?”

“No, no, lad, not there. The other way. We go down into the valley this time.”

“The valley—my valley, with the Silver Lake?”

8

“Yes, my son; and beyond—far beyond.” The man spoke dreamily as if he were thinking about another place and time. He was looking at a photograph in his hand. It had slipped in among the loose sheets of music, and had not been put away with the others. It was the likeness of a beautiful woman.

For a moment David eyed him uncertainly; then he spoke.

“Daddy, who is that? Who are all these people in the pictures? You’ve never told me about any of them except the little round one that you wear in your pocket. Who are they?”

Instead of answering, the man turned faraway eyes on the boy and smiled sadly.

“Ah, David, lad, how they’ll love you! How they will love you! But you mustn’t let them spoil you, son. You must remember—remember all I’ve told you.”

13

Once again David asked his question, but this time the man only turned back to the photograph, muttering something the boy could not understand. His voice was soft and quiet.

14

After that David did not question any more. He was too amazed, too distressed. He was worried about his father because he had never seen him like this before. With nervous haste the man was crowding things quickly into the bag and packing other things away in an old trunk. His cheeks were very red and his eyes very bright. He talked, too, almost constantly, though David could understand scarcely a word of what was said. Later, the man picked up his violin and played; and never before had David heard his father play like that. The boy's eyes filled, and his heart ached with a pain that choked—though why, David could not have told. Still later, the man dropped his violin and sank exhausted into a chair; and then David, worn and frightened with it all, crept to his bunk and fell asleep.

In the gray dawn of the morning, David awoke to a different world. His father, white-faced and gentle, was calling him to get ready for breakfast. The little room, without its decorations, was bare and cold. The bag, closed and strapped, rested on the floor by the door, together with the two violins in their cases, ready to carry.

"We must hurry, son. It's a long walk before we take the cars."

"The cars—the real cars? Do we go in those?" David was fully awake now.

"Yes."

"And is that all we're to carry?"

"Yes. Hurry, son."

"But we come back—sometime?"

There was no answer.

"Father, we're coming back—sometime?" David's voice was demanding now.

The man stooped and tightened a strap that was already quite tight enough. Then he laughed lightly.

"Why, of course you're coming back sometime, David. Only think of all these things we're leaving!"

When the last dish was put away, the last garment adjusted, and the last look given to the little room, the travelers picked up the bag and the violins and went out into the sweet freshness of the morning. As he fastened the door, the man sighed; but David did not notice this. His face was turned toward the east—always David looked toward the sun.

27

“Daddy, let’s not go, after all! Let’s stay here,” he cried eagerly in a wild, longing voice, drinking in the beauty of the morning.

“We must go, David. Come, son.” And the man led the way across the green slope to the west.

-
- 1 What is the meaning of *dreamily* in paragraph 8?
- A thoughtfully
 - B hurriedly
 - C playfully
 - D carelessly
- 2 What is the meaning of *muttering* in paragraph 13?
- A mumbling
 - B smiling
 - C yelling
 - D crying

-
- 3 What is the meaning of *distressed* in paragraph 14?
- A weak
 - B upset
 - C selfish
 - D serious
- 4 What is the meaning of the word *crowding* in paragraph 14?
- A taking
 - B buying
 - C stuffing
 - D dropping
- 5 Which word could replace the word *eagerly* in paragraph 27?
- A angrily
 - B excitedly
 - C gently
 - D sadly

Name _____ Date _____

Adapted from “Bright Birds: The Flamingo”

by Sarath Kumar Ghosh

Flamingos live together in flocks. They were once found in America, and only a few years ago there were many flocks of them in Florida, but now there are very few left in this country. They are now found in Africa and in the countries of southern Asia; a few are found also in Europe.

2

This is the way the flamingos live. They choose a place in the jungle where there is a lake or a river and build their nests all around the lake, or by the bank of the river. The nest is just a heap of mud raised up from the ground, with a hollow at the top where the mother bird lays her eggs. Sometimes many thousands of flamingos are found together around one place, which is then called a flamingo colony.

The flamingo is a very tall bird. The flamingo’s legs are long and thin, and the neck is also long. The long neck and the long legs are very useful to him. He stands in the water on his legs, which look almost like a pair of stilts;¹ then he bends down his long neck, dips his beak into the water, and catches a fish or any other small creature that he can find there. And although the fish or the small creature sees the flamingo’s legs in the water, it does not run away. Why? Because it mistakes the legs for reeds growing in the water!

4

When thousands of flamingos in a colony are standing around the lake or by the river, where they live, it is a very grand sight from a distance. The flamingo’s feathers are a bright red in color, with white or pink at the edges; so the thousands of flamingos look like an army of soldiers with red coats.

In former years, when soldiers sometimes wore red coats, travelers who happened to come toward a lake in Africa would suddenly see at a distance an army of soldiers, as they thought, standing by the lake. What they really saw were the flamingos fishing!

¹**stilts:** a pair of long poles with footrests on which a person stands and walks

6

But no traveler could get very near the flamingos, for they have guards! Their guards stand here and there just outside the place where the others are fishing; and they keep a lookout all the time. If any enemy comes, they cry out, "Honk! Honk! Honk!" That means, "Enemy coming! Fly away!"

And of course all the flamingos rise up in the air and fly away to a safe place, till the enemy goes away.

8

To see a whole flock of flamingos flying in the sky far above one's head is a most wonderful sight. You have seen a cloud at sunset shining with lovely tints of red and pink and orange: well, the flock of flamingos flying in the sky looks something like that. And they all keep level at the same great height, in rows and ranks,² just like an army, as there are thousands and thousands of flamingos in the flock.

9

Sometimes the rows and ranks widen out for a few minutes, and fill a large portion of the sky; then they close up again, and look like one long banner of red floating in the sky.

And all the time they have guards that fly outside the rows and ranks. They make the pattern in the sky still more beautiful.

²**ranks:** organized lines

-
- 1 What is the meaning of the word *heap* in the sentence below from paragraph 2?
- “The nest is just a heap of mud raised up from the ground.”
- A a pile
 - B a hole
 - C a place
 - D a scrap
- 2 What is the meaning of *grand* in the sentence below from paragraph 4?
- “When thousands of flamingos in a colony are standing around the lake or by the river, where they live, it is a very grand sight from a distance.”
- A plain
 - B small
 - C broken
 - D wonderful
- 3 What is the meaning of *enemy* in paragraph 6?
- A something friendly
 - B something harmful
 - C something pleasing
 - D something delicious

4 Which word could replace *tints* in the sentence below from paragraph 8?

“You have seen a cloud at sunset shining with lovely tints of red and pink and orange: well, the flock of flamingos flying in the sky looks something like that.”

- A lights
- B reasons
- C shades
- D flowers

5 What is a *portion* in paragraph 9?

- A full
- B part
- C side
- D whole

Name _____ Date _____

Adapted from *The Courage to Soar:* “The Wright Brothers”

Growing Up

1

From the time they were little, the Wright brothers were best friends. Wilbur was born in 1867 in Indiana. Orville was born in 1871 in Ohio. They lived with their parents, two brothers, and a sister. Their father taught them about hard work and never giving up. Their mother was good at math and science. She was also good at knowing how things worked. The brothers would go to her for help with their projects of building or making things.

2

Like most boys, Wilbur and Orville liked sports. But, unlike most families in those days, their home was filled with books. They spent their nights reading to each other. The boys also loved mechanical* things. They wanted to know how things worked. Sometimes they repaired their broken toys. Sometimes they took the toys apart. They also built new toys. When the boys were very young, their father brought them a toy as a gift. It was a small flying machine. It was made of cork, bamboo, and thin paper. When they threw it into the air, a twisted rubber band caused the propeller to spin. This caused the toy to fly up and away. They called it “the Bat” and played with it constantly. They played with it from early in the morning until late at night. “The Bat” was the beginning of their interest in flight.

3

As Wilbur and Orville grew older, they had many interests. Wilbur loved to read. He helped his father with a community newspaper. He even invented a machine to fold the papers for mailing. Orville was always coming up with new ideas. He made and sold kites to his friends. He delivered newspapers. He went from place to place and collected junk and sold it. Once he put on a circus. He used real animals that had been stuffed. One time the brothers built a lathe. This was a machine used for doing woodwork. With it, they built a new front porch for their family’s house. Their neighbors liked the porch. They asked the brothers to make wooden things for them, too.

***mechanical:** having to do with machines

Side by Side in Business

At seventeen years old, Orville decided not to finish high school. He had started a printing company. Soon Wilbur joined him. They built a larger printing press. They published the *West Side News*. They put out a new issue every week for a year.

5

At this time, a bicycle craze hit. So, Wilbur and Orville each got a bike, too. Wilbur enjoyed long rides. Orville got into racing. Soon Wilbur and Orville were repairing bikes for their friends. The brothers' ability to fix things was well-known. So, they opened a bicycle shop. They sold, rented, and repaired bikes. Later, they designed and built three models of their own. One of these designs was the Van Cleve bicycle. The brothers built and sold it in their bicycle shop in Dayton. The bicycle season ended in the fall. This gave Wilbur and Orville lots of spare time. They found a new interest in photography. This hobby would come in handy in the years to come.

1 What is the meaning of *projects* in the sentence below from paragraph 1?

"The brothers would go to her for help with their projects of building or making things."

- A reasons
- B printings
- C bikes
- D plans

2 What is the meaning of *constantly* in this phrase from paragraph 2?

“and played with it constantly”

- A never
- B all the time
- C sometimes
- D once

3 What is the meaning of *collected* in the sentence below from paragraph 3?

“He went from place to place and collected junk and sold it.”

- A stuffed
- B used
- C gathered
- D scattered

4 What is the meaning of *ability* in the sentence below from paragraph 5?

“The brothers’ ability to fix things was well-known.”

- A skill
- B courage
- C desire
- D invention

5 Which describes a *hobby* in the sentence below from paragraph 5?

“This hobby would come in handy in the years to come.”

- A daily work
- B dirty task
- C easy play
- D fun interest

Name _____ Date _____

Adapted from *Umboo, the Elephant: "On the March"***by Howard Garis**

Umboo was only one of a number of baby elephants that lived with their fathers and mothers in the deep, green jungles of India. The elephants were not like the other jungle beasts, for the big animals had no regular home. They did not live in caves like the lions and tigers because there was no cave big enough for a herd of elephants.

2

And, except in the case of separate, or lonely elephants, which are often savage beasts, all elephants live in herds—a number of them always keeping together, just like a herd of cows.

Another reason why elephants do not live in one place, like a lion's cave, or in a nest or lair,* is that elephants eat so much that they have to keep moving from place to place to get more food.

They will eat all there is in one part of the jungle and then travel many miles to a new place, not coming back to the first one until there are more green leaves, fresh grass, or new bark on the trees which they have partly stripped.

So Umboo, the two-hundred-pound baby elephant, lived with his mother in the jungle, drinking nothing but milk for the first six months, as he had no teeth to chew even the most tender grass.

"Well, are you strong enough to walk along now?" Umboo's mother asked him one day in the jungle, and this was when he was about half a week old.

"Oh, yes, I can walk now," said the baby elephant, as he swayed back and forth between his mother's front legs, while she stood over him to keep the other big elephants, and some of the half-grown elephant boys and girls, from bumping into him, and knocking him over. "I can walk all right. But why do you ask me that?" Umboo wanted to know.

***lair:** where a wild animal rests

“Because the herd is going to march away,” said Mrs. Stumptail, which was the name of Umboo’s mother. “They are going to march to another part of the jungle, and your father and I will march with them, as we do not want to be left behind. There is not much more left here to eat. We have taken all the palm nuts and leaves from the trees. We have only been waiting until you grew strong enough to march.”

“Oh, I can march all right,” said Umboo. “Look how fast I can go!”

10

Out he started from under his mother’s body, striding across a grassy place in the jungle. But Umboo was not as good at walking as he had thought. Even though he weighed two hundred pounds, his legs were not very strong, and soon he began to totter. “Look out!” cried his mother. “You are going to fall!” and she reached out her trunk and wound it around Umboo, holding him up.

“Hello!” yelled Mr. Stumptail, coming up just then with a big green branch in his trunk. “What’s the matter here?”

“Umboo was just showing me how well he could walk,” said his mother. “I told him the herd would soon be on the march and that he must come along.”

“But we won’t go until he is strong enough,” said Umboo’s father. “Here,” he said to Mrs. Stumptail, “eat this branch of palm nuts. They are good and sweet. Eat them while I go and see Old Tusker. I’ll tell him not to start to lead the herd to another part of the jungle until Umboo is stronger.”

Then, giving the mother elephant a branch of palm nuts, a food the big jungle animals like best of all, Mr. Stumptail went to see Tusker, the oldest and largest elephant of the jungle—who always led the herd on the march.

“My new little boy elephant is not quite strong enough to march, yet,” said Mr. Stumptail to Tusker. “Can we wait here another day or two?”

“Oh, yes, of course, Mr. Stumptail,” said the kind, old head elephant. “You know the herd will never go faster than the mothers and baby elephants can travel.”

17

“Thank you,” said Mr. Stumptail, to Tusker; for elephants are polite to each other, even though, in the jungle, they sometimes may be a bit rough toward lions and tigers, of whom they are afraid.

18

Back to the mother elephant and Baby Umboo went Mr. Stumptail, to tell them there was no hurry about the herd marching away. And two or three days later Umboo had grown stronger and was not so wobbly on his legs. He could run about a little, and once he even tried to bump his head against another elephant boy, quite older than he was.

So Umboo played in the deep jungle forest with the other little elephant boys and girls until his mother and father saw that he was strong enough to walk well by himself.

-
- 1 What is the meaning of the word *savage* in paragraph 2?
- A curious
 - B gentle
 - C trained
 - D wild
- 2 Which sentence from the selection helps to understand the meaning of *striding* in paragraph 10?
- A " 'We have taken all the palm nuts and leaves from the trees.' "
 - B "But Umboo was not as good at walking as he had thought."
 - C " 'You are going to fall!' and she reached out her trunk and wound it around Umboo, holding him up."
 - D " 'But we won't go until he is strong enough,' said Umboo's father."

- 3 What is the meaning of *totter* in paragraph 10?
- A turn slowly
 - B cry loudly
 - C walk uneasily
 - D sit quickly
- 4 What is the meaning of the word *polite* in paragraph 17?
- A pleasant
 - B curious
 - C brave
 - D angry
- 5 Which sentence from the selection helps the reader understand the meaning of *wobbly* in paragraph 18?
- A “‘You know the herd will never go faster than the mothers and baby elephants can travel.’ ”
 - B “‘Thank you,’ said Mr. Stumptail, to Tusker; for elephants are polite to each other.”
 - C “Back to the mother elephant and Baby Umboo went Mr. Stumptail, to tell them there was no hurry about the herd marching away.”
 - D “He could run about a little, and once he even tried to bump his head against another elephant boy, quite older than he was.”

Name _____ Date _____

Adapted from "Silvertip"

by Clara Dillingham Pierson

1

A very small, wet, and hungry kitten pattered up and down a boardwalk one cold and rainy night. His fur was so soaked that it dripped water when he moved, and his poor little pink-cushioned paws splashed more water up from the puddly boards every time he stepped. His tail looked like a tiny, wet wisp of fur, and his little round face was very sad. "Meow!" he said. "Meow! Meow!"

He heard somebody coming up the street. "I will follow that man," he thought, "and I will cry so that he will be sorry for me and give me a home."

When this person came nearer he saw that it was not a man at all, but a lady who could hardly keep from being blown away. He could not have seen her except that cat's eyes can see in the dark. "Meow!" said the kitten. "Meow! Meow!"

"Poor little kitty!" said a voice above him. "Poor little kitty! But you must not come with me."

5

"Meow!" he answered, and trotted right along after her. He was a kitten who was not easily discouraged. He rubbed up against her foot and made her stop for fear of stepping on him. Then he felt himself gently lifted up and put aside. He came back and rubbed against her other foot. And so it was for more than two blocks. The Lady, as he always called her afterward, kept pushing him gently to one side and he kept scrambling back. Sometimes she even had to stand quite still for fear of stepping on him.

"Meow!" said the kitten, and he made up his mind that anybody who spoke so kindly to strange kittens would be a good owner. "I will stick to her," he said to himself. "I don't care how many times she pushes me away, I will come back."

When they turned in at a gate he saw a big house ahead of him with many windows brightly lighted and another light on the porch. "I like that home," he said to himself. "I will slip through the door when she opens it."

But after she had turned the key in the door she pushed him back and closed the screen between them. Then he heard her say: "Poor little kitty! I want to take you in, but we have agreed not to adopt another cat." Then she closed the door.

He wanted to explain that he was not really a cat, only a little kitten, but he had no chance to say anything, so he waited outside and thought and cried. He did not know that the Lady and her husband feared that cats would eat the many birds who nested in the trees on the lawn. He thought it very hard luck for a tiny kitten to be left out in the cold rain while the Lady was reading by a blazing¹ fire. He did not know that as she sat by the fire she thought about him instead of her book, for she loved little kittens, and found it hard to leave any out on the street alone.

While he was thinking and crying, a tall man with a black beard and twinkling brown eyes came striding up to the brightly lighted porch. "Well, kitty-cat!" said the man, and took a bunch of shining, jingling things out of his pocket and stuck one of them into a little hole in the door and turned it. Then the door swung open, and the man, who was trying to close his umbrella and shake off the rain, called first to the Lady and then to the kitten. "O Clara!" he cried. "Come to see this poor little kitten. Here Kitty, Kitty, Kitty! I know you want to see him. Here Kitty, Kitty, Kitty! I should have thought you would have heard him crying. Here Kitty, Kitty, Kitty!"

The Lady came running out and was laughing. "Yes, John," she said, "I have had the pleasure of meeting him before. He was under my feet most of the way home from the store tonight, and I could hardly bear to leave him outside. But you know what we promised each other, that we would not adopt another cat, on account of the birds."

The man sat down upon the stairs and wiped the kitten off with his handkerchief. "Y-yes, I know," he said weakly, "but Clara, look at this poor little fellow. He couldn't catch a chirping sparrow."

"Not now," answered the Lady, "yet he will grow, if he is like most kittens, and you know what we said. If we don't stick to it we will soon have as many cats as we did a few years ago."

14

The kitten saw that if he wanted to stay in this home he must insist upon it and be very firm indeed with these people. So he kept on crying and stuck his sharp claws into the man's sleeve. The man said "Ouch!" and lifted him on to his coat lapel.² There he clung and shook and cried.

¹**blazing:** very hot or powerful

²**lapel:** either one of the two folds of fabric that are below the collar on the front of a coat

“Well, I suppose we mustn’t keep him then,” he said; “but we will give him a warm supper anyway.” So they got some milk and heated it, and set it in a shallow dish before the fire. How that kitten did eat! The Lady sat on the floor beside him, and the man drew his chair up close, and they said that it seemed hard to turn him out, but that they would have to do it because they had promised each other.

The kitten lapped up his milk with a soft click-clicking of his little pink tongue, and then turned his head this way and that until he had licked all the corners clean. He was so full of warm milk that his sides bulged out, and his fur had begun to dry and stuck up in pointed wisps all over him. He pretended to lap milk long after it was gone. This was partly to show them how well he could wash dishes, and partly to put off the time when he should be put outdoors.

When he really could not make believe any longer, his tongue being so tired, he began to cry and rub against these two people. The man was the first to speak. “I cannot stand this,” he said. “If he has to go, I want to get it over.” He picked up the kitten and took him to the door. As fast as he loosened one of the kitten’s claws from his coat he stuck another one in, and at last the Lady had to help get him free. “He is a regular rough rider,” said the man. “There is no shaking him off.”

18

The kitten didn’t understand what a rough rider was, but it did not sound like finding a home, so he cried some more. Then the door was shut behind him and he was alone in the porch. “Well,” he said, “I like that house and those people, even if they did put me out. I think I will make them adopt me.” So he cuddled down in a sheltered, dry corner, put his four feet all close together, and curled his tail, as far as it would go, around them. And there he stayed all night.

-
- 1 What is the meaning of *puddly* in paragraph 1?
- A wet
 - B dry
 - C soapy
 - D muddy
- 2 What is the meaning of *wisp* in paragraph 1?
- A a big wire
 - B a small spot
 - C a little piece
 - D a long comb
- 3 What is the meaning of *scrambling* in paragraph 5?
- A switching
 - B catching
 - C pulling
 - D rushing

-
- 4 Which sentence from the selection helps the reader understand the meaning of *firm* in paragraph 14?
- A “The man sat down upon the stairs and wiped the kitten off with his handkerchief.”
 - B “ ‘If we don’t stick to it we will soon have as many cats as we did a few years ago.’ ”
 - C “So he kept on crying and stuck his sharp claws into the man’s sleeve.”
 - D “ ‘Well, I suppose we mustn’t keep him then,’ he said; ‘but we will give him a warm supper anyway.’ ”
- 5 What is the meaning of *sheltered* as used in paragraph 18?
- A covered
 - B planned
 - C warm
 - D small

Name _____ Date _____

A Trip to the Egyptian Market

1

I ran quickly to my room to get my friend and roommate. Our group leaders had something important to tell our group and wanted everyone to gather in the hotel lobby. When we arrived, my friend and I found two empty seats and quickly sat down. Anxious to hear the news, we listened closely as our teacher explained our schedule for the next day.

"Tomorrow, after class, we will all be going to the Egyptian market. We will sit you all in taxis in groups of four. My husband will be with the first group and will meet you all there. I will be with the last group to make sure that no one gets left behind."

3

My friends and I were so excited as we all raised our hands to ask questions. The main question on everyone's mind was "what was the market like, and what should we expect?" It was really late so our teacher only had time to give us a brief description of what to expect and told us to make sure we had plenty of spending money. That night, we hardly slept at all and got up early to start our day. We went to class eager for it to be over quickly, so we could explore the many shops in the market in hopes of finding many treasures.

4

The market is an open-air market that dates back to 1382. It attracts many tourists and Egyptians alike because of the many wonderful things such as scarves and jewelry and other items people can buy. Many of the shops also sell beautiful lights and ceramic pottery.

We were excited mostly because we would get to test our haggling skills. Haggling is when a customer and shop owner argue, or bargain, over the price of an item. Usually the shop owner charges much more money than an item is worth. This is when the customer comes in and says, "I will not buy it at that price" and offers a more reasonable price, sometimes even lower than it is worth. After going back and forth several times, the customer and shop owner finally agree on a price. The customer pays and leaves happily with his souvenir.*

***souvenir:** small item purchased as a reminder of a place

6

When we arrived at the market, we were immediately amazed by the sounds and smells of the market. Before leaving us to do whatever we wanted, our teachers explained that we had as much time to look around as we desired and that all we had to do was take a taxi back to our hotel when we were ready. We all divided into groups, and my friends and I left to explore the market with our cameras and money in hand.

7

The sights were wonderful. I started taking pictures of everything I saw and made sure to watch for things I thought my family would like to have. Every shop was loaded with T-shirts, perfume bottles, scarves, and even instruments. There were also spice shops that had sacks of spices out in the open where people could examine and buy them. We traveled down the main street at first, which was lined on either side with shops and then decided to walk through the many side shops that broke off from the main street. Here we discovered many unusual shops, where we bought handmade quilts, rugs, and vases.

The market was also a very loud place. The shop owners are always yelling and trying to get people to come in and buy souvenirs from their shop. The place is also very crowded with people who are talking and bargaining. I was able to work my way through the crowd with my friends where I discovered a shop that had the most beautiful scarves. After several minutes of fierce haggling, I came out of the shop with six scarves for my sisters and me. I also bought several perfume bottles and magnets for other family members. Once we finished walking through the market, my friends and I got a taxi and rode into the night, carrying our treasures back to our hotel.

1 What is the meaning of the word *anxious* in paragraph 1?

- A alarmed
- B eager
- C faithful
- D worried

-
- 2 What is the meaning of the word *brief* in paragraph 3?
- A busy
 - B fancy
 - C short
 - D plain
- 3 What is the meaning of the word *attracts* in paragraph 4?
- A brings
 - B saves
 - C opens
 - D closes
- 4 What is the meaning of the word *desired* in paragraph 6?
- A hoped
 - B needed
 - C planned
 - D wanted

- 5 What is the meaning of *examine* in paragraph 7?
- A put off
 - B look at
 - C plan for
 - D think about

Name _____ Date _____

Adapted from “The Meadow Starlings”

by Olive Thorne Miller

1

The meadow starlings are short-tailed birds who live on the ground. They have long bills and a mixed sort of feathers, of browns and yellows.

Our common one, called the meadowlark or old-field lark, though he is not really a lark, is a beautiful bird. He is larger than a robin, and his feathers are set off by a bright yellow breast, with a black marking under the throat.

This bird lives in the meadows or pastures, and walks about on the ground, where he gets his food. When he wants to sing, he flies up on to a fence, or stands up very straight on a bit of turf, or a stone, and sings away a long time. It is a sweet song, or rather several sweet songs, for he does not always sing the same one.

4

The mother lark looks like her mate. She makes her nest on the ground, and a snug and cozy home it is. It is none of the open, cup-like nests that anybody can see into. It has a roof and sometimes a covered way—like a hall—leading to it. The roof of the nest is made by drawing the grass stems over it and weaving them together. So it is very hard to find since it is also hidden in the long meadow grass.

You might think the little family would get hurt when the haymakers came to cut the grass. So they would, if they happened to be there. But lark babies are out of the egg before that time, and they run about as soon as they can stand. Sometimes when a nest has been disturbed, and the birds have had to make a second one, the little ones are not out when the mowers come on. I have known mowers who carefully cut around a nest, and did not hurt the nestlings. That is a good thing to do, for the birds are so useful and such fine singers that we want as many as we can have.

The meadowlark is a shy bird, and so is more often heard than seen. His song is charming, and he has besides a strange call, a sort of harsh chatter sometimes as he flies over. No doubt he has many more ways of expressing himself, but these are the ones we most often hear.

The western meadowlark looks like the eastern meadowlark, except that he is a little paler and grayer in color. He has the same general habits, but he is a much finer singer.

The song is wilder and has more variety, and sometimes it is very brilliant. It is different in every way from the quiet, rather sad notes that make the eastern bird so winning.

8

The western bird is not so timid as his eastern brother. He often comes into the towns and sings from the tops of houses. The finest singer I ever heard sang every day from the top of a low roof. His song to his mate is most charming. It is so low and tender one can hardly hear it.

9

I once saw a pair of the western birds nest-making. The little builder was busy filling her beak with dried grasses and such things. For these she had to fly across the road where I sat. Her mate went with her every time. He perched on the fence while she gathered her beakful, watching that no harm came to her. When she went back, he flew across with her and perched on a tree on that side.

10

All the time he was singing the sweetest notes. It really was a beautiful song, yet he was also keeping a sharp watch on me. In the West this bird eats beetles, grasshoppers, and big black crickets that can do so much damage.

-
- 1 What is the meaning of the phrase “mixed sort of feathers” in paragraph 1?
- A different sizes
 - B different colors
 - C different shapes
 - D different patterns

-
- 2 What sentence in paragraph 4 shows that the nest of the mother lark is difficult to see?
- A “She makes her nest on the ground.”
 - B “It has a roof and sometimes a covered way.”
 - C “The roof of the nest is made by drawing the grass stems over it.”
 - D “So it is very hard to find since it is also hidden in the long meadow grass.”
- 3 What is the meaning of the word *timid* in paragraph 8?
- A willing
 - B eager
 - C lazy
 - D shy
- 4 Which word could replace *perched* in paragraph 9?
- A ate
 - B sat
 - C looked
 - D watched

- 5 What is the meaning of the word *sweetest* in paragraph 10?
- A loudest
 - B harshest
 - C most charming
 - D most annoying

Answer Key
Standard L.3.4

Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
1	Adapted from <i>Just David</i> : "The Trail"	Realistic	1	A	Skill/Concept	3.2
			2	A	Skill/Concept	3.2
			3	B	Skill/Concept	3.2
			4	C	Skill/Concept	3.2
			5	B	Skill/Concept	3.2
2	Adapted from "Bright Birds: The Flamingo"	Technical	1	A	Skill/Concept	3.4
			2	D	Skill/Concept	3.4
			3	B	Skill/Concept	3.4
			4	C	Skill/Concept	3.4
			5	B	Skill/Concept	3.4
3	Adapted from <i>The Courage to Soar</i> : "The Wright Brothers"	Historical	1	D	Skill/Concept	3.2
			2	B	Skill/Concept	3.2
			3	C	Skill/Concept	3.2
			4	A	Skill/Concept	3.2
			5	D	Skill/Concept	3.2

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
4	Adapted from <i>Umboo, the Elephant: "On the March"</i>	Fantasy/ Fable	1	D	Skill/Concept	3.2
			2	B	Skill/Concept	3.2
			3	C	Skill/Concept	3.2
			4	A	Skill/Concept	3.2
			5	D	Skill/Concept	3.2
5	Adapted from "Silvertip"	Realistic	1	A	Skill/Concept	3.1
			2	C	Skill/Concept	3.1
			3	D	Skill/Concept	3.1
			4	C	Skill/Concept	3.1
			5	A	Skill/Concept	3.1
6	A Trip to the Egyptian Market	Technical	1	B	Skill/Concept	3.7
			2	C	Skill/Concept	3.7
			3	A	Skill/Concept	3.7
			4	D	Skill/Concept	3.7
			5	B	Skill/Concept	3.7
7	Adapted from "The Meadow Starlings"	Technical	1	B	Skill/Concept	3.4
			2	D	Skill/Concept	3.4
			3	D	Skill/Concept	3.4
			4	B	Skill/Concept	3.4
			5	C	Skill/Concept	3.4

Name _____ Date _____

Adapted from *Little Women*: “The Laurence Boy”**by Louisa May Alcott**

“Jo! Jo! Where are you?” cried Meg at the foot of the stairs.

2

“Here!” answered a voice from above, and, running up, Meg found her sister eating apples and crying over the *Heir of Redclyffe*, wrapped up in a blanket on an old three-legged sofa by the sunny window. This was Jo’s favorite place, and here she loved to relax with half a dozen apples and a nice book, to enjoy the quiet and the company of a pet rat who lived nearby and didn’t mind her a bit. As Meg appeared, Scrabble whisked into his hole. Jo shook the tears off her cheeks and waited to hear the news.

3

“Such fun! Only see! An invitation from Mrs. Gardiner for tomorrow night!” cried Meg, waving the paper and then beginning to read it with girlish delight.

4

“ ‘Mrs. Gardiner would be happy to see Miss March and Miss Josephine at a little dance on New Year’s Eve.’ Marmee is allowing us to go, now what shall we wear?”

“What’s the use of asking that, when you know we shall wear our cotton dresses, because we haven’t got anything else?” answered Jo with her mouth full.

“If I only had a silk dress!” sighed Meg. “Mother says I may when I’m eighteen perhaps, but two years is a long time to wait.”

7

“I’m sure our dresses look like silk, and they are nice enough for us. Yours is as good as new, but I forgot the burn and the tear in mine. Whatever shall I do? The burn shows badly, and I can’t take any out.”

“You must sit still all you can and keep your back out of sight. The front is all right. I shall have a new ribbon for my hair, and Marmee will lend me her little pearl pin, and my new shoes are lovely, and my gloves will do, though they aren’t as nice as I’d like.”

"Mine are spoiled with lemonade, and I can't get any new ones, so I shall have to go without," said Jo, who never troubled herself much about dress.

"You must have gloves, or I won't go," cried Meg decidedly. "Gloves are more important than anything else. You can't dance without them."

11

"Then I'll stay still. I don't care much for company dancing. It's no fun to go sailing round. I like to fly about."

"You can't ask Mother for new ones, they are so expensive, and you are so careless. She said when you spoiled the others that she shouldn't get you any more this winter. Can't you make them do?"

"I can hold them crumpled up in my hand, so no one will know how stained they are. That's all I can do. No! I'll tell you how we can manage; each wear one good one and carry a bad one. Don't you see?"

"Your hands are bigger than mine, and you will stretch my glove," began Meg, whose gloves were important to her.

"Then I'll go without. I don't care what people say!" cried Jo, taking up her book.

"You may have it, you may! Only don't stain it, and do behave nicely. Don't put your hands behind you, or stare, or say 'Christopher Columbus!' will you?"

1 Which phrase could replace "whisked into his hole" in paragraph 2?

- A slowly crawled away
- B found a blanket with a tear
- C quickly ran back into his home
- D peeked his head out of his home

-
- 2 How does Meg show “girlish delight” in paragraph 3?
- A She calls up the stairs to Jo.
 - B She sighs over wanting a silk dress.
 - C She brings Jo an invitation to the dance.
 - D She speaks excitedly and waves her invitation.
- 3 In paragraph 4, what does Meg mean when she says, “Marmee is allowing us to go”?
- A They have permission to attend the dance.
 - B They have dresses to wear to the dance.
 - C They need to reply to the invitation.
 - D They have to be home early.
- 4 What does Jo’s use of the phrase “good as new” in paragraph 7 describe about Meg’s dress?
- A Meg has an old dress.
 - B Meg needs to buy a new dress.
 - C Meg’s dress still looks very nice.
 - D Meg’s dress needs to be repaired.

- 5 What is Jo trying to tell Meg when she uses the phrases “sailing round” and “fly about” in paragraph 11?
- A She would rather dance freely than in a group.
 - B She would rather take an airplane than a boat.
 - C She likes to travel more than going to a dance.
 - D She likes slow dancing that people do at parties.

Name _____ Date _____

Lions and Tigers and . . . Chimps?—Oh My!

Tommy and Kate Martin were known as the Terrible Twins throughout their neighborhood.

2

Tommy and Kate seemed to bring trouble wherever they went—breakable things broke and sleeping babies woke. No one could figure out if Tommy and Kate meant to stir things up, or if they were just the most clumsy, unlucky children on the planet.

3

The twins' mother was at the end of her rope. "I really think they feel terrible about the things that happen, but none of us know how to make it stop!" she told her best friend. She did not know how to make things better and keep her children from causing trouble.

The next day was the twins' birthday, she said, and she had promised to take them to the zoo.

"They've been begging me," she said, "but I was terrified about what might happen. But I can't keep making excuses. Wish us luck."

6

The next morning, the twins' mother put on her bravest face, bundled the kids into the car, and headed for the zoo.

"Do you think we can we get in and out of the zoo today without any craziness?" she asked. "How about if you stick very close to me?"

They agreed happily. They had been waiting for a long time to go to the zoo.

First, they went to the polar bear habitat—the enormous white creatures were their favorites. They spent time with the giraffes, the alligators, and the brown bears before heading to the concession stand to buy lunch.

(Their mother was thrilled. A whole morning without a disaster!)

They sat down with their hot dogs and french fries at a table tucked into the shade of a tree. It was a beautiful day, and the three of them were bursting with happiness.

Kate was picking up her second hot dog for a bite when they heard a commotion.

The next second, her hot dog was gone! A confused Kate looked down at her empty hands and tried to figure out where her hot dog had gone.

Her mother and brother bent down to see if the hot dog had fallen on the ground. As they did, a furry arm came out of nowhere and snatched Tommy's french fries off the table. The next second, a furry arm snatched the twins' mother's purse.

15

When the dust settled, they saw two chimpanzees in the middle of the dining area. The twins' mother could have sworn they were *grinning* at her! One of the chimps threw fries at an older couple at the next table. The other turned her purse upside down, sending phone, car keys, tissues, and more scattering across the pavement. "Oh no!" she cried, running to gather her things.

As she did, one of the chimps picked up her keys and shook them before throwing them toward the concession stand.

The twins stared in disbelief, teetering between laughter and horror—surely no one could blame them for this? Tommy was the first to stand up and begin helping his mother pick up her things. As he bent down, one of the chimps jumped on his back and wrapped its arms around his neck.

His mother screamed, but Tommy didn't feel scared at all. He stood up slowly, but the chimp held on tight. A cry went up in the crowd around them but died down when Tommy smiled to show he was okay. The zoo was even more fun than he had ever dreamed!

Meanwhile, a red-haired boy about the twins' age picked up a cardboard tray and began to toss french fries back at the fry-throwing chimp. Kate and two other kids laughed and joined in.

Suddenly, the chimp came toward them and grabbed their trays of fries, one by one. "Wow!" the red-haired boy said. "That chimp is a great thief!"

The twins' mother looked back and forth between her chimp-wearing son and her fry-throwing daughter. She was alarmed to see that Kate had now knelt down and appeared to be talking to the chimps.

Their mother ran to greet the zookeepers scurrying toward the tables.

"Help!" she cried. "A chimp has captured my son!"

A zookeeper approached the cluster of children and chimpanzees. “Hi, kids,” she said. “Do me a favor and stay very still while we try to get hold of our chimp friends.”

25

All of the kids obeyed, freezing like statues. Kate and Tommy continued to talk quietly to the two chimps.

Within a minute, two of the zookeepers moved in and quickly came away carrying chimpanzees. “Thank you!” they called as they left.

A third zookeeper stayed behind.

“Kids,” she said, “we owe you big thanks for listening and helping us get our buddies back before anything terrible happened.

“And you two”—she pointed to the twins—“were especially brave and calm.”

“You’re the kind of kids we want visiting the zoo all the time,” she said to the group. “I’m going to get all of you lifetime passes to show our thanks.”

The twins and their mother exchanged looks of amazement.

And for the rest of the afternoon, the kids and their families were treated to behind-the-scenes tours of the animal habitats. They all agreed that it had been the best possible birthday.

“Hey, maybe this will be the end of our bad luck!” Tommy said on the drive home.

And it was!

-
- 1 What does the phrase “to stir things up” mean in paragraph 2?
- A to fall down a lot
 - B to make a dessert
 - C to cause problems
 - D to find a new hobby

- 2 What does the phrase “at the end of her rope” tell the reader in paragraph 3?
- A The mother had lost the items in her purse.
 - B The mother was bothered and confused.
 - C The mother could not believe her luck.
 - D The mother had to stop climbing hills.
- 3 In paragraph 6, what is the meaning of “mother put on her bravest face”?
- A She was excited to go to the zoo.
 - B She was strong enough to fight the chimps.
 - C She had courage to fight off the animals.
 - D She hid the way she was feeling.
- 4 What does “when the dust settled” mean in paragraph 15?
- A when the sky grew dark
 - B when things calmed down
 - C when the animals came to visit
 - D when the wind stopped blowing

- 5 What is the meaning of the phrase “freezing like statues” in paragraph 25?
- A becoming very still
 - B falling very quickly
 - C standing very tall
 - D growing very wide

Name _____ Date _____

Gargoyles of the Washington National Cathedral

1

Many old castles and churches have stone carvings on corners and edges called gargoyles. Gargoyles can be of people, animals, and even monsters! But these stone creatures, whether they're cute, funny, or weird, actually serve a very important purpose. They have holes carved through their mouths that extend all the way back through their bodies into the wall. This tube helps rainwater to drain off of the roof and away from the walls, protecting the building from damage. That way, the stone cats and dogs help drain the fast-falling water when it's raining cats and dogs!

2

Sometimes people get gargoyles confused with grotesques (gro-TESKS). The difference is that grotesques have no holes; they are simply for decoration. Most of the stone creatures you would see today are gargoyles because the buildings need their helping hand. It gives a whole new meaning to the phrase "hard worker"!

In Washington, DC, there is a very large old church known as the Washington National Cathedral. A cathedral is the central church of a group of churches, where a bishop¹ lives. Most cathedrals are very large, and very beautiful with carved stone and stained glass. Many have gargoyles on them and beautiful gardens around them.

The Washington National Cathedral has a total of 112 gargoyles around the church. That's a lot of statues to see! People can wander the church grounds or go to the seventh floor in order to view the gargoyles by themselves. If they want some help finding certain ones, people can go on a special tour that shows people exactly where each gargoyle rests.

5

There are around ten different dragons scattered around the towers, along with some random, odd creatures that are simply described by their basic form. These have names like "Bellyache," "Fat Fingers," "Decay," "Pure Fantasy," and "Happy Face." Other fun, larger-than-life beasts include:

¹**bishop:** a person who leads a group of churches

- a unicorn, which is a horse with a horn coming out of its head
- a griffin, which has the head and wings of an eagle, with the body of a lion
- a minotaur, which has the head of a bull, with the body of a man
- a three-headed dog
- an avian² lioness
- a feline³ eagle
- a rabbit-snake

There are several gargoyles that represent people, as well. Two are called the “Grandsons.” One is called “Angelic,” which means he is sweet and gentle. The other is known as “Mischievous,” which means he likes to play tricks. It seems to be true that opposites attract! There is also a lawyer, a mysterious carver, a dentist, a corrupt⁴ politician, and a thief.

Simple animals are also represented. Visitors can see a dolphin, an owl, a caterpillar, a wolf, a pig, a frog, a bat, and a seal. There are even two animals named for individual states: the Wisconsin badger and the Missouri bear.

8

There is just one grotesque on the Washington National Cathedral. It was placed there in the 1980s after a boy named Christopher Rader won a sculpture drawing competition. He won by drawing the bad guy from the *Star Wars* movies, Darth Vader. So sculptors created the head of Darth Vader and placed him high on the northwest tower. Darth Vader is the needle in the haystack of the figures. His face is very hard to see from the ground, but it can be done with help. If you visit, just ask someone who works at the cathedral to show you.

²**avian:** having to do with birds

³**feline:** having to do with cats

⁴**corrupt:** dishonest

- 1 In paragraph 1, what is the meaning of “it’s raining cats and dogs”?
- A It is raining lightly.
 - B It is raining quietly.
 - C It is raining heavily.
 - D It is raining musically.
- 2 What is the meaning of “helping hand” in paragraph 2?
- A aid
 - B color
 - C beauty
 - D decoration
- 3 What is the meaning of “hard worker” as it is used in paragraph 2?
- A a person who works all day without breaks
 - B a statue made of stone that helps drain water
 - C a person who has special skill in science or math
 - D a machine that can work for hours without stopping

- 4 What is the meaning of “larger-than-life” in paragraph 5?
- A forgotten
 - B average
 - C exciting
 - D plain
- 5 In paragraph 8, what is the meaning of “needle in the haystack”?
- A easy to find
 - B helpful to find
 - C alarming to find
 - D difficult to find

Name _____ Date _____

Quilts

Long ago, people could not go to the store to buy their clothes. Women made them at home, by hand, with a needle and thread. They didn't even have a sewing machine.

Cloth, or fabric, was wound around and around a thin piece of wood. The piece of fabric might be as long as 25 feet or more. This is called a bolt. A woman would go to the store, and the shopkeeper would unroll as much as she needed. Then he would cut the piece of fabric and sell it to her.

A shirt is made up of many shapes of fabric that are sewn together. The shapes can be cut smaller or larger, depending on the size that is needed, but the shape will stay the same. When a shirt was made, these shapes were all cut from the large piece of fabric. But when it was completed, there were scraps of fabric left. People did not like to waste anything, and so the idea of making quilts was born.

4

The scraps of fabric were cut into small squares. Every possible piece was used. There was a whole rainbow of squares to be used, some with different patterns as well. After the squares were cut, women would get together and begin the painful process of sewing them together. This could take hours and hours of work. Sometimes, many women would gather at a home to work on one quilt. They would talk, share stories about their children, and even get help with problems. This time spent as a group was very important. It helped them to feel connected with their friends. With so many women sewing together, it made their needles fly!

5

After sewing the squares together, the quilt would be sewn to a piece of muslin, a light fabric made of cotton, with a piece of flannel between them. Flannel is a little heavier and very soft. This made the quilt warm and snuggly, when long winter nights nipped at their toes.

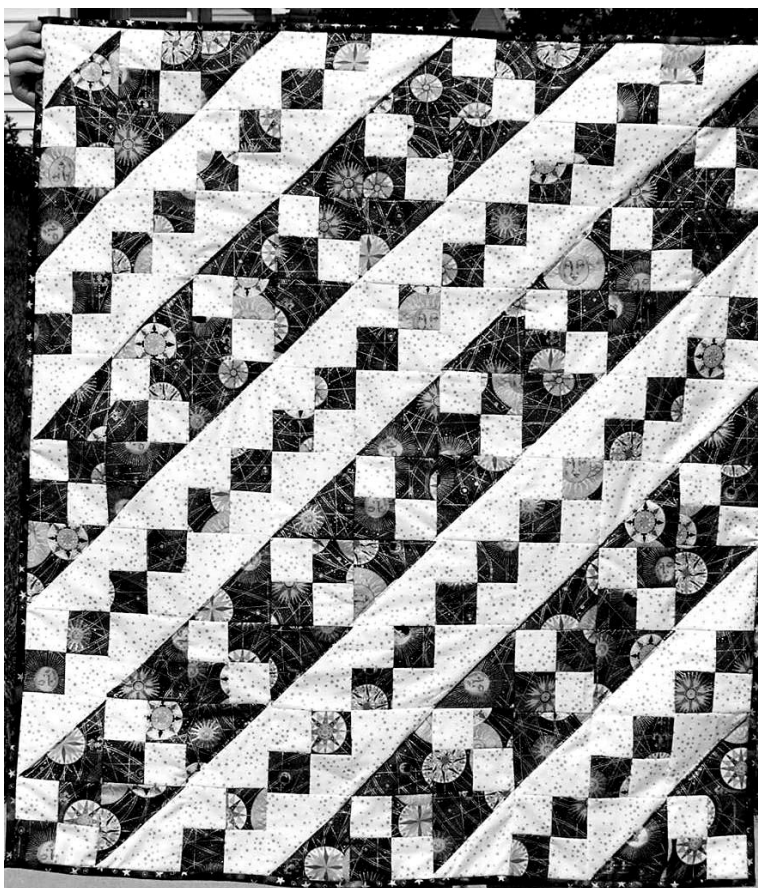
In later years, women figured out how to use different shapes to create beautiful designs. Different colors and shapes were used to make quilts that weren't just useful but were also works of art. Patterns were drawn out and named, so other women could make them over and over. One of these patterns, called "Wedding Ring," became very popular to make as a gift for a new bride and groom. Other quilt patterns sounded funny: Monkey Wrench, Snail Trail, and Broken Dishes. Some were made for historical

events or people like The Alamo, Fort Sumter, Dolly Madison Star, and Martha Washington Star.

7

Modern quilters have it easy. There are sewing machines that make the sewing part lightning fast. There are endless possibilities for fabrics. Almost any color and design a quilter wants can be found. Threads also come in any color one wants. Some even look shiny like metal! There are special kinds of rulers and shapes quilters can use to create their own personal design. The sky's the limit!

This photo shows a quilt made with the pattern called Jacob's Ladder. It is one of the earliest known patterns to be shared among quilters, appearing in the first published books about quilting in 1915. Even today, it's a very popular pattern.



-
- 1 What does the phrase “a whole rainbow of squares” tell the reader in paragraph 4?
- A Many different sizes were used.
 - B Many different colors were used.
 - C The fabric squares were shaped into rainbows.
 - D The fabric squares had rainbows painted on them.
- 2 What does “painful process” mean in paragraph 4?
- A Making quilts is fun.
 - B Making quilts is boring.
 - C Making quilts must be done alone.
 - D Making quilts takes a lot of time.
- 3 At the end of paragraph 4, what does “it made their needles fly” mean?
- A The women wanted to sew many quilts.
 - B The women decided to use new needles.
 - C The women were able to sew very quickly.
 - D The women threw their needles across the room.

- 4 In paragraph 5, what is the meaning of “nipped at their toes”?
- A made them hot
 - B made them cold
 - C made them soft
 - D made them heavy
- 5 What does “The sky’s the limit!” mean in paragraph 7?
- A Designs are quick to make.
 - B Making quilts is simple.
 - C Some things are possible.
 - D Anything is possible.

Name _____ Date _____

The Bakery

Fiona's eyes lit up as she looked at the contents of the bakery case. It was full of cupcakes and pies and brownies and muffins. How could she ever choose?

"Wow!" she said, walking up and down in front of the long glass case, considering her choices. She loved chocolate, so the brownies were inviting. So were the double chocolate brownies. But she also loved apples, and the apple pie looked amazing.

She heard the bell on the bakery shop door jingle and turned around to see her parents and baby brother coming in. She'd run ahead to the shop to look while her dad finished parking the car.

"Do you know what you want?" asked her mother, shifting baby Connor to her other hip.

"Not yet," replied Fiona. "There are just too many delicious things to choose from!"

The door behind the bakery case suddenly opened, and Fiona's Aunt Claire appeared. It was Aunt Claire's shop, and it had only opened last week. This was the first time Fiona and her family had visited the shop.

"Look at you, Fiona!" cried her aunt. "You've gone and grown up since I last saw you! How old are you now—twenty?"

"No ma'am," said Fiona, blushing. "I'll be ten next month."

"Well then, you need to come back in a couple of weeks and pick out a cake," said her aunt. "We'll put our heads together and come up with something really special!"

"That sounds wonderful!" said Fiona. "Thank you!"

11

"And Connor!" Aunt Claire exclaimed, coming around the bakery case and reaching for her nephew. "You're just as cute as a button!"

12

She took Connor from Fiona's mom and rubbed noses with him, making him giggle. Then she held him tight and spun him around, causing him to shriek with glee.

“That’s my boy!” said Aunt Claire. “Now, let’s go look and see what kind of goodies we can find for you to nibble on.”

“Nothing too rich, Claire,” said Fiona’s mom. “I don’t want to spoil his appetite before supper.”

“Oh, we wouldn’t do that, would we?” said Aunt Claire, tickling Connor under the chin. “We’ll just find a tiny little something. How about this?” She held up a minicupcake topped with chocolate icing and colorful candy sprinkles.

“That’s fine,” said Fiona’s mom, smiling. “But that’s all. Nothing else!”

“Your mom is an old meanie, Connor!” said Aunt Claire. She laughed and winked at her sister as she broke off a piece of cupcake and handed it to the one-year-old.

“Well, Fiona, have you made up your mind?” asked her mom, watching as Connor stuffed the piece of cupcake in his mouth.

“I was thinking about a brownie, but the Red Velvet cupcake looks awfully good,” said Fiona.

20

“The Red Velvet cupcake will melt in your mouth,” said Aunt Claire. “It’s the best Red Velvet recipe I’ve ever come across. Those cupcakes fly out of here every time I make them. I made three dozen this morning, and you can see there are only two left.”

“Okay, then I’ll try the Red Velvet,” Fiona said to the girl working behind the counter.

When everyone had ordered and taken their cupcakes to a table by the window, Fiona finally took a bite of the Red Velvet cupcake.

“Oh, Aunt Claire! This is the best thing I’ve ever tasted!” she said, her eyes wide with delight.

“Isn’t it wonderful?” asked her aunt.

“Yes!” agreed Fiona.

“Do you think you might like your special cake to be a Red Velvet cake?” asked her aunt.

“Oh! That would be wonderful!” cried Fiona.

“Since your special day is near Valentine’s Day, we could decorate it with hearts, and maybe some . . .” Her aunt trailed off, obviously thinking about the design of Fiona’s cake.

“What are you two talking about?” asked Fiona’s mom, who had taken Connor to the restroom to wash his sticky fingers. “It looks to me like you’re up to something!”

“We were just talking about my special cake,” explained Fiona. “Aunt Claire was asking if I would like her to make me a Red Velvet cake.”

“Oh, that sounds perfect!” said her mother. “Now you just need to decide who you’re going to invite to your party.”

32

A few minutes later, Fiona’s mom handed Connor to Fiona’s dad and took Aunt Claire aside. “Are you sure you have time to make Fiona’s cake?” she asked. “You’ve just opened the bakery, and I know you have your hands full right now.”

“Oh, I’m fine,” said Aunt Claire. “Besides, I’m happy to make Fiona’s cake. She’s a great girl, and planning her cake will give us a chance to hang out together.”

34

“Well, you’re my hero,” said Fiona’s mom. “Between Fiona’s special party and work, I’m up to my eyeballs right now. Knowing her cake is a done deal is a huge relief.”

“I’m glad to help out,” said Aunt Claire. “Besides, I have a great idea for Fiona’s cake, and I need more photos of different cake ideas to show customers.”

“Well, you’re still my hero,” said Fiona’s mom, hugging her sister.

“Now,” said Aunt Claire, “I think we need to find one treat for each of you to take home for later.” She turned to Fiona. “Why don’t you come help me pick something out, Fiona?”

- 1 According to paragraph 11, what does it mean to be “cute as a button”?
- A to be clever
 - B to be delightful
 - C to be exciting
 - D to be famous
- 2 In paragraph 12, what does it mean “to shriek with glee”?
- A to scream with fear
 - B to scream with anger
 - C to scream with sadness
 - D to scream with excitement
- 3 In paragraph 20, what does it mean for something to “melt in your mouth”?
- A It burns quickly.
 - B It softens easily.
 - C It is hard to chew.
 - D It is hot to the touch.

- 4 In paragraph 32, what does it mean to “have your hands full”?
- A to need help carrying things
 - B to have as much as can be carried
 - C to need no help getting the work done
 - D to have as much work as can be done
- 5 What does Fiona’s mom mean in paragraph 34 when she says, “I’m up to my eyeballs right now”?
- A She is very busy.
 - B She has nothing to do.
 - C She is ready to jump into the pool.
 - D She has cake flour on her face.

Name _____ Date _____

Butterflies

1

Butterflies are among the most beautiful creatures on earth. Colorful and delicate, they flutter through the air like pretty, flying flowers, making gardens in the air.

Butterflies start their lives as caterpillars, which look sort of like worms with feet. Sometimes the caterpillars look like they have hair. Caterpillars hatch from eggs that the adult butterfly lays on the undersides of leaves, where the eggs will be protected from sun and rain.

3

When the caterpillar hatches, it starts to eat the leaves of the plant where its egg was laid. It eats and eats and eats—as if it has a bottomless stomach! It eats so much because it needs to grow. A caterpillar will sometimes grow to four or five times the size it was when it hatched from the egg. Because the caterpillar grows so much so fast, it outgrows its skin. This is called molting, and a caterpillar will molt, or shed its old skin, at least four times. The last time the caterpillar molts, it forms a chrysalis, which is like a shell that will protect the caterpillar while it goes through the process of becoming a butterfly. This process is called metamorphosis.

After a couple of weeks, the butterfly begins to emerge from the chrysalis. At first, its wings are wet and wrinkled and heavy, so the butterfly must wait for them to dry before it can fly. Sometimes it could take as much as three hours for the butterfly's wings to dry, but for most butterflies, it takes about an hour.

5

A butterfly's wings are covered with thousands of tiny scales. These scales are the reason butterfly wings are so colorful. If you look at a butterfly's wings up close, you would see that a butterfly's wings are kind of like a stained glass window. Stained glass windows are made up of many pieces of colored glass. The scales on a butterfly's wings are like the pieces of colored glass in a stained glass window.

Unlike caterpillars, which seem to do nothing but eat, butterflies don't eat at all. Instead, they drink. Butterflies drink water, but they get their nourishment or food from drinking the nectar of flowers. Nectar is full of sugar, which gives the butterflies energy.

7

A butterfly drinks the nectar using its proboscis, which works like a drinking straw, drawing the nectar up into the butterfly's mouth. When the butterfly isn't using its proboscis, it rolls up, just like the party noisemakers that roll out straight when you blow into them and curl back up when you stop blowing.

When butterflies stop to drink nectar from flowers, they also pick up that flower's pollen. Pollen is like flower dust, and for flowers to be able to make seeds, the pollen from one flower has to be dropped on another flower. Pollen from one flower rubs off on the butterfly, and when the butterfly goes to the next flower, the pollen rubs off or drops onto that flower. This is called pollination.

Have you ever wondered what the difference is between butterflies and moths? Butterflies and moths do look a lot alike, but there are differences. One difference is that, while butterflies and moths both have antennae, which they use to pick up information about the world around them, butterflies have little knobs, or rounded pieces, at the tip end of their antennae. Another difference is that butterflies are active, or flying around, mostly during the daytime, but moths mostly fly at night.

This is probably why moths are not as colorful as butterflies. A butterfly's colorful patterns act as camouflage, making them blend in with the flowers they drink nectar from. Since moths fly in at night, their camouflage doesn't need to be as bright. Often moths are white or brown or gray, which blends in with the darkness and shadows of nighttime.

Butterflies make our world more beautiful, but not just by flying around and looking pretty. Butterflies also help flowers make more seeds, which means even more flowers! So, the next time you see a butterfly, you might want to thank it!

-
- 1 In paragraph 1, what does it mean that butterflies "flutter through the air like pretty, flying flowers"?
- A They float with roses in their wings.
 - B They float like buds opening their petals.
 - C They look like roses when they hide their wings.
 - D They look like bright-colored petals flapping in the wind.

-
- 2 In paragraph 3, what does it mean to have a “bottomless stomach”?
- A able to eat fast
 - B able to eat a lot
 - C able to eat plants
 - D able to eat anything
- 3 In paragraph 5, what does it mean to look “like a stained glass window”?
- A made to look like a picture
 - B made of many different colors
 - C made to be seen through
 - D made to show to others
- 4 In paragraph 7, what does it mean that the butterfly’s proboscis “works like a drinking straw”?
- A It stirs up nectar.
 - B It leaks out nectar.
 - C It sucks up nectar.
 - D It blows out nectar.

- 5 In paragraph 7, what does it mean to be “like the party noisemakers”?
- A curl and uncurl
 - B blow out air
 - C move from side to side
 - D make loud sounds

Name _____ Date _____

Dragons

If ten people are asked to draw a dragon, chances are there will be ten very different drawings. Nearly every culture¹ on Earth has dragons in its myths, or stories, but they look and act very differently. Despite all being called “dragon,” there seem to be many faces to this creature. One of the best things about this, though, is that anyone who wants to draw a dragon can do so. There is no one right way to make it look.

2

Dragons look like serpents or lizards, with a lot of large teeth. They must have been good friends with the dentist! Most artwork of dragons shows them as being able to breathe fire. Their faces must get pretty hot with flames that close. Some dragons have no legs, while others have many. A dragon-like creature with wings and only two legs is called a wyvern. Their feet have long, sharp claws that allow them to climb almost any tree or building. Most have wings and scales instead of skin, and dragons always have tails. The scales of a dragon can be any color of the rainbow and are often shown as being more than one color. Baby dragons hatch from eggs and are thought to be the same color as their mothers’ eyes. So a silver dragon with green eyes would give birth to a green dragon. A purple dragon with orange eyes would give birth to an orange dragon. This would make for some colorful dragon families!

3

Dragons have been part of our history for centuries. They are mentioned in books dating before the 1200s. Tales of great heroes saving towns from fierce dragons are found throughout Europe and Asia. Dragon stories get around! Irish dragons are often shown holding the tip of their tail in their mouth. This reminds us that the cycle of life never ends. Chinese dragons are celebrated every year at New Year celebrations, as a sign of majesty² and power and luck. Russian and Indian dragons sometimes have multiple heads, which can be a sign of danger. Though some stories make them seem evil, dragons still represent wisdom, life, and growth, and they are seen in all kinds of art today. From paintings and sculpture to tattoos and jewelry, dragons can be seen all around us.

¹**culture:** the way people in a group think, feel, and act

²**majesty:** greatness

Some stories tell about very wise dragons that could speak like people, and some even say that dragons taught people to speak! It must have been pretty scary, to have a big dragon as a teacher. Many authors still write stories that have dragons in them. Sometimes the dragons are scary in these stories, but more often, the dragons are seen as very smart and wise. They are able to teach us lessons that we need to learn. What do you think you could learn from a dragon teacher?

-
- 1 In paragraph 1, what is the meaning of “there seem to be many faces to this creature”?
- A Dragons have several heads.
 - B Dragons often change how they look.
 - C Dragons look different from each other.
 - D Dragons can be seen in different places.
- 2 In paragraph 2, what does it mean that the dragon is able to “breathe fire”?
- A It can light a fire to stay warm.
 - B It can blow fire through its nose.
 - C It can pull fire from a pit.
 - D It can start a fire in a heater.
- 3 In paragraph 2, what does it mean that dragons “must have been good friends with the dentist”?
- A Dragons have lots of teeth.
 - B Dragons lose their teeth often.
 - C Dragons need help keeping their teeth clean.
 - D Dragons have trouble brushing their teeth.

- 4 In paragraph 3, what is the meaning of “Dragon stories get around”?
- A Dragons travel to different towns.
 - B Dragons are celebrated every year.
 - C Dragons can be found throughout Europe.
 - D Dragon tales are shared from place to place.
- 5 In paragraph 3, what does it mean that “dragons can be seen all around us”?
- A Dragons move quickly.
 - B Dragons represent life.
 - C Dragons are in lots of artwork.
 - D Dragons are a sign of majesty.

Answer Key
Standard L.3.5.a

Demonstrate understanding of nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context.

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
1	Adapted from <i>Little Women</i> : "The Laurence Boy"	Realistic	1	C	Skill/Concept	3.1
			2	D	Skill/Concept	3.1
			3	A	Skill/Concept	3.1
			4	C	Skill/Concept	3.1
			5	A	Skill/Concept	3.1
2	Lions and Tigers and . . . Chimps?—Oh My!	Realistic	1	C	Skill/Concept	3.3
			2	B	Skill/Concept	3.3
			3	D	Skill/Concept	3.3
			4	B	Skill/Concept	3.3
			5	A	Skill/Concept	3.3
3	Gargoyles of the Washington National Cathedral	Historical	1	C	Skill/Concept	3.8
			2	A	Skill/Concept	3.8
			3	B	Skill/Concept	3.8
			4	C	Skill/Concept	3.8
			5	D	Skill/Concept	3.8

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
4	Quilts	Technical	1	B	Skill/Concept	3.2
			2	D	Skill/Concept	3.2
			3	C	Skill/Concept	3.2
			4	B	Skill/Concept	3.2
			5	D	Skill/Concept	3.2
5	The Bakery	Realistic	1	B	Skill/Concept	3.1
			2	D	Skill/Concept	3.1
			3	B	Skill/Concept	3.1
			4	D	Skill/Concept	3.1
			5	A	Skill/Concept	3.1
6	Butterflies	Scientific	1	D	Skill/Concept	3.7
			2	B	Skill/Concept	3.7
			3	B	Skill/Concept	3.7
			4	C	Skill/Concept	3.7
			5	A	Skill/Concept	3.7
7	Dragons	Technical	1	C	Skill/Concept	3.3
			2	B	Skill/Concept	3.3
			3	A	Skill/Concept	3.3
			4	D	Skill/Concept	3.3
			5	C	Skill/Concept	3.3

Name _____ Date _____

**Adapted from *Johann Sebastian Bach:
The Story of the Boy Who Sang in the Streets***

by Thomas Tapper

Johann Sebastian Bach's house stands in the town of Eisenach in Germany. It looks very much the same today as it did when Bach was a little boy. Many people go there to visit this house because the little boy grew to be a famous man.

In the same town in which Bach was born, there stands on the top of a hill a very famous castle built many hundreds of years ago. This castle is called Wartburg.

As a boy, little Bach used to climb the hill with his friends, and they, no doubt, had a happy time playing about the castle grounds. In one of its great halls, the musicians and poets of Germany held their song contests.

When Bach was old enough, he used to travel on foot, just as the musicians and poets did; his purpose was to go hear fine organ players. Once, as he sat weary by the roadside, someone threw a fish to him so that he might eat as he rested.

Little Bach's father was named Johann Ambrosius Bach. He, too, was a musician, as his people had been for many years.

Another family member who had musical talent was a miller who played and sang while the corn was grinding. His name was Veit Bach, and his little boy was called Hans the Player because he too loved to play the violin.

When Bach was ten years old, he went to live with his brother, whose home was a few miles away.

While at this brother's house, Bach had music lessons, and he improved so rapidly that he used to beg to be allowed to play the pieces in a big book in the library.

But the brother refused him this pleasure. However, little Bach was eager to learn all the music he could find, so he used to sit up on moonlit nights and copy these pages while his brother was asleep.

But what do you think happened when he had copied everything in that big book?

His brother found out what he had done and took all his precious music away from him.

Bach moved to Leipsic and had been for many years at the head of the Thomas School. He was known as its cantor.* Bach worked very hard here to supply music for several of the Leipsic churches, and he worked so well that his fame spread until it reached the ears of the emperor.

Frederick the Great was also a musician and composer. So he invited Bach to visit him at his castle. There were many people present, but Bach was the main guest. He played on many of the emperor's fine pianos. When he reached home again he composed a musical work and dedicated it to the emperor.

The kind of piano that Bach played on was not called a piano in his day. It was called a clavier or clavichord.

Bach had a very large family, twenty children altogether. Two of them studied music faithfully with their father.

One was Wilhelm Friedemann, for whom the father wrote a book called *Little Preludes*. Friedemann's brother, Carl Philipp Emanuel Bach, was also a very fine clavichord player. He wrote a book about music and composed many pieces.

***cantor:** a song leader of a choir

- 1 Why did Bach travel on foot?
- A to learn how to play the clavichord
 - B to hear music played by fine organ players
 - C to hear his father play for the emperor
 - D to play music with his friends on the castle grounds

- 2 Which statement from the text explains what Bach did when his brother stopped him from playing pieces from the big book in the library?
- A “As a boy, little Bach used to climb the hill with his friends, and they, no doubt, had a happy time playing about the castle grounds.”
 - B “Once, as he sat weary by the roadside, someone threw a fish to him so that he might eat as he rested.”
 - C “However, little Bach was eager to learn all the music he could find, so he used to sit up on moonlit nights and copy these pages while his brother was asleep.”
 - D “Bach moved to Leipsic and had been for many years at the head of the Thomas School.”
- 3 How did Bach’s older brother punish him when he found out that Bach had been copying pages from the big music book?
- A He took away all the pages of music Bach had copied.
 - B He sent Bach away to attend the Thomas School.
 - C He did not let Bach leave the house for two years.
 - D He did not allow Bach to practice the clavichord.
- 4 According to the text, what was an early piano called?
- A organ
 - B cantor
 - C violin
 - D clavier

- 5 Why was Bach a guest of Frederick the Great?
- A Bach supplied music for Frederick the Great's church.
 - B Frederick the Great needed Bach to write a song for him.
 - C Frederick the Great was a musician and composer also.
 - D Bach had asked to play one of Frederick the Great's pianos.

Name _____ Date _____

Excerpt from *The Courage to Soar: "Kites in Flight"*

Famous People and their Kites

Kites have been used by some very famous people. Leonardo da Vinci was one of these. He is best known for being an artist in Italy. But he was also a scientist. In the late 1400s, he began to study flight. At first, he studied birds. He also flew kites. From these studies, he drew some designs for flying machines. His interest in kites may have led him to study clouds and airflow.

Alexander Wilson lived in Scotland. He used kites to do experiments. In the mid-1700s, he flew a whole line of kites. The kites were all placed on one line. Next, he put thermometers all along the line. Then he flew the kites. In this way, he measured the temperature at different heights.

Most people know how Ben Franklin used a kite. He discovered electricity by flying one. In the mid-1700s, he flew a kite in a thunderstorm. He thought that lightning was a form of electricity. He was right! Lightning hit the kite and a key that was hanging from it. With the kite and key, Ben proved that lightning is electricity.

The Niagara Falls Bridge was built with the help of a boy and his kite. The bridge was built in the mid-1800s. To start, the builders had to get a line over the water. But steep cliffs, rapids,¹ and swirling winds made this very hard. Someone thought that the problem might be solved by flying a kite over the gorge.² So, a contest was held. A prize would be given to the first person to fly a kite across the Niagara Gorge. The winner was a young boy named Homan Walsh. Homan took a boat to the Canadian side. From there, he flew his kite high over the river. Then he let it go slack.³ It fell on the American side. But the string had broken. Homan had to wait eight days for the ice to clear from the river before he could go back to the American side and get his kite. He repaired the string and returned to the Canadian side. Once again, he flew his kite and it dropped to the American side. This time it was caught and tied to a tree. The builders secured the kite string. Then, they began to add heavier and heavier line. Finally, a steel cable stretched across the gorge. Now, they could begin to build the bridge. For all of his trouble, Homan received the \$5.00 prize.

¹**rapids:** part of a river where the water runs very fast

²**gorge:** a narrow valley with high, rocky walls

³**slack:** loose

- 1 Where did Leonardo da Vinci get his ideas for flying?
- A from studying clouds and airflow
 - B from studying electricity with kites
 - C from studying birds and flying kites
 - D from studying temperatures at different heights
- 2 According to the text, who discovered electricity?
- A Leonardo da Vinci
 - B Alexander Wilson
 - C Homan Walsh
 - D Ben Franklin
- 3 According to the text, which is a form of electricity?
- A lightning
 - B temperature
 - C a thermometer
 - D a thunderstorm

- 4 How did the builders of the Niagara Falls Bridge get a line over the water?
- A with a bird
 - B with a kite
 - C with a boat
 - D with a machine
- 5 Why did Homan Walsh have to wait to go back to the American side for his kite?
- A He had to wait for the ice to disappear.
 - B He had to wait for the winds to calm.
 - C He had to wait for the storm to stop.
 - D He had to wait for the boats to move.

Name _____ Date _____

Adapted from *Our Very Own Star: The Sun*

Courtesy of National Aeronautics and Space Administration (NASA)

When you look at the night sky filled with stars, have you ever wondered what a star is?

Walk outside on a clear day and say, "Hello!" to our very own star—the sun! (But don't ever look directly at the sun. You may harm your eyes.)

The sun seems small when we look at it because it is very far away. The sun is 93 million miles from Earth! If somehow you could fly an airplane to the sun, it would take you 26 years. How old would you be when you got to the sun? How old would you be when you got back?

What do we get from the sun? The sun gives us heat and light necessary for us to live. Without the sun, Earth would be a frozen ball of ice.

The sun is a very big ball of hot gases. The flame of a candle is also hot gases. If you look closely at the candle, you can see brighter and darker spots in the flame. The hot gases of the sun also show darker and lighter spots, and the gases move and flow.

The dark spots on the sun are large storms called sunspots. They look small on the sun but are, in fact, as large as Earth or bigger. Can you imagine a storm as big as Earth?

There are also huge explosions called solar flares in which the hot gases are spit away from the sun—like spaghetti sauce that bubbles and spatters. These great storms blast material out of the sun and into space.

Tiny particles¹ that scientists call matter are always leaving the sun. It is somewhat like the wind blowing. In fact, this stream of tiny particles is called solar wind. It takes one to five days for this wind to reach Earth. Sometimes the solar wind causes beautiful lights in the night sky, called auroras. These lights look like moving sheets of colors high in the sky.

Sometimes the solar winds can disrupt² electricity, telephones, televisions, and radios. This can be very dangerous for police, firefighters, airplanes, and ships at sea.

¹**particles:** tiny bits

²**disrupt:** stop

The sun is important to us because we need its warmth and light. Scientists also study the sun to learn more about Earth’s weather and climate. NASA helps us to learn more about the sun by sending satellites into space to study the space weather. Perhaps one day you can work for NASA, too!

The sun—our very own star. It lights the daytime sky and gives us warmth just as the nighttime stars give the sky a special beauty.

- 1 Why should people not look directly at the sun?
 - A The sun could harm their eyes.
 - B The sun is too bright to look at without sunglasses.
 - C The sun is so far away, looking at it could hurt their necks.
 - D The sun has dangerous gases that will make people sick.

- 2 According to the text, why does the sun look so small in the sky?
 - A It has storms on its surface.
 - B It is the same size as Earth.
 - C It contains many small stars.
 - D It is very far away from Earth.

- 3 According to the text, what is the sun made of?
 - A dark spots
 - B hot gases
 - C rock and ice
 - D lava and dirt

- 4 According to the text, what would happen to Earth without the sun?
- A Earth would freeze into a ball of ice.
 - B Earth would become a black star.
 - C The water on Earth would disappear.
 - D The land on Earth would melt.
- 5 According to the text, why do scientists study the sun?
- A to learn more about life on other planets
 - B to learn more about the dark spots in a candle
 - C to learn more about Earth's weather and climate
 - D to learn more about how life would be on a frozen Earth

Name _____ Date _____

Adapted from *Franz Schubert:* *The Story of the Boy Who Wrote Beautiful Songs*

by Thomas Tapper

One might say of Schubert that he was born with a melody in his heart and a song on his lips. Schubert composed many kinds of music, but his songs are most loved by everybody. They are sung all over the world. And he never let a song come from his lips that did not first come from his heart.

Schubert's full name was Franz Peter Schubert. He was born in Vienna in a very simple house that looks quite old-fashioned. Over the doorway there is a bust of Schubert, a few inches high. And a sign on the house says: Franz Schubert's Birthplace.

Franz's father was a schoolmaster, and so was Franz himself for three years. He taught the little children of Vienna their ABCs and how to add. Of course, he helped them to learn to read.

From the time when Franz Schubert was a very little boy, he had lessons every week for violin, voice, and piano. A little later, he began to study harmony with a very famous man who knew Mozart.¹ His name was Antonio Salieri. With so many lessons and with school work, Franz must have been a very busy boy.

At eleven years of age he became a singer in the chapel of the emperor. It was here that Salieri was director.

Franz sang in the choir until he was nearly seventeen. Then he became a schoolmaster, because, of course, he had to earn his living.

Wherever he was, Franz was thinking music and composing it. Once, he wrote a song called *The Serenade* at a table outside an inn.

A good friend of Schubert's was Michael Vogl. He was a famous singer, who did all he could to make Schubert's songs known. They took little vacation trips together and were good companions. Once, when Schubert and Vogl were enjoying a vacation tour in the mountains, Franz read Scott's *Lady of the Lake*, which was printed in the year 1810, when Schubert was thirteen years old.

¹**Mozart:** a famous Austrian musician and composer of classical music

Schubert set some of this poem to music. Scott was a little older than Schubert and just one year younger than Beethoven.²

Beethoven lived in Vienna at that time. Schubert and two friends went to see him. Beethoven was deaf, and those who met him had to write down what they wanted to say with a large pencil, such as is used by carpenters. Schubert was so modest and nervous upon meeting the great master that he could not even write his replies.

Schubert had music in his mind and soul all the time. It is said that one of his favorite walks was down by a mill, where he was inspired to write some beautiful songs.

²**Beethoven:** a famous German composer and pianist

- 1 Which statement from the text supports the idea that Franz Schubert’s music is well liked?
- A “Schubert composed many kinds of music.”
 - B “They are sung all over the world.”
 - C “Wherever he was, Franz was thinking music and composing it.”
 - D “Schubert had music in his mind and soul all the time.”
- 2 According to the text, how were Franz Schubert and his father alike?
- A Both wrote music.
 - B Both taught children.
 - C Both visited Beethoven.
 - D Both sang all over the world.

- 3 Why was Michael Vogl important to Franz Schubert's career?
- A He taught Schubert how to sing.
 - B He helped Franz Schubert compose music.
 - C He was a famous singer who helped Franz Schubert's songs become more well-known.
 - D He was related to Franz Schubert and worked hard to take Franz on vacations and trips.
- 4 Which detail from the text supports the idea that Schubert's music had feeling and emotion?
- A "And he never let a song come from his lips that did not first come from his heart."
 - B "From the time when Franz Schubert was a very little boy, he had lessons every week for violin, voice, and piano."
 - C "With so many lessons and with school work, Franz must have been a very busy boy."
 - D "Schubert set some of this poem to music."
- 5 According to the text, which would inspire Franz to write beautiful songs?
- A a simple, old-fashioned house
 - B vacation tours at the beach
 - C a table outside of a factory
 - D walks down by a mill

Name _____ Date _____

Adapted from "Turtles on the Amazon"

by Mayne Reid

The Amazon River is in South America. It is the longest and largest river in the world. During the rainy season it is not unlike a great inland sea. In the dry season, when the stream is at its lowest, vast sandbanks appear, here and there, above the water, and line the shores on either side. The greater part of its course is through a wild forest, and there are no great cities upon its banks.

One pleasant evening a few years ago, a young man and a guide landed from a canoe upon a great bank of white sand which stretched for miles along the river. To prepare for spending the night, they gathered a bunch of driftwood and made a large fire to keep off the wild beasts, of which there were many kinds in the forest. After they had eaten a small lunch, they agreed to take turns to keep watch during the night.

The young man, whose turn came first, sat down on a pile of sand and did his best to stay awake. But he was very tired, and, in spite of himself, fell sleep. He suddenly awoke as he slid down the sand hill and tumbled over on his side. He jumped up quickly and looked around to see if any creature had come near.

Yes, there, on the other side of the fire, he saw a pair of dull eyes looking at him. Close to them he saw another pair, then another, and another, until, having looked on every side, he saw that he was in the center of a circle of eyes! It is true they were quite small eyes, and some of the heads which he could see by the blaze were small. They had an ugly look, like the heads of snakes.

The boy stood for some moments uncertain what to do. He believed that the eyes belonged to snakes which had just crept out of the river; and he feared that any movement on his part would lead them to attack him. Having risen to his feet, his eyes were above the level of the blaze, and he was able in a little while to see more clearly.

He now saw that the snake-like heads belonged to creatures with large oval* bodies, and that, besides the fifty or more which had come up to look at the fire, there were whole droves of them upon the sandy beach beyond. As far as he could see on all sides, the bank was covered with them. It was a strange and fearful sight. He could not make out what it was, or by what sort of wild animals he was surrounded.

***oval:** shaped like an egg

He could see that their bodies were not larger than those of small sheep; and, from the way in which they glistened in the moonlight, he was sure they had come out of the river. He called to the guide, who awoke and started to his feet in alarm. The movement frightened the creatures around the fire; they rushed to the shore, and were heard plunging by hundreds into the water.

The guide's ear caught the sounds, and he saw the whole thing at a glance.

"Turtles," he said.

"Oh," said the young man, "They are turtles?"

"Yes," answered the guide. "I suppose this is one of their great hatching places. They are going to lay their eggs in the sand."

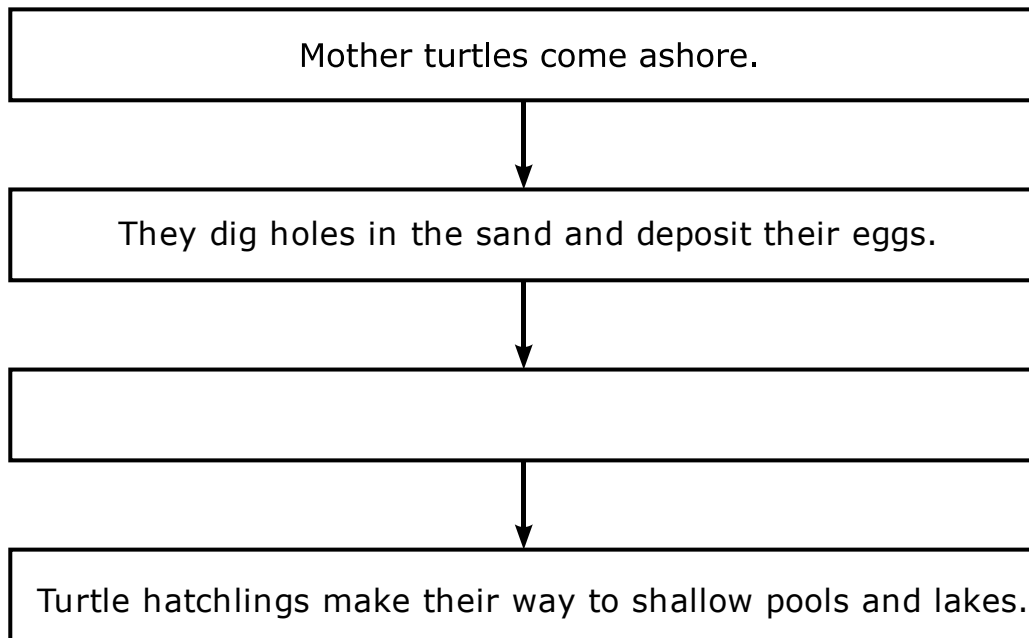
12

There was no danger from turtles, but the scare had made them no longer able to sleep, and the two travelers sat by the campfire for some time, talking about these strange creatures. The turtles of the Amazon meet together in great herds every year. Each of the herds chooses a place for itself—some sandy island or great sandbank. They then crawl ashore at night in great numbers, and each turtle, with the strong, crooked claws of her hind feet, digs a hole in the sand. Each hole is about three feet across and two feet deep. In this she lays her eggs—from seventy to one hundred and twenty in number—white, hard-shelled, and somewhat larger than the eggs of a pigeon. She then fills the hole with sand, leveling the top to make the sandbank look as smooth as before; this done, her work is at an end. In a few days the great army returns to the water, and scatters in every direction.

The sun, shining on the sand, does the rest, and in less than six weeks the young turtles, about as broad as a silver dollar, crawl out of the sand and at once find their way to the water. They are later seen in shallow pools or lakes far from the place where they were hatched. How they find these pools, or whether their mothers know their own young ones and lead them there, nobody knows.

- 1 Why is the young man uncertain what to do when he sees many pairs of dull eyes looking at him?
- A He does not want to wake up the guide.
 - B He does not want to disturb the small eyes.
 - C He is afraid that he is looking at snakes.
 - D He hurt his leg when he fell down the hill.
- 2 According to the text, why do the turtles run back into the water?
- A The guide's movement frightened them.
 - B The young man ran toward them.
 - C The young man yelled at them.
 - D The fire was too hot for them.
- 3 According to paragraph 12, why do the turtles dig holes in the sand?
- A to create a resting place
 - B to create a nest
 - C to hide from their enemies
 - D to gather water for themselves

4 What completes the graphic organizer?



- A Mother turtles find their own babies.
 - B Mother turtles stay with their eggs.
 - C The baby turtles stay where they were hatched.
 - D The turtle eggs hatch after six weeks of the sun shining on the sand.
- 5 According to the text, which is a mystery about baby turtles?
- A the number of eggs a mother turtle lays
 - B the size of the hole a mother turtle digs
 - C whether a mother turtle cares for her own babies
 - D the amount of time it takes baby turtles to hatch

Name _____ Date _____

Excerpt from “Ballet Activity Card”

Confidence, good posture, balance, endurance,¹ speed, strength, and power. Would you believe there’s a single activity that promotes all these things at the same time?! Well, believe it or not, there is—ballet!

There are two types of classic ballet, which is an art form that tells stories through characters in costume. Pointe is one type, where dancers wear a special type of shoe so that they can move on the tips of their toes. Since pointe is really advanced, we’ll just be focusing on demi-ballet. In this type, dancers dance on the balls of their feet.

There’s a whole lot to remember when dancing ballet—things like how important it is to find the right studio.² Because when you’re learning the basics, it’s important to make sure you learn correctly!

There are five basic positions for ballet. All classic dance steps start or end in one of these five positions:

- First Position—The heels are together, legs stretched straight. Turn your toes outward to form a straight line. Your arms should form a curve raised right above your waist. Your hands should be between your waist and the level of your chest.
- Second Position—Separate your feet to the side about $1\frac{1}{2}$ feet apart. Your feet should be well turned out. Open your arms, rounding them slightly. Your elbows should be slightly lower than your shoulders.
- Third Position—Put the heel of your right foot against the middle of your left foot. Bring your right arm up so that a semicircle forms above your head. Your left arm should remain in the second position.
- Fourth Position—Slide your right foot forward so that it is parallel to your left foot with about 12 inches in between. Place your right arm overhead in a vertical position. Your left arm should be in the first position.

¹**endurance:** ability to continue or last

²**studio:** a place to study an art

- Fifth Position—Place your right foot close up in front of your left foot. The toes of your left foot should touch the heel of your right foot. Both arms should be overhead and form a round shape. There is a small space between your hands.

In addition to the dancing done with their legs and feet, dancers use their hands and arms to express themselves. Showing expression through the hands and arms is always very important, especially since it can be difficult to see a dancer's face from a distance.

But the most important thing to remember—always respect the instructor!

Fun Facts

A tutu is a light ballet skirt. Tutu is a French word meaning "behind." The term is less about the garment itself but more of a reference to what the garment covers!

Ballet is often thought of as artistic and beautiful. However, out of the 61 most common sports, only professional football is more physically demanding. Like football, dance is not an endurance sport. Dancers experience short bursts (1–2 minutes) of serious activity followed by periods of rest or easier dancing.

Dancers can go through about 400 pairs of shoes in a lifetime. At about \$40 a pair, that's \$16,000 in shoes alone!

A 120-pound dancer burns almost 1,000 calories per dance. At that rate, a dance company of 100 people would burn 100,000 calories during a performance—that's almost as many calories as in 364 regular-size hamburgers!

Every step in ballet has an equal and opposite motion. For example, when you raise your arms, your shoulders should go down as your arms go up. When you kick up your leg, your hip should stay down.

-
- 1 According to the text, what is one skill that ballet develops?
- A focus
 - B dance
 - C endurance
 - D expression
- 2 Which statement describes a dancer's feet in Third Position?
- A right foot close in front of left foot
 - B feet separated about $1\frac{1}{2}$ feet apart
 - C heels together and toes turned outward
 - D heel of right foot against middle of left foot
- 3 Which ballet position requires the toes of the left foot to touch the heel of the right foot?
- A First Position
 - B Second Position
 - C Third Position
 - D Fifth Position

- 4 Which statement from the text supports that it is important for dancers to show expression through their hands and arms?
- A "It can be difficult to see a dancer's face from a distance."
 - B "Dancers experience short bursts (1–2 minutes) of serious activity."
 - C "Dancers can go through about 400 pairs of shoes in a lifetime."
 - D "Every step in ballet has an equal and opposite motion."
- 5 According to the text, what is more physically demanding than ballet?
- A baseball
 - B football
 - C posture
 - D balance

Name _____ Date _____

Felucca Ride down the Nile River

It was a warm summer evening in Egypt when my friends and I decided we wanted to take a felucca ride on the Nile River. Feluccas are traditional wooden sailing boats that are popular in Egypt and the eastern half of the Mediterranean Sea. They don't have engines, so they rely on the wind and the currents to carry the boat down the Nile. Each boat can carry 10 to 15 passengers. The boat's crew is small and generally consists of two to three people. These boats are very common in Luxor and Aswan, two popular tourist spots in Egypt.

Our teacher rounded our group together and we all started walking to the docks. Since our hotel was right next to the Nile River, we didn't have to walk very far. After about 10 minutes, we arrived at the docks and paid the captain. Although feluccas normally only carry about 10 passengers, we were able to get all 40 students in our group into two feluccas. This may have been due to the fact that we squeezed in tight and some even sat on the front deck of the boat. Once everyone was seated and ready to go, our captain guided the boat towards the open water.

Riding in a felucca is very relaxing. With no motor, you can hear the water flowing and the wind whipping through the sails of the boat. It was very calming. I brought my camera along and started taking pictures of people in our group and also of the boat crew and parts of the boat itself. The scenery was also very beautiful. Along the Nile were palm trees and marshes with tall grass covering the banks. Behind the trees you could see mountains and other rock formations. The Valley of the Kings was just behind the mountains and I couldn't wait until we would get to go there to see all of the burial tombs of the ancient pharaohs.¹ But for now I just wanted to enjoy the ride. I climbed onto the front deck and swung my feet over the edge and let them dangle in the water as I held onto one of the ropes holding the sail in place. I took several more pictures as the sun was going down and decided to join the rest of the group.

The captain explained that the Nile is very important to the Egyptian people. Egyptians drink the water from the river, wash in it, and cook with it. They also water their animals, and use it for irrigation² and transportation. Egyptians call the Nile the giver and taker of life because of how important the river is to their survival. Without the

¹**pharaohs:** rulers or kings of Egypt

²**irrigation:** watering of crops using pipes

Nile River, Egypt would not be able to grow crops and before they were able to manage the flooding, the Nile also destroyed many crops. Our captain also shared with us an Egyptian saying that says, "Once you drink from the Nile, you are destined to return." After hearing that, two of my friends and I dumped out the remaining water in our water bottles and held it in the river until it was full of Nile River water. We then proceeded to drink several swallows of the water. I didn't feel any differently, but I was determined to come back to Egypt one day.

Our felucca ride was finally coming to an end and as we all exited the boat, we thanked our captain for the ride and for the stories he shared with us. The sun had completely set and we all headed back to the hotel to eat dinner and get a good night's rest because the next day we were heading to the Valley of the Kings!

-
- 1 Which statement supports that felucca boats are small?
- A Each boat carries only 10 to 15 people.
 - B These boats are very common in tourist cities.
 - C The boat's crew usually has five to six people.
 - D Feluccas are sailing boats that are popular in Egypt.
- 2 Which statement from the text supports that the group's hotel was near the felucca ride?
- A "It was a warm summer evening in Egypt when my friends and I decided we wanted to take a felucca ride on the Nile River."
 - B "They don't have engines, so they rely on the wind and the currents to carry the boat down the Nile."
 - C "Our teacher rounded our group together and we all started walking to the docks."
 - D "I brought my camera along and started taking pictures of people in our group."

- 3 How is a felucca powered on the Nile River?
- A by a coal engine
 - B by a power motor
 - C by a small crew rowing the boat
 - D by wind and the river currents
- 4 Which sentence describes what the narrator saw while riding the felucca?
- A "Since our hotel was right next to the Nile River, we didn't have to walk very far."
 - B "Along the Nile were palm trees and marshes with tall grass covering the banks."
 - C "I climbed onto the front deck and swung my feet over the edge and let them dangle in the water."
 - D "Egyptians call the Nile the giver and taker of life because of how important the river is to their survival."
- 5 Why did the passengers drink several sips of the water from the Nile River?
- A They thought it would cure any sickness.
 - B It meant they would return to Egypt.
 - C It would make them stronger.
 - D They were very thirsty.

Answer Key
Standard RI.3.1

Ask and answer questions to demonstrate understanding of a text,
referring explicitly to the text as the basis for the answers.

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
1	Adapted from <i>Johann Sebastian Bach: The Story of the Boy Who Sang in the Streets</i>	Biography	1	B	Recall	3.5
			2	C	Skill/Concept	3.5
			3	A	Recall	3.5
			4	D	Recall	3.5
			5	C	Skill/Concept	3.5
2	Excerpt from <i>The Courage to Soar: "Kites in Flight"</i>	Historical	1	C	Recall	3.1
			2	D	Recall	3.1
			3	A	Recall	3.1
			4	B	Recall	3.1
			5	A	Skill/Concept	3.1
3	Adapted from <i>Our Very Own Star: The Sun</i>	Scientific	1	A	Recall	3.2
			2	D	Recall	3.2
			3	B	Recall	3.2
			4	A	Recall	3.2
			5	C	Recall	3.2

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
4	Adapted from <i>Franz Schubert: The Story of the Boy Who Wrote Beautiful Songs</i>	Biography	1	B	Skill/Concept	3.2
			2	B	Recall	3.2
			3	C	Skill/Concept	3.2
			4	A	Skill/Concept	3.2
			5	D	Recall	3.2
5	Adapted from "Turtles on the Amazon"	Scientific	1	C	Recall	3.8
			2	A	Recall	3.8
			3	B	Skill/Concept	3.8
			4	D	Skill/Concept	3.8
			5	C	Skill/Concept	3.8
6	Excerpt from "Ballet Activity Card"	Technical	1	C	Skill/Concept	3.5
			2	D	Skill/Concept	3.5
			3	D	Recall	3.5
			4	A	Skill/Concept	3.5
			5	B	Recall	3.5
7	Felucca Ride down the Nile River	Technical	1	A	Skill/Concept	3.5
			2	C	Recall	3.5
			3	D	Recall	3.5
			4	B	Recall	3.5
			5	B	Recall	3.5

Name _____ Date _____

Hearing Protectors: What to Say When Friends Say, “No Way.”

When your parents and other adults tell you to wear hearing protectors in noisy places, your first thought may be, “What will my friends say?” What they might say, however, is not as important as what you might lose later on. If you force your ears to deal with too much noise for too long a time, you have a good chance of losing some of your hearing. The worst thing is that hearing loss from noise does not get better. Once you have it, it lasts forever.

The solution is simple. Earplugs and earmuffs help protect your hearing from harmful noises. While it’s normal for you to want to look like everybody else, there is nothing cool about hearing loss. Get comfortable with hearing protectors. Be a leader in hearing protection! Here are some tips.

Wear hearing protectors that fit your style. Be—

- **Low key:** Earplugs that match your skin tone will be almost invisible. If your hair covers your ears, they’ll be completely hidden from view.
- **Stylin’:** Hearing protectors come in great colors and designs. Match the color of your earplugs or earmuffs to your braces, your favorite team’s colors, or what you are wearing.
- **Outrageous:** Express yourself by decorating your earplugs or earmuffs to match the noisy occasion. Noisy sports event? Decorate your hearing protectors to match the team’s colors or mascot. Dress up earmuffs with rabbit ears for spring and antlers for winter. Wrap them or make colorful or fuzzy covers to match your mood, outfit, or school colors.

Learn about the different kinds of hearing protectors. There are many types of earplugs and earmuffs. Some are specially designed for musicians, swimmers, hunters, or people who often fly in airplanes.

Practice wearing your hearing protectors around the house to get used to the fit. At first, you may find that they make your ears feel full. But, just as with new shoes, you’ll get used to them. Then, when you are with your friends, you’ll feel more comfortable when you want to quickly pop them in or on.

Take along an extra pair of earplugs or earmuffs when you go to a concert, game, or other noisy event. Share them with your friends so they can protect their hearing. Did any of them have ringing in their ears after the last noisy event? This is

very common, and it’s caused by—you guessed it!—too much noise. Let your friends know that hearing protectors can also prevent ringing in the ears.

Find out what your favorite musicians and celebrities are doing to protect their hearing. They may be rich, but they know their hearing is priceless. So is the hearing of their fans. Some rock, hip hop, and country music stars encourage their fans to listen to music at safe levels and to wear hearing protectors at concerts.

Practice what to say if friends ask why you wear hearing protectors.

- **Be bold:** *“It’s earplugs now . . . or hearing aids later.”*
- **Be funny:** *“My career goal is to be an underwater piano tuner. Hearing loss will kill my dream.”*
- **Be smart:** *“I wear a bicycle helmet to protect my head and earmuffs to protect my hearing.”*
- **Be a friend:** *“Hearing loss from too much noise is permanent—and totally preventable. Want to know how?”*

-
- 1 What is the main idea of the text?
- A Hearing protectors are stylish.
 - B Hearing protectors can prevent hearing loss.
 - C Two types of hearing protectors are earplugs and earmuffs.
 - D When people wear hearing protectors, others may stare or laugh.

- 2 Which sentence from the text tells the reader that hearing protection is more important than what others might think?
- A “While it’s normal for you to want to look like everybody else, there is nothing cool about hearing loss.”
 - B “Some are specially designed for musicians, swimmers, hunters, or people who often fly in airplanes.”
 - C “Then, when you are with your friends, you’ll feel more comfortable when you want to quickly pop them in or on.”
 - D “Let your friends know that hearing protectors can also prevent ringing in the ears.”
- 3 Which statement supports the idea that people can express themselves with hearing protectors?
- A It is important to keep an extra set of hearing protectors.
 - B People should practice wearing hearing protectors.
 - C Hearing protectors should be worn by almost everyone.
 - D Hearing protectors can fit anyone’s style.
- 4 Which sentence from the text supports the main idea?
- A “Earplugs and earmuffs help protect your hearing from harmful noises.”
 - B “You may find that they make your ears feel full.”
 - C “Share them with your friends so they can protect their hearing.”
 - D “They may be rich, but they know their hearing is priceless.”

- 5 Which statement summarizes the text?
- A Practicing wearing hearing protectors is important.
 - B Hearing protectors can be worn in any number of ways.
 - C Practice what to say when asked about hearing protectors.
 - D Hearing protectors are important to wear, despite how they look.

Name _____ Date _____

Robots in Action

Robots are popular in movies. They look sort of like people. They have heads, arms, and legs. Sometimes they are very big. In many movies, robots can think and do things on their own. They can be scary or nice. Sometimes they help people, and sometimes they do bad things.

Real robots are different from the robots in movies. They usually do not look much like people. They do jobs that are hard or dangerous. They cannot think for themselves. Real robots are at work every day in factories. Scientists use them, too. There are even robots in some homes. They all do jobs that are important.

What is a robot? A robot is a machine with many different parts. It must have some kind of motor to help it move. A robot also needs sensors which help it learn about what is going on around it. A robot must be programmed or told what to do. It must have a power source and get energy to do its job.

Many robots are used in factories. They are helpful because they can do jobs faster than people. This means that they can put things together or move things around quickly. Robots are also stronger than people. They can lift very heavy things. Robots are common in the factories that build things like cars. They quickly put parts together and cut things exactly right. People can make mistakes on things like that, but robots do not. If their instructions are right, then they always do the same thing over and over.

Robots are also useful to scientists. They can go places that are not safe for people. Scientists use robots to explore dangerous places, like the bottom of the ocean. Robots also explore in space. Scientists have sent robots to the moon and to Mars. These robots look like little cars. They carry equipment to do scientific experiments. They can pick up dirt and rocks. They measure and take pictures. They can try things with the dirt that tell scientists what it is made of.

Some robots help doctors. These robots have very small parts. They can perform surgery or help the doctor find out what is wrong inside a person's body. Robots can fill pill bottles to make sure people get the right medicine.

7

Some robots help the police and soldiers. These robots do dangerous work. They help get rid of bombs. This keeps more people safe. There is a person who runs the robot and stays far away from the bomb. If the bomb blows up, the police officer or soldier does not get hurt. A robot is just a machine, and it can be fixed or replaced. It is more important to keep people safe, so robots do this dangerous job.

Some people even have robots in their homes. Most are very expensive. There are robots that can sweep the floor and robots that are used as toys. There are scientists who work to build new kinds of robots. Someday, robots may be able to help people who cannot take care of themselves. They may be able to teach children things or do yard work. But for now, the robots that are in the movies mostly come from the imagination of the writers.

-
- 1 What is the main idea of the text?
- A Many factories use robots to do jobs faster.
 - B Robots are used in movies to do hard jobs.
 - C Police and soldiers use robots for dangerous jobs.
 - D Robots are useful and do many different jobs.
- 2 Which detail supports the main idea of the text?
- A Robots are scary in movies.
 - B Robots can lift very heavy things.
 - C Robots must be programmed and told what to do.
 - D Robots do important jobs in many places.
- 3 Which sentence from the text supports the fact that robots are sometimes better than people?
- A "Real robots are different from the robots in movies."
 - B "A robot is a machine with many different parts."
 - C "People can make mistakes on things like that, but robots do not."
 - D "Some people even have robots in their homes."

- 4 Which detail supports the fact that robots are useful to scientists?
- A Robots can explore the bottom of the ocean.
 - B Robots can put things together quickly.
 - C Robots can sweep floors and clean.
 - D Robots can get rid of bombs.
- 5 What is the main idea of paragraph 7?
- A Robots can take care of people who cannot take care of themselves.
 - B Robots can help humans by working on dangerous jobs.
 - C Robots are fictional characters in movies.
 - D Robots are expensive machines.

Name _____ Date _____

What Is a Shooting Star?

A shooting star is not a star at all. In fact, it is a tiny bit of dust or rock from space that is falling to the Earth. Where do all these bits come from? Most are from our own solar system. They could be from other planets, asteroids, or even comets. Asteroids are rocky objects left over from when the planets were formed, and comets are icy rocks that orbit the sun.

Sometimes, small bits of rock get close to Earth. Then, Earth's gravity pulls them in. Gravity is the force that makes a ball fall when you drop it. In the same way, gravity makes these bits fall to Earth. These objects move fast and begin to burn and make light. The trail of light you see in the sky is a shooting or falling star, and scientists call it a meteor. Shooting stars don't just happen at night; they happen during the day, too. We can't see them then because the sun's light is so bright.

Most meteors are small and burn up before they reach Earth. Some, though, are large enough that they do hit the Earth, and they are called meteorites. Most meteorites are smaller than a grain of sand. Very rarely, they are larger. The largest meteorite ever found is 54,000 kilograms. That's almost 120,000 pounds, the weight of a whale! It is named the Hoba meteorite and was found in Namibia.*

Meteorites are made up of many different materials. Some are rocky and made up of the rocks we find on Earth or the moon, and others are made up of iron. In Antarctica, sixteen meteorites were discovered that may have come from Mars.

In February 2013, a large meteor appeared in the skies above Russia. It was so bright it could be seen in the daytime. After streaking through the sky for a few seconds, the meteor exploded. It was still high off the ground when that happened, so only small fragments of the meteor hit the Earth. Scientists believe this meteor was created by a small asteroid. Scientists have been able to study this meteor more than any other because so many people saw it. People videotaped the meteor with cameras mounted on their cars or in the streets.

Most scientists agree that you might see a few meteors on any night, but there are some times when you will have a better chance: during a meteor shower. Meteor showers happen only during certain times of the year. As Earth revolves around the sun, it sometimes goes through tiny chunks of ice and rock left behind by comets. You may

***Namibia:** a small country in southern Africa

have heard of the tail of a comet. When a comet moves close to the sun, it gets warmer. Its ice melts and begins to boil. Some bits of ice and rock break off. They get left behind all together in a group. When Earth comes near, these bits become meteors—all at about the same time. The biggest meteor shower is the Perseids, and it happens in the middle of August.

- 1 What is the main idea of the text?
 - A Shooting stars are different sizes.
 - B Shooting stars are also called meteors.
 - C Shooting stars are made of many materials.
 - D Shooting stars are bits of rock or ice falling to Earth.

- 2 Which statement from the text supports the main idea?
 - A “These objects move fast and begin to burn and make light.”
 - B “The largest meteorite ever found is 54,000 kilograms.”
 - C “That’s almost 120,000 pounds, the weight of a whale!”
 - D “The biggest meteor shower is the Perseids.”

- 3 Which detail from the text supports the idea that a meteor gives off much light?
 - A “It was so bright it could be seen in the daytime.”
 - B “After streaking through the sky for a few seconds, the meteor exploded.”
 - C “It was still high off the ground.”
 - D “People videotaped the meteor with cameras.”

- 4 Which statement from the text supports the idea that seeing a meteor is not unusual?
- A “Gravity is the force that makes a ball fall when you drop it.”
 - B “Some are rocky and made up of the rocks we find on Earth.”
 - C “Most scientists agree that you might see a few meteors on any night.”
 - D “When Earth comes near, these bits become meteors.”
- 5 Which statement summarizes the text?
- A A shooting star is really a star in motion.
 - B Shooting stars are meteors that burn up before they hit Earth.
 - C Earth’s gravity pulls in small bits of rock from the shooting stars.
 - D There is a better chance of seeing a shooting star during the month of August.

Name _____ Date _____

Excerpt from “Baseball Activity Card”

Just what does it take to become a baseball all-star?

Gear Up

All baseball players will need a ball, a bat, and a glove. All baseballs are pretty much the same, but bats can be either wooden or aluminum. These days, only the pros use wooden bats full-time. Aluminum bats are lighter and easier to handle and don't break as often. There are a couple of different types of gloves, depending on your field position.

Batter up! All batters should wear a helmet while at the plate and on base to protect the head. For better base running, try wearing baseball cleats¹ instead of sneakers.

What a catch! Catchers have a special set of gear that includes a helmet, a mask, shin guards, and a chest protector. All of these pieces are very important to protect you if you play behind the plate.

Play It Safe

Wear your protective gear during all practices and games, especially if you're a catcher—those fast balls can pack a punch! Don't forget to warm up and stretch before each practice or game. In the infield? Stay behind the base on any throw. You'll avoid hurting yourself—and the base runner. In the outfield? Avoid running into your teammates by calling every fly ball² loudly, even if you think nobody else is close by. And in the batter's box, wear a batting helmet and use a batting glove to protect your knuckles from those inside pitches. If you think a pitch is going to hit you, turn away from the ball and take it in the back.

Throwing those fastballs can really take a toll, so if you're a pitcher, make sure to get plenty of rest between games, and don't pitch more than 4–10 innings per week.

How to Play

Baseball is known as America's favorite sport. This sport uses many different skills, from pitching, catching, and batting (which require lots of hand-eye coordination³), to base

¹**baseball cleats:** shoes with spikes on the bottom to help a person run faster

²**fly ball:** when the ball is hit very high in the air

³**coordination:** proper movement and actions

running, which means going from a standing start to a full run. To get started, you just need a bat and a ball!

How to Hit the Ball

First, get hold of that bat by stacking your hands on the handle (right hand on top if you're a righty, left hand on top if you're a lefty), making sure the curve of the bat is in the middle of your fingers and that your knuckles are in a straight line. Balance on the balls of your feet, with your weight on your back foot, and bend your knees slightly. Your hands should be shoulder height, elbows in, and keep your head in line with your torso,⁴ turned toward your front shoulder. As the pitcher throws, step toward the pitch, and swivel toward the ball with your hips, keeping your arms steady as you move toward the ball. **KEEP YOUR EYE ON THE BALL**, and complete your swing by turning forward and shifting your weight to your front foot, following through with the bat after you hit the ball.

How to Throw the Ball

Did you know that throwing the ball accurately requires a little footwork? First, step toward the target with the glove-side foot, making sure the toe of your shoe is pointing directly to where you want the ball to go. Aim the leading shoulder at the target. Aim the bill of your hat at the target and throw.

How to Catch the Ball

Keep your eye on the pitch and stay low with your feet apart and knees bent so you can move quickly in any direction. Have your glove ready at or below knee level, pocket-side out. When scooping up a ground ball, bend down and use both hands to scoop it to the middle of your body so you have it securely.

Fun Facts

There are exactly 108 stitches on a baseball.

In 1974, girls started playing on Little League teams.

A major league pitcher can throw a baseball up to 95 miles an hour—which takes less than one-half second for the ball to cross the plate.

⁴**torso:** human body not including head, arms, or legs

-
- 1 What is the main idea of the text?
- A Baseball is a difficult game to learn, which is why few people choose to play it.
 - B Baseball is a popular game that everyone can learn to play at school.
 - C Baseball players need to be able to run fast in order to get to the bases.
 - D Baseball players need special equipment and skills to learn the game.
- 2 Which statement from the text supports the main idea?
- A "All baseballs are pretty much the same."
 - B "Did you know that throwing the ball accurately requires a little footwork?"
 - C "There are exactly 108 stitches on a baseball."
 - D "In 1974, girls started playing on Little League teams."
- 3 Which detail supports the idea that baseball is enjoyed by many people?
- A "These days, only the pros use wooden bats full-time."
 - B "Don't forget to warm up and stretch before each practice or game."
 - C "Baseball is known as America's favorite sport."
 - D "To get started, you just need a bat and a ball!"

- 4 Which sentence from the text tells the reader that baseball can be dangerous?
- A “All baseball players will need a ball, a bat, and a glove.”
 - B “All baseballs are pretty much the same.”
 - C “Wear your protective gear during all practices and games.”
 - D “Baseball is known as America’s favorite sport.”
- 5 Which statement is a summary of the text?
- A Baseball players should always use aluminum bats when trying to hit a home run.
 - B Baseball is a physical game that requires special skills and equipment and lots of practice.
 - C Baseball players can bat, throw, and catch with their left or right hands.
 - D Baseball is a dangerous game that most people should not learn to play.

Name _____ Date _____

This article was first published in 1918.

Adapted from “John Wanamaker”

by Chester M. Sanford and Grace A. Owen

And what is Wanamakers? It is the name of two great stores, one in New York City and the other in Philadelphia. The owner, John Wanamaker, is the man who first thought of selling all kinds of goods in one store and so built what we call today a department store.

No one who knew John Wanamaker when he was a boy thought he had any better chances than any other boy among his playmates, and no one could know that he would become a great store owner.

A plain two-story house in Philadelphia was his early home. He lived there with his father and mother. His father was a brick maker, and while John was very small he would help his father by turning the bricks over so they would dry evenly. In 1852, John was just fourteen, and he went to work in a bookstore. He was paid \$1.50 a week, but he managed to save a little. His mother encouraged him her whole life.

Although at first the boy earned very little to help this good mother, he soon was able to care for her in a way beyond his highest hopes.

What caused him to succeed? His capital!¹ But, you say, “he had no money; he was poor.” True, his capital was not money. Let us see what it was. A few words will tell us. He had good health, good habits, a clean mind, thriftiness,² and a promise to himself to do his best.

He worked hard outside of business hours, improving himself for any opportunity that might come. And one came when he was twenty-one years of age.

The directors of the Philadelphia YMCA³ were looking for a young man to become Secretary of the Association. They were anxious to hire a lively person who would make a great success, for it was the first time that such a position as YMCA secretary had been created. They selected John Wanamaker and paid him \$1,000 a year.

¹**capital:** what a person owns

²**thriftiness:** careful spending

³**YMCA:** Young Men’s Christian Association, a worldwide organization which promotes a healthy body, mind, and spirit

He worked hard at his job, and everyone felt that he more than earned his pay. All the time he was saving, just as he had been doing when he worked in the bookstore. He had great hopes and plans. When he had saved \$2,000, he and a friend of his own age started a business of their own. Their store was named Oak Hall and they sold men's clothing. At that time, stores did not advertise their goods in the newspapers as they do today. Neither were billboards used. Just imagine how puzzled the good folk of Philadelphia were when, one morning, they saw great billboards all over their city. On these were two letters, W. & B. No one knew what these letters meant. Everyone was guessing, and it was not until Oak Hall was opened that the public learned that W. & B. stood for Wanamaker & Brown, the name of the new company.

Their first day's business brought in thirty-eight dollars. John Wanamaker himself delivered the goods in a wheelbarrow. Then he hurried to a newspaper office and spent the entire thirty-eight dollars for advertising. After reading of the wonderful goods on sale there, customers poured into Oak Hall. They bought, too, for again John Wanamaker had spent his money wisely. He had hired the highest paid salesperson in Philadelphia to manage the salesroom, which meant that each customer was waited upon well and went away pleased, ready to tell his or her friends about the new store.

What do you suppose was told most often? Probably you would not guess, because today all stores have followed the plan that was first used in Oak Hall.

You will be surprised when you hear that it was the custom of having one price for a garment and sticking to it that caused the most talk. This price was marked plainly on a tag attached to the article to be sold, and anyone could see it. Before this, clothing merchants had not marked their goods, but tried to get as much as possible from a customer. Often one suit of clothes⁴ had a dozen prices on the same day. So you can see what a change the energetic young man made. He did more than this. Because he wanted to please the public, he said if any customer was not satisfied, he or she could return the purchase and receive his or her money back. This was a surprising idea, but it worked, and made many friends for the young business.

Their store woke up Philadelphia. Every week some new advertising appeared. Once great balloons were sent up from the roof. Stamped on each one was the statement that anyone who found the balloon and returned it to Oak Hall would receive a suit of clothes. You can imagine how the people hunted for those balloons. One was found five months afterward in a swamp. The frightened farmer who saw it moving back and forth thought at first that some strange animal was hiding there. You can be sure he was glad to hurry to Oak Hall with his prize and get the promised suit of clothes.

John Wanamaker kept on saving, for he wanted a bigger business. Then the idea came to him of selling many kinds of goods under one roof, and the modern department store

⁴**suit of clothes:** a set of clothing (usually including a jacket and pants) all of the same fabric and color

was born. The store, though small at first, gradually grew until it finally became the largest in Philadelphia. Then he decided to build an even larger one in New York City.

Today, there are department stores throughout our country in every city and town. We like them and take them as a way of life. But let us remember they had their beginning in the idea of this boy from Philadelphia.

-
- 1 What is the main idea of the text?
- A John Wanamaker opened the first department store in our country.
 - B John Wanamaker was the first person to put a price tag on clothes.
 - C John Wanamaker became the YMCA's first Secretary of the Association.
 - D John Wanamaker got his first opportunity when he was twenty-one years old.
- 2 Which sentence from the text supports the idea that John Wanamaker had great hopes and plans?
- A "His father was a brick maker, and while John was very small he would help his father by turning the bricks over so they would dry evenly."
 - B "In 1852, John was just fourteen, and he went to work in a bookstore."
 - C "He worked hard at his job, and everyone felt that he more than earned his pay."
 - D "When he had saved \$2,000, he and a friend of his own age started a business of their own."

- 3 Which detail supports the idea that John Wanamaker wanted to satisfy customers?
- A He used a different advertising method each week.
 - B He spent his entire earnings on caring for his mother.
 - C He allowed customers to return their purchases.
 - D He changed the prices of products so his customers were able to pay.
- 4 Which detail supports the idea that John Wanamaker saw advertising in a new way?
- A He carried around the products he was selling in a wheelbarrow.
 - B He used balloons to attract customers and gave them free items.
 - C He charged the same price for all products found in his store.
 - D He spent the money from sales in the same day.
- 5 Which detail from the text supports the idea that John Wanamaker tried to do well?
- A “The owner, John Wanamaker, is the man who first thought of selling all kinds of goods in one store.”
 - B “He was paid \$1.50 a week, but he managed to save a little.”
 - C “He worked hard outside of business hours, improving himself for any opportunity that might come.”
 - D “Their store was named Oak Hall and they sold men’s clothing.”

Name _____ Date _____

Your Planet Needs You

Our Planet Is in Trouble

For thousands of years our planet has given us energy, lots of energy!

But in the process, we've put our planet under stress and now it needs our help. If we want to keep our planet healthy, we must find better ways of getting and using energy.

Join ENERGY STAR¹ in our fight to save our planet by becoming energy efficient.

What Is Energy Anyway?

Energy is the ability to do work. Energy is found everywhere in the world and comes in many forms:

- light
- heat
- electricity
- sound
- motion

Think of energy as the stuff that makes things happen. Without energy, your body wouldn't grow, your car wouldn't move, the lights in your house wouldn't work, and that's just to name a few.

We need energy for everything we do in life, and we need lots of it!

Where Does Energy Come From?

Energy is all around us. It's in the light we see, it's in the food we eat, and it's in the ground we walk on. In fact, energy is everywhere! The problem is, we can't always use energy. If we want to use energy, we have to first make some changes.

¹**ENERGY STAR:** a program that allows businesses to find ways to save energy

- The electricity in your house comes from different types of fuels. This energy is often produced far away and is sent along wires into your home.
- Our bodies can change the food we eat into energy.
- Plants can change sunlight into useful energy, which makes them grow!
- Things like cars, airplanes, and buildings use a kind of food we call fuel. Gasoline, coal, and wood are all types of fuel, but there are many more. Think of fuel as stuff that has energy inside, just waiting to get out to do something.

Types of Energy

The energy we use to power things, like our cars and homes, comes in two different types: renewable energy and nonrenewable energy.

- Renewable energy comes from things that won't run out—wind, water, sunlight, plants, and more. These are things we can reuse over and over again. These methods of producing energy are often cleaner and better for our environment than nonrenewable ones.
- Nonrenewable energy comes from things that will run out one day—oil, coal, natural gas, and uranium. Oil, coal, and natural gas are known as fossil fuels. These fuels are produced from animal and plant material that's millions of years old.

What Can Happen?

Energy allows us to do so many things that make our lives better. But energy isn't free, and there are several prices to be paid.

- Energy costs money. So, the less energy you use, the more you save! One way to do this is to buy energy-efficient products, like the ones with the ENERGY STAR label.
- Using too much of certain types of energy, like fossil fuels, can pollute our environment and possibly lead to global warming.² Often, the electricity in your home is produced at power plants using fossil fuels, like coal. The less energy we use, the less impact we have on our environment, and that means our planet stays clean and healthy.
- We have to remember that there's a limited supply of things that give us energy, like coal and oil. They won't last forever, so it's important to use what we have left wisely.

²**global warming:** a recent increase in the temperature of the atmosphere

Saving Energy

So, how do we use less energy? That's another good question. If you want to stay warm, you need energy. If you want to light your house, you need energy. If you want to drive to the store, you need energy. It seems like you need more, not less energy!

That's just the problem. More and more, every day we all need more energy, which is why energy efficiency is so important. When we're energy efficient, we use less energy to do something as well as before or better. We have to remember there are a limited number of nonrenewable fuel sources, such as coal and gas. Even if we don't run out of fuel, we can damage our environment by using too much and wasting energy.

-
- 1 What is the main idea of the text?
 - A Energy is something that must be saved.
 - B Energy is used everywhere in the world.
 - C Energy costs too much money.
 - D Energy is being underused.

 - 2 Which detail from the text supports the main idea?
 - A "For thousands of years our planet has given us energy, lots of energy!"
 - B "If we want to keep our planet healthy, we must find better ways of getting and using energy."
 - C "Energy is found everywhere in the world and comes in many forms."
 - D "Think of fuel as stuff that has energy inside, just waiting to get out to do something."

- 3 Which detail supports the idea that saving energy is important?
- A “Energy is the ability to do work.”
 - B “Energy is found everywhere in the world and comes in many forms.”
 - C “They won’t last forever, so it’s important to use what we have left wisely.”
 - D “If you want to stay warm, you need energy.”
- 4 Which sentence supports the main idea?
- A “For thousands of years our planet has given us energy, lots of energy!”
 - B “Think of energy as the stuff that makes things happen.”
 - C “We need energy for everything we do in life, and we need lots of it!”
 - D “We can damage our environment by using too much and wasting energy.”
- 5 Which detail supports the main idea?
- A “Without energy, your body wouldn’t grow, your car wouldn’t move.”
 - B “It’s in the light we see, it’s in the food we eat, and it’s in the ground we walk on.”
 - C “But energy isn’t free, and there are several prices to be paid.”
 - D “If you want to stay warm, you need energy.”

Name _____ Date _____

Adapted from “What is Climate Change?”

by Dan Stillman and JoCasta Green

What Is Climate? How Is It Different From Weather?

You might know what weather is. Weather is the changes we see and feel outside from day to day. It might rain one day and be sunny the next. Sometimes it is cold and sometimes it is hot. Weather also changes from place to place. People in one place might be wearing shorts and playing outside, while at the same time, people far away might be shoveling snow and ice from their driveways.

Climate is the usual weather of a place, and climate can be different for different seasons. One place might be mostly warm and dry in the summer, while the same place may be cool and wet in the winter. You might live where it snows all the time, and some people live where it is always warm enough to swim outside!

There’s also Earth’s climate. Earth’s climate is what you get when you combine all the climates around the world together.

What Is Climate Change?

Climate change is a change in the usual weather found in a place. This could be a change in how much rain a place usually gets in a year, or it could be a change in a place’s usual temperature for a month or season.

Climate change is also a change in Earth’s climate. This could be a change in Earth’s usual temperature, or it could be a change in where rain and snow usually fall on Earth. Weather can change in just a few hours, while climate takes hundreds or even millions of years to change.

Is Earth’s Climate Changing?

Earth’s climate is always changing. There have been times when Earth’s climate has been warmer than it is now, and there have been times when it has been cooler. These times can last thousands or millions of years.

People who study Earth see that Earth’s climate is getting warmer. Earth’s temperature has gone up about one degree Fahrenheit in the last 100 years. This may not seem like much, but small changes in Earth’s temperature can have big effects.

Some effects are already happening. Warming of Earth's climate has caused some snow and ice to melt which has caused oceans to rise. It has also changed the timing of when certain plants grow.

What Is Causing Earth's Climate to Change?

Many things can cause climate to change all on its own. For example, Earth's distance from the sun can change. The sun can send out more or less energy.¹ Also, oceans can change. When a volcano erupts,² it can change our climate.

Most scientists say that humans can change climate too. People drive cars, heat and cool their houses, and people cook food. All those things take energy. One way we get energy is by burning coal, oil, and gas. Burning these things puts gases into the air. The gases cause the air to heat up. This can change the climate of a place, and it also can change Earth's climate.

What Might Happen to Earth's Climate?

Scientists think that Earth's temperature will keep rising for the next 100 years. This increase would cause more snow and ice to melt, and oceans would rise even higher. Some places would get hotter, and other places might have colder winters with more snow. Some places might get more rain, and other places might get less rain. Some places might have stronger hurricanes.

How Does NASA³ Study Climate Change?

Some NASA satellites look at Earth's land, air, water, and ice. Other tools look at the sun and the energy it sends out. Together, these are important for learning about Earth's climate. Using all these tools can help scientists learn how climate might change.

What Can You Do to Help?

Scientists think we can do things to stop the climate from changing as much. You can help by using less energy and water. Turn off lights and TVs when you leave a room, and turn off the water when brushing your teeth. You also can help by planting trees.

Another way to help is by learning about Earth. The more you know about Earth, the more you can help solve climate problems.

¹**energy:** power

²**erupts:** bursts forth

³**NASA:** National Aeronautics and Space Administration

- 1 What is the main idea of the text?
- A Climate change is different than weather.
 - B Climate change takes hundreds or millions of years.
 - C Climate change is a change in a place's usual weather, which has many effects on Earth.
 - D Climate change is caused by NASA satellites, which check Earth's land, air, and water.
- 2 Which detail supports the main idea?
- A Earth's climate is getting warmer.
 - B People can stop the climate from changing.
 - C Weather is the change seen and felt outside daily.
 - D Scientists should plant more trees to help the climate.
- 3 Which detail supports the idea that climate change has big effects on Earth?
- A Volcanoes are erupting.
 - B Scientists are studying climate change.
 - C People are using more energy.
 - D Oceans are rising.

- 4 Which sentence from the text supports the main idea?
- A “It might rain one day and be sunny the next.”
 - B “Sometimes it is cold and sometimes it is hot.”
 - C “You might live where it snows all the time, and some people live where it is always warm enough to swim outside!”
 - D “This could be a change in how much rain a place usually gets in a year, or it could be a change in a place’s usual temperature for a month or season.”
- 5 Which detail supports the main idea of the text?
- A Weather can change in a few hours.
 - B Climate takes hundreds of years to change.
 - C Some people live where it snows all of the time.
 - D Some people live where they can swim all year long.

Answer Key
Standard RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
1	Hearing Protectors: What to Say When Friends Say, "No Way."	Biography	1	B	Skill/Concept	3.3
			2	A	Skill/Concept	3.3
			3	D	Skill/Concept	3.3
			4	A	Skill/Concept	3.3
			5	D	Skill/Concept	3.3
2	Robots in Action	Technical	1	D	Skill/Concept	3.0
			2	D	Skill/Concept	3.0
			3	C	Skill/Concept	3.0
			4	A	Skill/Concept	3.0
			5	B	Skill/Concept	3.0
3	What is a Shooting Star?	Scientific	1	D	Skill/Concept	3.0
			2	A	Skill/Concept	3.0
			3	A	Skill/Concept	3.0
			4	C	Skill/Concept	3.0
			5	B	Skill/Concept	3.0

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
4	Excerpt from "Baseball Activity Card"	Technical	1	D	Skill/Concept	3.8
			2	B	Skill/Concept	3.8
			3	C	Skill/Concept	3.8
			4	C	Skill/Concept	3.8
			5	B	Skill/Concept	3.8
5	Adapted from "John Wanamaker"	Historical	1	A	Skill/Concept	3.3
			2	D	Skill/Concept	3.3
			3	C	Skill/Concept	3.3
			4	B	Skill/Concept	3.3
			5	C	Skill/Concept	3.3
6	Your Planet Needs You	Scientific	1	A	Skill/Concept	3.0
			2	B	Skill/Concept	3.0
			3	C	Skill/Concept	3.0
			4	D	Skill/Concept	3.0
			5	C	Skill/Concept	3.0
7	Adapted from "What is Climate Change?"	Scientific	1	C	Skill/Concept	3.1
			2	A	Skill/Concept	3.1
			3	D	Skill/Concept	3.1
			4	D	Skill/Concept	3.1
			5	B	Skill/Concept	3.1

Name _____ Date _____

In this text, children are by a pond with their teacher, watching, and learning about a walking stick.

Adapted from "Neighbor Walking Stick"

by Margaret Warner Morley

What has she found, John?

Oh, it is a walking stick!

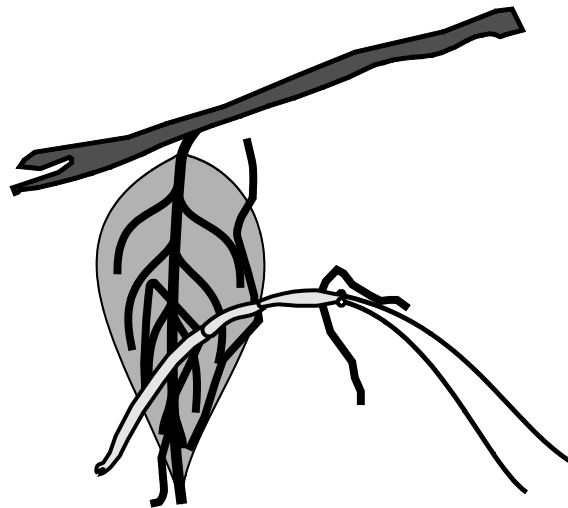
Why do I call it that?

Look and see.

Does it not look like a stick?

And does it not walk?

Then why is not walking stick a good name for it?



Amy thinks its legs look like a collection of pine needles, for they are green and flat on the upper joints. It is as pretty as it is odd, with its brown body and its green legs.

This is the male walking stick; the female has brown legs. She is brown all over, just the color of dried leaves, and she is not as slender as her mate.

Mollie thinks it is the long and slender thorax¹ that makes the walking stick look so odd. See its thorax. Its six legs are attached to its thorax, which is as long and as slender as the abdomen.

John thinks it looks odd because everything about it is so long and slender.

Long antennae, long legs, long thorax, long abdomen—that is Mr. Walking Stick.

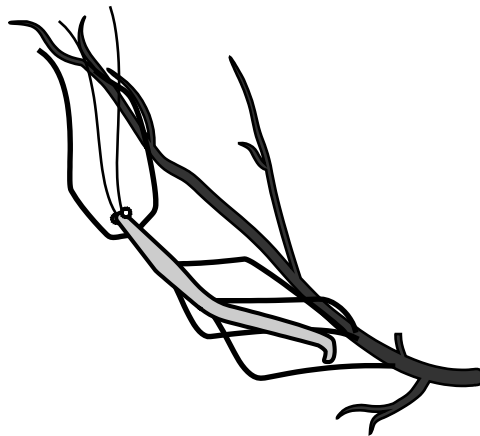
Sir, why do you have such long antennae? Can you hear and feel and smell extra well because of them?

I wish you could tell us about them.

Now where is it?

16

Oh, yes, it is standing on that brown twig. It is so nearly the color of the twig and so much the shape of a little stick itself, that it is not easy to find it.



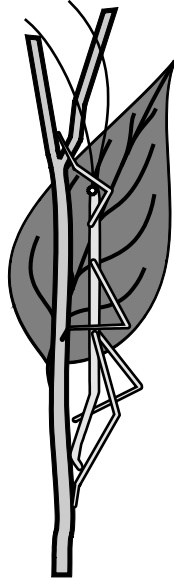
There, it is walking off again.

It has a good name, for I am sure that if a stick tried to walk, it could not do it more awkwardly. See now, what it is doing, hanging by one foot from that twig. How still it is.

Who would imagine, seeing it for the first time, that it was a living creature?

¹**thorax:** the middle part of an insect's body

The walking sticks feed on leaves, and I suppose their strange shape and their color protect them from being eaten by birds. A bird would have to be very close to a walking stick to tell it from a twig.



The female drops the eggs on the ground, and leaves them to hatch and make their way in the world as best they can. The young walking sticks look just like their parents, only of course they are very small, and they are green in color, like the leaves they eat.

They eat and grow and molt,² and eat and grow and molt, until they are grown up.

23

There are a good many species of walking sticks in the world, particularly in hot countries; and to their family belong the longest of known insects, some being nearly a foot long. Just imagine a walking stick a foot long! And some of them are quite prettily colored, though certain species are not pleasant to handle, because they give forth a bad-smelling, milky fluid when disturbed.

They are gentle little folk, all of them, and move slowly about over the leaves and twigs, not wishing to harm any living thing. Some members of the walking stick family have wings, and these are even more curious than those that have none.

Their wings and legs are flattened to look like leaves, so that it is very difficult to find them.

Yes, Amy, they are also the color of the leaves they live among.

²**molt:** to shed old skin which is then replaced by a new one

- 1 How are John's and Mollie's thoughts about the walking stick similar?
- A Both think the walking stick is scary.
 - B Both think the walking stick looks fierce.
 - C Both think the walking stick looks odd.
 - D Both think the walking stick is friendly.
- 2 According to paragraph 16, what is an effect of the walking stick being brown like a twig?
- A It is easy to find.
 - B It is hard to find.
 - C It moves quickly.
 - D It moves slowly.
- 3 According to paragraph 23, what is an effect of disturbing certain species of walking sticks?
- A They give forth a good-smelling fluid.
 - B They give forth a white, smelly fluid.
 - C They use twigs for protection.
 - D They change colors and hide.

- 4 According to the text, what occurs after the female walking stick drops the eggs on the ground?
- A She hides the eggs until they hatch.
 - B She sits on the eggs to keep them warm.
 - C She stays and protects the eggs from harm.
 - D She leaves the eggs to hatch and live alone.
- 5 Which is the final step in the birth process of walking sticks?
- A The eggs hatch after falling on the ground.
 - B The babies eat the remaining eggshells.
 - C The babies grow inside the eggs.
 - D The mother drops the eggs.

Name _____ Date _____

Kate and Kyo host their own talk show! Their guests are real scientists and engineers who work on space and Earth missions. Read this interview with Michelle Thaller, an astronomer.

Adapted from “*Space Place Live!* with Michelle Thaller”

KATE: Hi, folks! Welcome to another program of *Space Place Live!* I’m Kate and this is Kyo.

KYO: Hi, everybody! We have a very fun guest with us today. Her name is Michelle Thaller.

KATE: Michelle is a scientist who studies planets, stars, galaxies, and other neat stuff in space. Thanks for being with us today, Michelle!

MICHELLE: Hey, it’s great to be here!

KYO: What are you working on these days?

MICHELLE: I work for the Spitzer Space Telescope . . . this is the latest of NASA’s¹ big space-based observatories.²

KYO: Oh, yeah, I know about the Hubble Space Telescope. But why do we need another space telescope? Can’t Hubble see everything there is to see out in space?

MICHELLE: We actually see the universe entirely in infrared light. What you think of as heat light.

KATE: Heat light? I thought heat and light were two entirely different things.

MICHELLE: If you were very hot, like let’s say something was about 10,000 degrees—that’s almost as hot as the sun, right? The sun is hot, so it’s glowing in visible light. But for a human, we’re much colder. We’re only about 100 degrees. But we actually give off our own kind of light. We actually glow just like a star does. It’s just that instead of giving off light that your eyes can see, we give off infrared light, or body heat. And that’s what Spitzer can see.

¹**NASA:** National Aeronautics and Space Administration

²**observatories:** buildings equipped for viewing space

KYO: Wow! That means that Spitzer could find aliens in space!

KATE: Oh, Kyo, you give new meaning to “intelligent life.”

KYO: Thanks! Uh . . . wait a minute!

KATE: So what IS Spitzer looking for, Michelle?

MICHELLE: Planets around other stars don’t give off any light of their own, any visible light. But they’re certainly warm. They give off heat. So if you can detect the infrared light, or the heat signal, from a distant planet around another star, that’s a much better way to try to detect the planet.

KYO: See, Kate? Some of those planets could have aliens on them!

KATE: Hmmmm. Well, it would take one to know one. Maybe YOU should work for Spitzer!

KYO: I’d love to!

KATE: So, Michelle, what else can the Spitzer Space Telescope see?

MICHELLE: You can see through giant clouds of dust in space. You can see to where stars are actually being born inside these big dust clouds. And you can also see things like giant black holes, which I love, that are sometimes inside these giant dust clouds and hard to see. So Spitzer can see hidden things and things that are too cold to be glowing.

KYO: Anyway, Michelle, what would you say is your very favorite picture from the Spitzer Telescope?

MICHELLE: I have to say our image of Andromeda is one of my favorites. Andromeda is the closest big galaxy to our own galaxy, the Milky Way. It’s a big spiral. And in visible light, it looks sort of just like a, a nice disk of stars, of light. But in the infrared, you see all of these wonderful rings and structures. The spiral arms go right into the center of the galaxy. You can actually see that. It looks so different and it’s so beautiful.

- 1 According to the text, why did NASA need the Spitzer Space Telescope?
- A to view objects in space that can be seen only by visible light
 - B to view objects in space that can be seen only by infrared light
 - C to view new galaxies close to the Milky Way that need to be studied
 - D to view the sun more closely without damage to the scientist's eyes
- 2 According to the text, what is the Spitzer Space Telescope looking for?
- A planets that have giant black holes
 - B planets that have rings and structures
 - C planets that give off heat but no visible light
 - D planets that give off visible light but no heat
- 3 According to the text, why does the sun glow in visible light?
- A because it is a star
 - B because it gives off body heat
 - C because it gives off infrared light
 - D because it is about 10,000 degrees

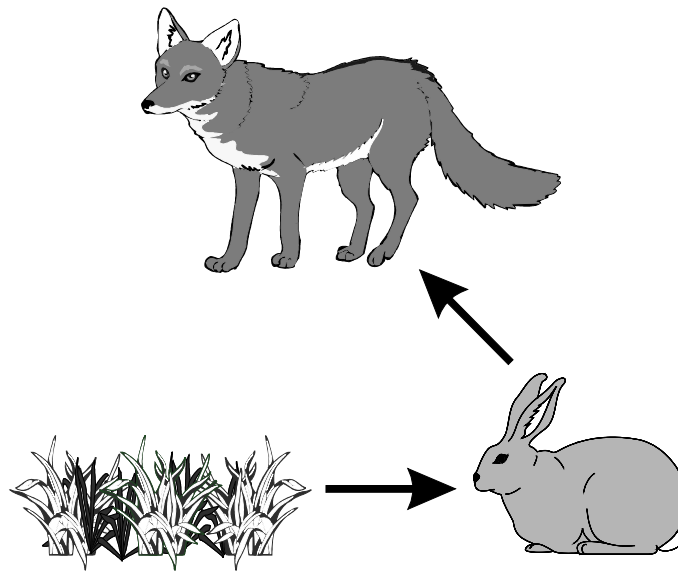
- 4 Based on the text, how are stars and humans similar?
- A Both are hotter than the sun.
 - B Both grow at the same rate.
 - C Both give off infrared light.
 - D Both give off visible light.
- 5 According to the text, how are the Milky Way and Andromeda alike?
- A Both are galaxies.
 - B Both are planets.
 - C Both have a sun.
 - D Both have cold weather.

Name _____ Date _____

A Web of Energy

Where do children get power to run, jump, and play? Not all living things can run, jump, and play like children can, but all living things need energy. Living things need energy to move, breathe, and live. Animals need energy to crawl, run, jump, and slither. Plants do not move like animals. They still need energy to live and make food. Plants get energy from the sun, water, and soil. Animals get energy from other animals and from plants. A food chain shows where living things get energy.

All energy starts with the sun. The sun gives energy to plants. Plants use the energy from the sun to make food. Some animals eat plants. Plants then give energy to the animals. In a food chain, living things are put in order by where they get their energy. Arrows show where the energy is going. A food chain can be made with grass, rabbits, and foxes.



The sun gives the grass energy to make food and grow. When the rabbit eats grass, it gets energy from the grass. When the fox eats the rabbit, it gets energy from the rabbit. A food chain shows how all living things are connected.

A food chain shows different plants and animals. It groups them by where they get energy. Trees, flowers, and grass are all producers. They are called producers because they make food. Producers do not have to eat other living things.

Some living things cannot make their own food. They must eat other living things to get energy. Living things that cannot make their own food are called consumers. Consumers

cannot live without the energy they get from eating other living things. Insects, snakes, cows, bears, and birds are all kinds of consumers. These animals must find food for energy to live.

Sometimes, many different food chains are put together to make a food web. A food web shows the many ways that living things in a place can get energy. Many animals get energy from different kinds of living things. A food web shows different ways they obtain that energy. A food chain only shows one source of energy. In a forest, berries, grass, and trees all get energy from the sun. Rabbits, mice, and squirrels all get energy from the berries, grass, and trees. Snakes, hawks, and foxes can get energy from the rabbits, mice, and squirrels. The living things are all connected by the energy they give to one another. A food web has a lot of different food chains and connections between living things.

Living things cannot live without energy. Some living things get energy from the sun. Some living things get energy from other living things. The flow of energy connects the living things. A food chain is a simple way to show how the living things are connected to one another. A food web shows a lot of connections among all living things.

-
- 1 According to the text, why does energy begin with the sun?
- A The sun helps supply water to the soil.
 - B The sun helps dry up the rainwater that falls.
 - C The sun gives energy to plants so they can make food.
 - D The sun gives energy to animals so they can make food.

- 2 What is the difference between a food chain and a food web?
- A A food chain shows a one-way connection between living things, but a food web shows connections among many different things.
 - B A food chain shows connections among many things, but a food web shows a one-way connection between two living things.
 - C A food chain shows the connection between the earth and the sun, but a food web shows the connection among plants.
 - D A food chain shows the connection among plants, but a food web shows the connection between the earth and the sun.
- 3 According to the text, why are plants known as *producers*?
- A They create their own soil.
 - B They create their own food.
 - C They control their own life span.
 - D They control their own water supply.
- 4 According to the text, how do consumers get their food?
- A They must make their own food.
 - B They eat only the food they find in the trees.
 - C They eat only the food that grows in the ground.
 - D They must eat other living things to get energy.

- 5 According to the text, what connection do the arrows in the food chain show?
- A that animals are more important than plants
 - B the most important members of the food chain
 - C where the energy is moving between the plants and animals
 - D the different ways plants get energy from the sun

Name _____ Date _____

My Last Night in Cairo, Egypt

It was my last night in the wonderful city of Cairo, so my friends and I wanted to do something special. We all decided that we wanted to spend our evening relaxing, since we had a long day of traveling ahead of us. After thinking about places to go, we decided to go to Al-Azhar Park. After making sure our bags were all packed, we got ready to go and headed to the main street to catch a taxi.

Al-Azhar Park is a hilly landscape that is surrounded by historical areas of Cairo. The park is on 74 acres of beautiful land and is covered with trees, flowers, and open grass areas where you can relax with friends or even have a picnic.

My friends and I piled into a taxi and told the driver where we wanted to go. Our driver asked us a few questions, and we answered them in Arabic, hoping to get some practice. He told us we could speak this language very well, and we continued to talk to him until we arrived at the park. We climbed out of the taxi and headed up to the park entrance. Once inside, we noticed that the path was made out of stone and set in a mosaic pattern. A mosaic is made from small and large stones put together to form a picture or pattern. Inside the pattern were fountain holes that shot up water every few seconds. We took a few pictures of happy, smiling children playing in the fountains and then continued walking through the gardens.

After walking around for a while, we found an empty wall and decided to sit down on it and watch the sunset. The view we had was amazing. It was on the edge of the park, so we had a clear view of the city skyline. The sight was breathtaking. My friend and I are photographers and spent a good while taking pictures of the gardens and city buildings. We also took pictures of each other and our friends, so we could remember our last night in the city. We took pictures of the sun as it went down and when it had gone down completely, we decided to look for something to eat.

Inside the park there is an old fort with a restaurant on the second level. A fort is like a castle with tall outer walls with many rooms and courtyards inside. We walked over to it and decided that we would get a light dinner or dessert. The fort floors were also lined with mosaic patterns in beautiful stone, just like the walkways throughout the park. On the second floor there were tables with small stools and pillows where you could sit and enjoy the beautiful views of the park. We decided on ice cream and ordered two servings to share with each other. We ate the ice cream and enjoyed talking as the night went on. After several hours, we decided it was time to head back to the hotel.

During the taxi ride back to our hotel, we were both happy and sad. On the one hand, we were all excited to go home and see our families again. On the other hand, we did not want our adventure to be over. We arrived at our hotel and stayed up a little longer talking and making sure everything we had was packed and ready to go. The next morning, we carried our luggage to the street, packed into a taxi, and headed off for the airport to catch our flight home. As we flew off into the sunrise, we took cherished memories of a beautiful place with us.

-
- 1 According to the text, why did the friends decide to visit Al-Azhar Park?
 - A to study the mosaic fountains
 - B to eat a light dinner or dessert
 - C to have a relaxing night before traveling
 - D to practice speaking the Arabic language

 - 2 Why did the author and her friends speak in Arabic to the taxi driver?
 - A They were hoping to get some practice speaking the language.
 - B They were planning to spend a relaxing evening in the park.
 - C They were hoping the taxi driver would be nicer to them.
 - D They were planning to go to the airport the next day.

 - 3 According to the text, what did the fountains provide for the children?
 - A a place where they could bathe
 - B a place to get water for the flowers
 - C a place to get water if they were thirsty
 - D a place where they could play in the water

- 4 According to the text, how were the fort floors and walkways alike?
- A Both had courtyards.
 - B Both had fountains.
 - C Both had mosaic patterns.
 - D Both had tables and stools.
- 5 According to the text, why did the author and her friend spend so much time taking pictures?
- A They were waiting for their taxi.
 - B They were both photographers.
 - C They had lots of time to waste.
 - D They had very good cameras.

Name _____ Date _____

Adapted from "The Elephant"

The elephant, which is the largest and most powerful of all four-legged animals, is a native both of Asia and Africa, but is most numerous in Africa, where large herds, consisting of many hundreds have been seen. Elephants have been found upwards of twelve feet high and weighing five tons.

The animal seems clumsy and awkward; but this fault is fully made up for by easy "movement" of its trunk. The elephant's legs are big columns, of three or four feet around, and five or six feet long. The elephant's feet are rounded at the bottom, divided into five toes covered with skin so as not to be visible, and ending in a nail, or hoof, of horny substance.

Compared with the bulk of the elephant's body, the head seems small. The elephant's neck is short and strong; and its ears are large and hang down. The eye is small, but brilliant, and the elephant's sense of hearing is very good. Its skin is thick, of a dusky color, with a few hairs scattered over it.

The most remarkable organ in the elephant is the trunk, which, next to the human hand, is the most curious mechanical instrument in the whole animal kingdom. It is of a tapering* form, and composed of several thousand tiny muscles, which cross each other, so as to give it the power of stretching and shrinking, of turning itself in every direction, and of feeling and grasping with a grace and strength altogether surprising.

At the end of the trunk are two holes, which answer the purpose of nostrils. By these the elephant can draw in water and force it out again; and the way it drinks is, to fill the trunk with water and deliver it to its mouth.

On the upper side, the end of the trunk is formed into a sort of rounded lip, something like the finger of a hand, while the underside has a fleshy point, similar to a thumb; and so useful are these parts of the trunk, that the animal constantly uses them as a hand. With them, the elephant is able to pick up a pin from the floor, to draw the cork of a bottle, and perform many other similar tasks. The trunk is also an instrument of great strength; with it an elephant can root up a tree.

Next to the trunk, the most remarkable parts of the elephant are the tusks. These are sometimes from five to seven feet long. They are much larger in the male than in the

***tapering:** gradually smaller toward one end

female. The tusks are made of a substance called ivory, which is neither horn nor bone, but in some degree looks like both.

The elephant lives entirely upon vegetable food, feeding upon grass, roots, and the branches of trees. Like most vegetable eaters, elephants are gregarious; that is, they like living and moving together in herds. They delight to bathe in running streams.

- 1 How are an elephant's trunk and a human hand alike?
 - A Both are long and tapered.
 - B Both have thumbs that can move.
 - C Both have two holes at the end.
 - D Both can grab and hold things.

- 2 What is true about the skin on elephants' feet?
 - A It moves the nails so they can grow.
 - B It divides the toes so they can move.
 - C It covers the toes so they cannot be seen.
 - D It covers the nails so they are not hurt.

- 3 How are male and female tusks alike?
 - A They are both made of ivory.
 - B They are both made of bone.
 - C They are both the same size.
 - D They are both used like horns.

- 4 According to the text, why is an elephant able to use its trunk in so many different ways?
- A because of tiny muscles
 - B because of hours of practice
 - C because of ivory tusks
 - D because of great leg strength
- 5 According to the text, how are elephants and other vegetable eaters alike?
- A They live and eat alone.
 - B They live and move in herds.
 - C They like to eat bugs and other insects.
 - D They like dark, dry places.

Name _____ Date _____

Smart Spending

Saving money is only part of being good at managing your money. There's also the fun part: spending it! Spending money can be very rewarding. Maybe you like to spend your money on video games or cool new clothes for school. Or maybe you like to spend it on trips to the mall or an amusement park. No matter what you spend your money on now, there are some important things to think about before making any kind of purchase.

Not all purchases are smart purchases. Before you buy something, ask yourself the following questions: Do I really want or need this? Why do I want it? Does it look like it's made well, or does it look like it could break tomorrow? Is there something else I would rather save up for? By asking yourself some questions before you buy something, you can stop yourself from making purchases that aren't worth your money.

Price matters. Do you know what it costs to go to the movies? Or to buy a new pair of shoes? Go with your parents when they go shopping and instead of just picking up things you want, take a look at prices. Learn about what things cost before you buy them, and see if you can find them for less somewhere else.

It's okay if you don't own everything in the world. To be good at managing money, you have to be able to stop yourself from buying everything that seems cool at that moment in time. Fads don't last forever!

There's a difference between a need and a want. Maybe your mom or dad wants you to buy your extra school supplies this year, or maybe you are supposed to put some money toward a gift for a family member. If so, those are needs. Going on the computer to buy songs to download or having the latest version of a video game are wants. Sometimes what you want has to wait because what you need comes first.

Think about past purchases. Look around your room. What types of things have you bought in the past? What has lasted? What broke right away? What did you lose interest in overnight? What are you still using? Think about these past purchases the next time you go to spend some of your money.

-
- 1 According to the text, when is it important for a person to ask questions?
- A a day after making a purchase
 - B two weeks after making a purchase
 - C while making a purchase
 - D before making a purchase
- 2 According to the text, what should a person ask himself or herself before buying something?
- A What did I lose interest in overnight?
 - B Do I know what it costs to go to the movies?
 - C Is there something I would rather save up for?
 - D What types of things have I bought in the past?
- 3 According to the text, what happens when a person learns about the cost of things first?
- A The person will think about past purchases.
 - B The person will buy what is needed instead of what is wanted.
 - C The person may be able to find the items for less somewhere else.
 - D The person can stop before making purchases that are not worth the money.

-
- 4 When might a person have to wait to buy something he or she wants?
- A when something else is needed
 - B when it is a gift
 - C when it is a fad
 - D when managing money
- 5 According to the text, when does a person become good at managing money?
- A after a person is able to get all his or her wants first
 - B after a person is able to stop buying things that are cool at the moment
 - C after a person is able to think about past purchases
 - D after a person can stop making purchases that are very valuable

Name _____ Date _____

Stories of the U.S. Flag

There is a famous symbol of the United States. A symbol can stand for an important idea. This symbol is red, white, and blue. People see it in many places. It hangs on walls and flies from flagpoles. Sometimes people even wear it! It can be very large. It can also be very small. It is the American flag.

The American flag has thirteen stripes. They are red and white. It has 50 white stars on a blue square. But the U.S. flag did not always look like this. Like most symbols, it has a story to tell.

Congress chose the first flag of the United States in 1777. They voted for it on June 14. Today, that day is a holiday. It is Flag Day. Many cities and towns celebrate it. They have parades and other fun events.

One story tells that a woman named Betsy Ross made the first official flag. Congress asked her to sew it. She worked with needles and thread. She made the first flag. If you look at flags today, you will see that the stars have five points. The story tells why. It says that Betsy Ross did that. Congress told her to make stars with six points. She changed it to five to make the sewing easier.

The colors of the flag are important. The flag represents our country. Stories tell that the red was used because it was part of the British flag. Some say the white stands for purity and courage. Others say it is there to show the country is no longer part of Great Britain. The stars may be to remember the stars in the sky. The first flag had 13 stars and stripes. This is because there were 13 colonies. The stars went in a circle!

In 1818, Congress made another law about the flag. It said that U.S. flags should have thirteen stripes of red and white. The stripes had to go from side to side. Flags also had to show 20 stars. There were 20 states in the country at that time. The new law did not say what color to make the stars. Some flags had stars of different colors. Many flags had yellow stars!

As the United States got bigger, more stars were put on the flag. Today there are 50 stars on it. There are 50 states in the United States. The laws said that the top and bottom stripes had to be red. The stars had to be white.

Today, the flag is treated with a lot of respect. There are rules about the right way to fly the flag. People are careful about how to hold it. They are careful about how to raise and lower it. They are careful not to drop it. There is even a special way to fold the flag.

U.S. flags are folded into a special triangle. Even this has a meaning. The triangle folding is to remember the hats that soldiers wore in the Revolutionary War.

When flags are worn out, they get more respect. There are special ways to retire flags when people are done using them. Flags can be burned or they can be buried. They are never thrown out in the trash. Even when flags are old and torn, they are treated with respect.

-
- 1 What was the first thing Congress did to help create the American flag?
 - A They made a law that the top and bottom stripes must always be red.
 - B They made a law that the flag must have 13 stripes of red and white.
 - C They asked Betsy Ross to sew the first flag.
 - D They chose the first design by voting for it.

 - 2 What is one thing Betsy Ross did after Congress asked her to sew the first flag?
 - A She changed the color of the stripes she put on the flag.
 - B She changed the six-pointed stars into five-pointed stars.
 - C She decided where to hang the first flag.
 - D She decided not to sew the first flag.

 - 3 According to the text, which is a possible reason red was used in the flag?
 - A because red was part of the British flag
 - B because red was easy to see on a flag
 - C because Betsy Ross only had red thread left to use
 - D because the president of the United States liked red

-
- 4 Why did the first American flag have 13 stars?
- A because 13 stars were easy to sew onto the flag
 - B because the piece of cloth only had room for 13 stars
 - C because there were 13 colonies in our country at that time
 - D because there were 13 people who helped make the first flag
- 5 Why are there rules and laws about the American flag?
- A so that the American flag is always on a flagpole
 - B so Americans know how to treat the flag with respect
 - C so the American flag is treated like other countries' flags
 - D so Americans can have parades and fun events on Flag Day

Answer Key
Standard RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
1	Adapted from "Neighbor Walking Stick"	Technical	1	C	Skill/Concept	3.1
			2	B	Skill/Concept	3.1
			3	B	Skill/Concept	3.1
			4	D	Skill/Concept	3.1
			5	A	Recall	3.1
2	Adapted from "Space Place Live! with Michelle Thaller"	Technical	1	B	Skill/Concept	3.1
			2	C	Recall	3.1
			3	D	Recall	3.1
			4	C	Skill/Concept	3.1
			5	A	Skill/Concept	3.1
3	A Web of Energy	Scientific	1	C	Recall	3.0
			2	A	Skill/Concept	3.0
			3	B	Recall	3.0
			4	D	Skill/Concept	3.0
			5	C	Skill/Concept	3.0

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
4	My Last Night in Cairo, Egypt	Technical	1	C	Recall	3.6
			2	A	Skill/Concept	3.6
			3	D	Skill/Concept	3.6
			4	C	Skill/Concept	3.6
			5	B	Recall	3.6
5	Adapted from "The Elephant"	Technical	1	D	Skill/Concept	3.6
			2	C	Skill/Concept	3.6
			3	A	Skill/Concept	3.6
			4	A	Skill/Concept	3.6
			5	B	Recall	3.6
6	Smart Spending	Biography	1	D	Recall	3.1
			2	C	Recall	3.1
			3	C	Recall	3.1
			4	A	Skill/Concept	3.1
			5	B	Recall	3.1
7	Stories of the U.S. Flag	Scientific	1	D	Recall	3.0
			2	B	Skill/Concept	3.0
			3	A	Recall	3.0
			4	C	Recall	3.0
			5	B	Skill/Concept	3.0

Name _____ Date _____

Visiting Salzburg

1

Salzburg is a wonderful and attractive city in Austria. The city has the grand Alps¹ in the background. This mountain range is huge and splendid to look at. Salzburg is home to the famous movie, *The Sound of Music*. Not only was this popular movie filmed in Salzburg, but Mozart, the famous classical music composer, was also born here. The Salzach River winds through the city which adds to the beauty of the city itself. Salzburg has many winding roads, town squares, and alleyways that make the city enchanting. The buildings in the downtown area are very old and give the city's appearance some character. As the years have gone by, the buildings have changed and become more modern as the city expanded. But even though appearances change, the traditions² of the city stay the same.



¹**Alps:** a mountain range in Europe

²**traditions:** a group's beliefs and customs

2

As a little girl, I visited Salzburg with my family. It was the middle of November and snow blanketed the city. The streets were shoveled and salted so that the cars and trams could continue to run as normal. One of the best things to do in Salzburg is to take a horse and carriage tour of the city. The horse carriages are parked in a line inside one of the famous town squares so that they attract the attention of tourists. As soon as I saw the horses, I begged my parents to let us take a ride. They agreed and let me pick which one we rode. I walked down the row of carriages, carefully looking over each set of horses. I ended up picking one with two beautiful chestnut brown draft horses with white feathers on their hooves. We quickly piled in and got comfortable, as our guide prepared the carriage to leave. Before long, we were on our way.

3

The horse carriage ride was magical. I loved the sounds of the horses' hooves on the stone streets as the horses trotted through the city. Our tour guide told us all about the history of Salzburg, as we rode down its streets. He told us about all the famous sites and even showed us the birthplace of Mozart! He also took us to see some of the best views of the city so we could take pictures. As our ride came to an end, we left our carriage in the same square in which we started. We continued walking and looking in all the stores that we passed. Eventually, we walked into another town square. This one was different from the one we had just come from. Unlike the last town square, this one had a life-size chessboard³ painted on the ground. There was a crowd surrounding the chessboard so I went over to get a closer look. Two men were in the middle of an intense game of chess. They never smiled or looked away from the chessboard. They were both there to win. Each chess piece was at least four or five feet tall. However, they weren't too heavy to pick up since they were made of plastic. I sat there watching the game for at least 20 minutes before my parents told me it was time to go.

My experience in the city was a good one. Seeing all the historic sites and city squares was the most fun I had in a long time. On the way to our hotel, we stopped and got a few pretzels and coffee. I ate my pretzel as I thought about how much I had enjoyed all the things I had seen in Salzburg.

³**chessboard:** a game board divided into 64 squares of 2 different colors

-
- 1 What is the meaning of *grand* in paragraph 1?
- A beautiful
 - B simple
 - C gentle
 - D hidden
- 2 What is the meaning of *appearance* in the sentence below from paragraph 1?
- “The buildings in the downtown area are very old and give the city’s appearance some character.”
- A beginning
 - B delight
 - C opening
 - D look
- 3 What is the meaning of *blanketed* in paragraph 2?
- A faced
 - B covered
 - C finished
 - D crowded

4 What is the meaning of *surrounding* in the sentence below from paragraph 3?

“There was a crowd surrounding the chessboard so I went over to get a closer look.”

- A to the left of
- B far away from
- C on all sides of
- D able to be seen

5 What is the meaning of *intense* in the sentence below from paragraph 3?

“Two men were in the middle of an intense game of chess.”

- A fair
- B plain
- C calm
- D serious

Name _____ Date _____

Adapted from *The Babyhood of Wild Beasts: "Baby Raccoons"*

by *Georgia M. McNally*

Have you ever seen a little raccoon washing each bit of his food before he eats it? His cleaning methods are amusing indeed. The Germans call him "Wasch-bär," meaning "wash bear."

2

As soon as the babies are weaned¹ and begin taking solid food, they wash or soak each bit of food in water. They use their very human-looking hands quite easily while performing this task. This little fellow can chip an egg with his teeth and drink the contents without spilling a drop. He can remove covers from jars and stoppers² from bottles with such ease that one would fancy he had been taught.

3

Mr. Raccoon is a most remarkable feeder. Anything from a live rabbit steak to green corn and raspberries appeals to his taste. They especially like sweets, candy, molasses, sugar, and even butter tempts them.

The babies are born in a hollow tree, which is the favorite home of the raccoon. There are five or six in a litter. The little ones grow rapidly and are soon able to join the nocturnal³ rambles with father and mother, for Mr. and Mrs. Raccoon are night roamers. Most of their fun and their hunting is carried on at night. They sleep during the day.

I was the happiest girl in the world the day I was presented with a baby raccoon. He was a round, squirming ball of gray fur beautifully striped with black markings, two black eyes as bright as new, shoe buttons, and a little, pointed, black nose. But the most beautiful thing about him was his bushy gray tail striped with black. He sniffed at me hardly daring to make friends in so short a time. I comforted him as best I could and waited for him to make the first move.

¹**weaned:** able to eat food other than mother's milk

²**stopper:** a plug, cork, or other material used in the top of a bottle

³**nocturnal:** active at night

6

I turned him loose in our big country home and he began house-hunting. He found a loose brick at the base of the old chimney and made himself a little home by removing the brick and crawling into the base of the chimney. Here he slept during the day and at night started roaming. He explored the old house from top to bottom, carrying mischief in wherever he went.

7

The raccoon learned to lap milk as easily as a kitten. Our two fat tabby cats breakfasted on warm milk, and the raccoon was greedy. He soon discovered that he was the “boss” of the ranch and used his power to a deadly advantage. As soon as the tabby cats began breakfast, he would leap suddenly from behind the old woodbox and, with an ear-splitting bark, rush at the cats. A flash of tails and the cats had disappeared and the raccoon would greedily eat up their abandoned milk.

He would climb up beside me as I sewed and amuse himself with spools and strings. He loved playthings. I gave him a pretty ball and he became a good ball roller. He would hold it tightly for an hour or so at a time.

He would curl up on the foot of my bed; but he didn’t sleep much. The darkness was too exciting for him, so he would quietly drop to the floor and start wandering. He was full of mischief at night. One of his favorite stunts was to pull the stopper out of the ink bottle and pour the contents over the white tablecloth. He could unlatch the door and also turn a doorknob.

1 What does *fancy* mean in paragraph 2?

- A give
- B build
- C detail
- D imagine

- 2 According to paragraph 3, what made the feeding habits of the raccoon *remarkable*?
- A The raccoon was a very picky eater.
 - B The raccoon ate anything that looked interesting.
 - C The raccoon used his hands very cleverly when opening jars.
 - D The raccoon showed his power by eating other animals' food.
- 3 In paragraph 6, which is used to describe how the raccoon found a place to sleep?
- A house-hunting
 - B crawling out
 - C exploring
 - D roaming
- 4 What does the author mean by "an ear-splitting bark" in paragraph 7?
- A the sound that her dog made when chasing her raccoon with tree bark
 - B the way her cats would scratch her raccoon's ears when he scared them
 - C the loud noise her raccoon would make when trying to get the cats' milk
 - D the way her raccoon would split apart the bark on the trees as he climbed

- 5 What happened to the milk at the end of paragraph 7 to make the author describe it as *abandoned*?
- A The raccoon stole the milk while the cats were not looking.
 - B The raccoon spilled the milk so the cats could not drink it.
 - C The cats left their milk because the raccoon scared them away.
 - D The cats drank all the milk they wanted and left some for the raccoon.

Name _____ Date _____

Adapted from *The Courage to Soar: “The Wright Brothers”*—Selection 1

An Old Interest Renewed

1

In 1896, the brothers began to think about flying again. They began to look for some research on flight. At first, they could only find books on the flight of birds. They read a lot about how birds glide and soar.

2

In 1899, Wilbur wrote to the Smithsonian Institution. He wanted to find out what was known about flight. They sent back pamphlets and a list of books on the subject. The Wrights read all of these. They learned about the men who were trying to fly. They saw the work done with gliders. As they studied this work, they began to notice a common problem. These men had tried to balance the glider by shifting their weight and putting the same amount of weight on each side. The brothers set out to solve the problem of control.

In 1899, the brothers built a special kite. Its double-decker wings were 5 feet (1.5 meters) long. The kite tested their ideas for control. They called it “wing warping.” When Wilbur twisted the wings, he could make it go where he wanted. It would climb, dive, or go left or right as he worked the controls.

The next step was to build and test a full-size glider. They would need an open, windy place to fly. Will wrote to the U.S. Weather Bureau. They sent him a list of the windiest places. Kitty Hawk in North Carolina seemed to be the best place. It was a narrow strip of land between two bodies of water. The Atlantic Ocean was on the east. The Albemarle Sound was on the west. The wind speed was about 10 to 20 miles an hour (16 to 32 kilometers per hour). The sandy beach would give them soft landings. It was also remote. There were very few trees or houses. They would not need to worry about reporters or bother with curious people.

The Three Gliders

In September 1900, Will and Orv set out for Kitty Hawk. For a few days, they stayed with Bill Tate, the postmaster. Then they moved into their tent. It took over 2 weeks to put the glider together. It was a biplane, which meant it had two pairs of wings. The wings were 17 feet long and covered with a soft cloth.

6

For 3 weeks, they flew the glider as a kite. They wanted to test the controls before putting a man in it. They watched the glider fly. They made adjustments and repairs. They also took many photos. In fact, all of the photos that recorded the flights were taken by the brothers. This hobby had come in handy after all.

One windy day, they were ready. They carried the glider to Kill Devil Hills near Kitty Hawk. It was the tallest group of the sand dunes there. They took the glider about 100 feet up to the top of the highest hill. Wilbur was the pilot. He lay on the lower wing. Orv and Bill Tate held the tip of each wing. They ran into the wind. The glider began to fly on its own. That day, Will made about a dozen glides. Altogether, he spent about 2 minutes in flight. But this was enough to show that the control system worked.

-
- 1 What does the word *research* mean in paragraph 1?
- A information
 - B problem
 - C answer
 - D story
- 2 What is the meaning of “shifting their weight” in paragraph 2?
- A sitting very still
 - B standing up straight
 - C moving their bodies around
 - D turning their bodies in circles

- 3 In paragraph 6, the Wright brothers wanted to test the glider before “putting a man in it.” What does this phrase tell about them?
- A They acted bravely.
 - B They valued safety.
 - C They acted dangerously.
 - D They valued cooperation.
- 4 What is the meaning of the word *adjustments* in paragraph 6?
- A adventures
 - B struggles
 - C events
 - D changes
- 5 What is the meaning of the phrase “had come in handy” in paragraph 6?
- A was easy
 - B was boring
 - C was useful
 - D was difficult

Name _____ Date _____

Adapted from *The Courage to Soar: "The Wright Brothers"*—Selection 2

1

The brothers went back to Dayton. That winter, the Wrights built a new glider. They measured from the end of one wing to the end of the other. The wingspan of the new glider was 22 feet (6.7 meters). They hoped this would give the glider more lift. It was the same as the 1900 glider in every other way.

They went back to Kitty Hawk the next July in 1901. They moved their camp to the base of Kill Devil Hills. In spite of terrible rain, they built a large wooden shed. They slept in their tent and used the shed as a workshop. After the rains, there came many mosquitoes.

3

After this came more trouble because the new glider did not work well. The new wings were designed using data from Lilienthal.* He had made air-pressure tables based on all of his glider flights, but the Wright glider didn't lift as expected. Wilbur and Orville made changes to improve on the glider. Still the glider failed to lift as the tables said it would. One day Wilbur crashed and suffered some cuts, bruises, and a black eye. After this crash, they attached a rope to the glider and only flew the glider as a kite. Again, it spun out of control. In late August, the Wrights went back to Dayton. They were very upset, and they were ready to give up. They did not plan to return to Kitty Hawk.

4

The next winter, Octave Chanute, another gliding pioneer, asked Wilbur to give a talk. Chanute had experimented and worked with gliders also, and he wanted Wilbur to give a talk about the brothers' work on flight. He felt that the Wrights were on the right track. He did not want the brothers to give up their hope of flying. Having Wilbur give a talk was a good idea. The people asked questions because they all wanted to know more about what the Wrights were doing. When Wilbur got back home, the brothers went back to work.

***Lilienthal:** German flyer who made successful gliding flights

The brothers knew that Lilienthal's tables must be wrong, and they also knew that they needed their own data. So, they built a wind tunnel to test lift and drag. Drag is the force that holds an airplane back. They tested over 200 model wings (airfoils) in the wind tunnel. The wings were all different shapes and sizes. For weeks, they tested and measured. They wrote down all of their data. Now, all the facts were their own, and these tests helped them to understand how an airfoil works.

The Glider That Really Caught the Wind

In 1902, a new glider was built. This one had thinner wings that were thirty-two feet long. It had a tail built of two six-foot blades. At the end of August, the brothers were back in Kitty Hawk. The glider was put together in a few weeks. This time they took turns being the pilot. Orville finally had his first flight.

7

That fall, Wilbur and Orville made over a thousand gliding flights. For the first time in history, an aircraft could be controlled in three ways. It could go up and down, turn from side to side, and roll. Wilbur and Orville were now the most experienced glider pilots in the world. They planned to return to Kitty Hawk the next year. This time their aircraft would have a power of its own!

-
- 1 What does *wingspan* mean in paragraph 1?
 - A weight of the plane without cargo
 - B length of the plane from nose to tail
 - C air pressure pushing beneath both wings
 - D width of the plane from wing tip to wing tip

 - 2 According to paragraph 3, what is the meaning of "flew the glider as a kite"?
 - A The glider was controlled by new wings from data tables.
 - B The glider was controlled by rope lines from the ground.
 - C The glider was controlled by twin rudders.
 - D The glider was controlled by a pilot.

- 3 What does *pioneer* mean in paragraph 4?
- A leader
 - B server
 - C captain
 - D pilot
- 4 In paragraph 4, what is the meaning of Wilbur was asked to “give a talk”?
- A He was asked to write a speech for another pilot.
 - B He was asked to speak to a group interested in flying.
 - C He was asked to write an article for the local newspaper.
 - D He was asked to speak to Orville about building a wind tunnel.
- 5 What is the meaning of the word *controlled* in paragraph 7?
- A guided
 - B skipped
 - C pressed
 - D imagined

Name _____ Date _____

Jane Goodall, Friend and Defender of Animals

1

When Jane Goodall was a little girl, her father gave her a life-size, stuffed chimpanzee named Jubilee. It was nearly as big as Jane, and she fell in love with it right away. At the time, no one guessed that when Jane grew up, she would become just as fond of real chimpanzees. She loved living with them, learning things about them that no one had known before, and defending them against humans who wanted to cut down the forests where they lived.

2

Jane was born in England in 1934. She loved animals from the start and would spend hours patiently watching animals to see how they lived and ate and fed their babies. She once spent five hours in the henhouse waiting to see how chickens laid eggs. She read stories about Dr. Dolittle talking to the animals and about Tarzan, who was raised by apes. She dreamed of one day living in Africa with the apes, just like Tarzan.

When Jane finished high school, she got a job and saved her money so she could go to Africa. In 1957, Jane's dreams came true: a famous scientist, Louis Leakey, hired her to work for him as a secretary to help keep records and answer his phone while he studied chimpanzees, gorillas, and other apes in Kenya and Tanzania, two countries in Africa.

4

Three years later, Leakey asked Jane to go to Gombe National Park in Tanzania to observe and study the chimpanzees that lived there. Her job was to watch the chimps and take notes about what she saw. At first, the chimps would not come near her. However, Jane was still as patient as she had been when she was a little girl. She waited and waited, and months later, one chimp finally approached her. He had grey hairs under his chin, so she named him David Greybeard.

5

Jane named all of the chimps and soon realized that they all had different personalities. Most scientists didn't think of animals as having personalities or differences from each other, so they usually didn't name them. Instead, they gave each animal a number. Most of the scientists thought it was a bad idea for Jane to name the chimps because they thought she would become too attached to the chimps and not be able to be fair and scientific in her study of them.

One day, as Jane was watching David Greybeard, she saw him take a stick and make it into a digging tool. He used it to dig for insects, which chimps sometimes eat. This was the first time anyone had seen a wild animal use a tool. Before this, it was thought that only humans made and used tools. Jane also saw David Greybeard and the other chimps eat meat. Before this, everyone thought that chimps ate only plants.

Jane was only supposed to study the chimps in Gombe for three years, but she ended up staying for twenty years. While she was there, she watched the chimps and learned many things about them. She watched them play with each other. She watched them hug, kiss, and hold hands, just like humans. She watched them act happy, angry, and scared. She learned that chimps were a lot more like humans than people had thought. This changed the way scientists thought about chimps.

8

Unfortunately, not everyone felt the same way Jane did about the chimps. People in Africa were cutting down the forests where the chimps lived, and other people were capturing the chimps and selling them to the circus or to scientists for experiments. Because of this, Jane left Africa and began to travel around the world telling people about the chimps and explaining why humans needed to help them. She also helped make zoos and places in the wild better places for chimps to live.

Jane Goodall loves animals, and she has spent her life learning more about them and trying to make life better for them. Today, at age 80, she travels around the world nearly 300 days out of each year, teaching people about chimpanzees and other animals and about how we can take care of the animals and our planet.

-
- 1 How does the word *fond* help the reader understand the information presented in paragraph 1?
- A It shows the love Jane had for chimpanzees as a little girl.
 - B It shows that the chimpanzees were accepting of people.
 - C It shows how Jane first helped chimpanzees.
 - D It shows how the chimpanzees played together.

- 2 What is the meaning of “from the start” in paragraph 2?
- A Jane wanted to have a chimpanzee as a pet.
 - B Jane had a love of animals ever since she was little.
 - C Jane dreamed of living in Africa with the apes.
 - D Jane learned to talk to the animals.
- 3 Which words help the reader understand the meaning of *observe* as used in paragraph 4?
- A “watch the chimps”
 - B “come near her”
 - C “patient as she had been”
 - D “waited and waited”
- 4 What are *personalities* in paragraph 5?
- A dreams that tell a story
 - B experiments done by scientists
 - C ways of behaving that show differences
 - D daily activities of an animal

- 5 What is the meaning of *capturing* in paragraph 8?
- A watching
 - B catching
 - C learning
 - D helping

Name _____ Date _____

The World of Plants

Can you imagine a world without plants? Plants not only provide food for people and animals, but they also give off oxygen, which is an important part of the air we breathe. They also shelter many animals and make the world we live in more beautiful.

All plants need four things to live and grow: sun, water, air, and nutrients* which are found in the soil. However, different plants have different needs for water, sunlight, and nutrients.

3

Some plants, like potatoes and apple trees, need a lot of sun to grow. These are the sunbathers of the plant world. Other plants grow well in very little sunlight. These plants will be found in thick forests or even in caves. Mosses and ferns are examples of plants that can grow in heavy shade.

Some plants need a lot of water to live. These plants will be found growing in or near swamps or other bodies of water. Plants that like wet climates include water lilies and cattails.

Other plants like a dry climate. These plants don't like getting wet—they can even die if they get too much water. Plants that like dry weather include cactus, aloe, and many grasses.

6

Each of the different parts of a plant has jobs to do in helping the plant stay healthy and grow. A plant's roots absorb water and nutrients. Most of the time, the water and nutrients will be found in the soil, so a plant's roots will be beneath the soil.

One exception to this rule is the orchid plant. Orchids are beautiful flowering plants that can be found all over the world. Some orchids grow in soil, but others grow in trees! The roots of these orchids absorb water and nutrients from the rain and the air and sometimes from plant matter lying nearby.

Sometimes part of a plant's roots can be seen above ground. For example, you can sometimes see roots spreading out like the arms of an octopus from the base of a tree trunk.

***nutrients:** minerals that feed plants

The stems of a plant not only support the plant, but they also act like a drinking straw, carrying nutrients and water to the other parts of the plant.

10

A plant's leaves act like sponges, soaking up sunlight and carbon dioxide from the air. The plant then combines the nutrients and water collected by the roots with the energy collected from the sun and the air to make plant food.

11

Although we enjoy flowers for their beauty, flowers also have an important job to do. Flowers attract bees, insects, and birds that drink the nectar, or juice, of the flower. When they drink the nectar, tiny bits inside the flower, called pollen, rub off on them. When they visit another flower, the pollen from the first flower rubs off on and combines with parts of the second flower to make seeds. This process is called pollination, and this is the way most plants multiply or make new plants.

Once a plant makes seeds, the seeds must be spread to other locations where they can sprout and grow new plants. Sometimes seeds are scattered by the wind. Others are spread by birds that eat the fruit containing the seeds and then drop the seeds. Some seeds travel to new spots by catching a ride with animals or people. These seeds are prickly and stick to an animal's fur or a person's clothing. If the seed finds a new home that provides the right amount of sun, water, fresh air, and good soil, it will sprout and grow into a new plant.

13

Some plants multiply by sending out runners, stems that grow on or below the surface of the ground, from which new leaves and stems and roots will grow. Later, these new shoots that grow from the runners can be separated from the mother plant and planted in another spot by themselves. Plants that multiply like this include strawberries and bamboo.

As you can see, plants have learned to live and grow by using the things around them. As long as plants have the right amount of sun, water, air, and nutrients, they will continue to live and make more plants, providing food and shelter for people and animals and making the world more beautiful.

-
- 1 What does the phrase, “the sunbathers of the plant world” mean in paragraph 3?
- A plants that need a lot of shade to grow
 - B plants that need a lot of sun to grow
 - C plants that require no sun at all to grow
 - D plants that need a lot of vitamins to grow
- 2 What does the word *absorb* mean in paragraph 6?
- A to soak up
 - B to release
 - C to carry on
 - D to swallow
- 3 In paragraph 10, what is the meaning of the phrase, “A plant’s leaves act like sponges”?
- A A plant’s leaves clean like sponges.
 - B A plant’s leaves have small holes, like sponges.
 - C A plant’s leaves soak up what the plant needs.
 - D A plant’s leaves borrow what the plant needs.

- 4 What is the meaning of *multiply* in paragraph 11?
- A take in the sun
 - B get larger in size
 - C join plants together
 - D grow in number
- 5 What are *runners* in paragraph 13?
- A stems that grow on or below the ground
 - B shoots that spread out from the top
 - C plants that grow only in the fall
 - D nutrients plants need

Name _____ Date _____

Adapted from “Snakes”

by John Monteith

The dread of snakes is common to many animals and to human beings.

2

If we knew more about these creatures they would not excite our fears so much. Some people are almost as badly frightened by mice and beetles, as by snakes. One fact about these creepers, which makes them dreadful, is that they move so silently in the grass. Then they are cold-blooded like toads, and the touch of them is not agreeable. On the other hand, snakes are useful, and they are truly beautiful. The scaly, many-colored, and glistening, glowing skin of some of them is as handsome as the feathered garb of beautiful birds.

The movements of snakes are graceful. The backbone of some snakes is made up of more than three hundred parts; a pair of ribs is attached to each of these parts. How quickly and easily it turns and coils its body! How mighty is the coil of the python that will kill a deer!

4

The snake has no feet, as feet are commonly understood. It moves by its backbone and by its ribs. On the underside of the body are scales, one of which is joined to each pair of ribs. The pairs of ribs move forward and backward, and the scales attached to them catch on the rough ground with each motion. This type of body gives the animal its ability to glide smoothly over the ground. The snake is made for swimming and climbing trees.

5

The bones in the head of the snake are joined by elastic ligaments¹ so that it is able to swallow animals much larger than its head appears to be. Snakes never chew their food but swallow it whole. Their eyes have no eyelids. Their hearing is dull. All snakes have problems hearing well. The forked tongue is the feeler—nothing else. There is no harm in it. The teeth are simply for holding the prey; not for chewing. There is no poison in them, and their bite is harmless.

¹**ligaments:** bands of tissue which connect bones

In temperate climates, snakes lie inactive during the winter. When active, they, like all other animals, are searching for food. The common ones are after insects, frogs, mice, rabbits, fish, and birds. They have no power to charm animals. Snakes either catch their prey and immediately swallow it, or they wind their coils about it, as do black snakes and boa constrictors; or they thrust poison fangs² into it and thus cause its death. No snake, not even the python or the boa, seeks human flesh for food. Neither threaten nor harm a snake, and, as a rule, it will let you alone.

In our country there are three, and only three, kinds of snakes that can injure human beings. These are the snakes that have poisonous fangs. The fangs are entirely different from the small holding-teeth. They turn back upon the upper jaw, when not in use; and are thrust forward, when the snake is about to strike. A sac at the root of the fang contains the poison, which is sent down the fang and thrown into the wound at the will of the snake. Poisonous serpents³ sometimes bite without using the poison.

The three kinds of venomous snakes are the rattlesnake, the copperhead, and the water moccasin of the South. These have the poisonous fangs. No others have them. You may handle grass snakes, milk snakes, spreading adders, and racers, and none of them can do you serious harm. The bite of most of them is scarcely more than the prick of a pinpoint.

In some northern and southern states the rattlesnake is black and is called massasauga. Elsewhere it is usually distinctly spotted. In the southern states it is decorated by diamond-shaped spots and is called the diamond rattler. The Oregon rattlesnake has round spots; while that of many states is called the banded rattlesnake.

10

The number of rattles on the tail indicates nothing in regard to the age of the animal. The use of the rattle has been a mystery. No one really knows the reason for the snake's rattle. The copperhead lives in a more southern area. It has a dark brown head, and reddish spots on its body. I have several times met it, and have killed it, but never saw it show a very fighting mood. The water moccasin is olive brown in color, and is more dreaded than all others, because it is more easily bothered and more likely to attack.

The young of all serpents are produced from eggs. At regular periods snakes slough, or throw off, their skins, and a bright new covering takes the place of the old garment.

²**fangs:** long, sharp teeth of a poisonous snake

³**serpents:** snakes

-
- 1 In paragraph 2, what does the word *dreadful* tell us about snakes?
- A They are always pleasing.
 - B They can be alarming.
 - C They are all useful.
 - D They are all harmful.
- 2 What is the meaning of the word *glistening* in paragraph 2?
- A dry
 - B damp
 - C shiny
 - D dark
- 3 What is the meaning of the word *glide* in this sentence from paragraph 4?
- “This type of body gives the animal its ability to glide smoothly over the ground.”
- A move
 - B stop
 - C swim
 - D climb

-
- 4 What is the meaning of the word *prey* in paragraph 5?
- A teeth
 - B tongue
 - C home
 - D food
- 5 What does the word *mystery* tell the reader about the use of a snake's rattle in paragraph 10?
- A The rattle helps with moving.
 - B The rattle helps in finding food.
 - C The use of the rattle is unknown to everyone.
 - D The use of the rattle is well-known to animal lovers.

Answer Key
Standard RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
1	Visiting Salzburg	Historical	1	A	Skill/Concept	3.5
			2	D	Skill/Concept	3.5
			3	B	Skill/Concept	3.5
			4	C	Skill/Concept	3.5
			5	D	Skill/Concept	3.5
2	Adapted from <i>The Babyhood of Wild Beasts: "Baby Raccoons"</i>	Scientific	1	D	Skill/Concept	3.6
			2	B	Skill/Concept	3.6
			3	A	Skill/Concept	3.6
			4	C	Skill/Concept	3.6
			5	C	Skill/Concept	3.6
3	Adapted from <i>The Courage to Soar: "The Wright Brothers"</i> — Selection 1	Historical	1	A	Skill/Concept	3.0
			2	C	Skill/Concept	3.0
			3	B	Skill/Concept	3.0
			4	D	Skill/Concept	3.0
			5	C	Skill/Concept	3.0

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
4	Adapted from <i>The Courage to Soar: "The Wright Brothers"</i> — Selection 2	Historical	1	D	Skill/Concept	3.4
			2	B	Skill/Concept	3.4
			3	A	Skill/Concept	3.4
			4	B	Skill/Concept	3.4
			5	A	Skill/Concept	3.4
5	Jane Goodall, Friend and Defender of Animals	Technical	1	A	Skill/Concept	3.7
			2	B	Skill/Concept	3.7
			3	A	Skill/Concept	3.7
			4	C	Skill/Concept	3.7
			5	B	Skill/Concept	3.7
6	The World of Plants	Scientific	1	B	Skill/Concept	3.5
			2	A	Skill/Concept	3.5
			3	C	Skill/Concept	3.5
			4	D	Skill/Concept	3.5
			5	A	Recall	3.5
7	Adapted from "Snakes"	Scientific	1	B	Skill/Concept	3.8
			2	C	Skill/Concept	3.8
			3	A	Skill/Concept	3.8
			4	D	Skill/Concept	3.8
			5	C	Skill/Concept	3.8

Name _____ Date _____

Adapted from “Lightning”

At any moment, there are 2,000 lightning storms around the world.

Almost every day someone is struck by lightning. Most of these people survive—with lifelong health problems—but many do not.

In addition to lightning, thunderstorms also produce strong winds and hail. Some hail may be as big as golf balls or baseballs. Thunderstorms occur all year but are most common in spring and summer.

Before a Storm

Keep an eye on the sky. On a hot day, clouds build up. They grow larger, towering higher and higher. They darken. The top of the clouds may be spread out by winds at high altitudes.

- As clouds develop, small bits in the clouds become charged with electricity. When the charges overflow, they make a lightning flash.
- Lightning may go from one part of a cloud to another or from cloud to cloud. It may go from a cloud to the ground.
- Lightning takes the shortest path. So it hits the highest objects—a 6-foot tree or a 3-story house, a tower, or a person standing alone in a flat field.

Lightning may hit the same place or person several times.

5

Ray Sullivan, a retired National Park Ranger, was hit 7 times by lightning. He has been knocked down, and picked up and thrown into the air. He has lost his shoes and a toenail, and he can't hear as well, but at least he's still alive.

6

Now he lives in a mobile home with lightning rods on each end and lightning rods on trees around his home. Hopefully, lightning will follow the rods and leave Ray alone.

BOOM!

Thunder and lightning occur at the same time. It just seems like you see the lightning first because light moves faster than sound.

8

As soon as you see lightning, count the seconds until you hear the thunder. If you count 5 seconds, the lightning was about a mile away. Sound goes about 1,000 feet a second. In the metric system, if you count three seconds to hear thunder, the storm is about a kilometer away.

If you see lightning and hear thunder at just about the same moment, watch out. The storm is right above you.

10

Sometimes when it's stormy, you don't see any streaks of lightning, but the sky lights up occasionally. It means the storm is very far away, too far for you to see the streaks, and perhaps so far you don't hear any thunder either.

Lightning can do strange things like make a tree explode. Lightning heats the sap in the tree trunk. The sap changes to steam. The steam expands and blows up the tree. In a herd of cows, one of a dozen might be struck. The others may be untouched. Lightning can also kill a whole herd.

What To Do When You Hear Thunder

- Get into your home or a large building.
- Get inside a hard-topped car.
- If you are in a field, run to a safe building or your car. Don't lie down because wet ground can carry electricity.
- If you are in water, get out. Get away from the beach. When thunder roars, go indoors!
- If you can't get to a building or car, stay in the open, not under a tree or in a picnic shelter or shed. It's better to get wet than fried! Lightning hits the tallest object.
- Move away from anything made of metal like a framed backpack. Metal carries electricity to you.
- Get to the lowest point possible if you are on a hill or mountain.
- Get out of a boat and into a building.

If You're Inside**13**

Keep away from windows and doors. Flying glass could hurt you.

14

Turn off the computer. Don't use a phone with a cord, the microwave, or other electric appliance. Lightning could follow the wire, hurt you, and wipe out the appliance.

Stay away from sinks and tubs and anything else wet that could conduct electricity. Only use a cell phone or cordless phone during a lightning storm.

-
- 1 What is the connection between paragraphs 5 and 6?
- A Paragraph 5 explains how Ray Sullivan escaped the storms mentioned in paragraph 6.
 - B Paragraph 5 explains why Ray Sullivan uses the lightning rods mentioned in paragraph 6.
 - C Paragraph 5 describes how Ray Sullivan built the new home mentioned in paragraph 6.
 - D Paragraph 5 introduces the reasons Ray Sullivan lives in the city mentioned in paragraph 6.
- 2 How are paragraphs 8 and 10 similar?
- A Both describe how thunder sounds.
 - B Both explain the dangers of lightning strikes.
 - C Both explain the park ranger's lightning experiences.
 - D Both describe how to know how far away a storm is.

- 3 In the section, "What To Do When You Hear Thunder," how does the sentence below affect the rest of the section?

"When thunder roars, go indoors!"

- A It explains that thunder can be very loud.
 - B It describes the way thunder sounds during a storm.
 - C It repeats the idea that the safest place in a storm is inside.
 - D It introduces the idea that playing outside in a storm can be fun.
- 4 What is explained by the two sentences in paragraph 13?
- A Lightning can break glass, which can cause injuries.
 - B It is easy to trip and fall through a window or a door.
 - C Throwing something during a storm could break glass.
 - D Closing a window or door in a storm can be dangerous.
- 5 What is the connection between the two sentences below from paragraph 14?

"Don't use a phone with a cord, the microwave, or other electric appliance. Lightning could follow the wire, hurt you, and wipe out the appliance."

- A They describe the problem caused by turning off the computer in a lightning storm.
- B They explain the difference between using a phone with a cord and using a cell phone.
- C They describe the possible effect of using appliances during a lightning storm.
- D They explain the benefit of staying safe inside during a lightning storm.

Name _____ Date _____

This text is about Robert Fulton, the man who invented the steamboat.

Adapted from "Robert Fulton"

by *Hattie E. Macomber*

1

Mr. Fulton married the daughter of a Mr. Walter Livingston. This Mr. Livingston had a relative who was a great man and a rich man. He was very interested in all inventions and often helped inventors with his money. He had long believed that boats could be moved by steam. At one time, the state of New York gave him the right¹ of all steamboats for twenty years. He was given the right if he would get one steamboat running within a year. But the year passed and the boat was not built. Everybody made fun of his "grand rights." At this time, our government made him our ambassador² to France. There he met Robert Fulton for the first time, and in Paris, Mr. Livingston and Mr. Fulton made a steamboat.

When it was finished, they invited their friends to come and see its trial run. Early upon the morning when they hoped to succeed, a messenger came with sad news. The new boat had broken in two. The machinery was too heavy for it, and it had sunk to the bottom of the river Seine. Mr. Fulton had not had his breakfast, but he hurried to the river and worked standing in the cold water. In twenty-four hours, he had saved the machinery, and some other parts of the boat. But it made him sick, and he never was so strong again. Of course, he felt greatly discouraged, but they went to work again. They built another boat, and this one was a success. It was sixty-six feet long, and moved by wheels on the side. Mr. Livingston and Mr. Fulton decided to try again in America upon the Hudson River.

3

Mr. Livingston was given again the same privileges by the state of New York. But this time, Mr. Fulton was his partner. They were given two years in which to make their boat. They were to make one which could go four miles an hour. It took much money, and Mr. Fulton promised to ask only a certain sum of Mr. Livingston. But this sum proved to be too small, so he went to see a friend and talked long and earnestly to him.

¹**gave him the right:** He was the only person allowed to build and sell steamboats.

²**ambassador:** a helper in another country

But the friend grew tired and told him he must go home or go to bed. Mr. Fulton wanted one thousand dollars. His friend said he would see him again. Mr. Fulton came again before the poor man had had any breakfast. He gave him no peace, and he got his money at last. Mr. Fulton was much laughed at for trying to make such a boat. The boat was called by people, "Fulton's Folly." His friends would listen politely to him, but he said he knew they did not believe in him. He often, as he walked about, heard people laugh at him. But at last the boat was done.

4

The sun rose smiling on that August morning while the world was enjoying its morning nap. Only a few people were on the shores. Gracefully the boat was moved from the Jersey shore. Those who saw were amazed. Old sailors were frightened. When they saw a boat with no sails, they thought it was an evil spirit. But the long line of black smoke which they saw was only the breath of the dear old giant, steam. This boat was called the *Clermont*. It passed the city of New York and the beautiful Highlands of the Hudson. It puffed patiently on until it reached Albany. All along the shores people watched it breathlessly. Everybody stopped laughing and cheered. The *Clermont* had gone 150 miles in thirty-two hours. Except that the ocean steamships are larger, handsomer, and more finely finished, they are much like Mr. Fulton's *Clermont*. Who can doubt Mr. Fulton's joy at his success? At last, he had found a way to make all nations know each other.

-
- 1 What is the connection between paragraphs 1 and 3?
- A Livingston and Fulton invited friends to come see the boat they built together.
 - B Livingston was given the right of all steamboats by the state of New York.
 - C The people were impressed with the boats.
 - D The boats moved quickly through the water.

- 2 Which sentence explains the effect of the machinery being too heavy for the first boat?
- A "A messenger came with sad news."
 - B "The new boat had broken in two."
 - C "But it made him sick, and he never was so strong again."
 - D "They were given two years in which to make their boat."
- 3 What is the connection between paragraphs 1 and 4?
- A Fulton was elected ambassador to France.
 - B Fulton was discouraged about building a steamboat.
 - C Fulton believed he could get donations to build a steamboat.
 - D Fulton believed he could make a boat move by steam, and he did.
- 4 How does paragraph 4 connect to the rest of the text?
- A It explains the success of the steamboat after many tries.
 - B It shows how the people in the town were correct.
 - C It introduces the struggles of the inventors.
 - D It describes the setting on the river.

- 5 Which statement shows that the people thought differently about the steamboat by the end of the text?
- A "He often, as he walked about, heard people laugh at him."
 - B "Old sailors were frightened."
 - C "All along the shores people watched it breathlessly."
 - D "Everybody stopped laughing and cheered."

Name _____ Date _____

Adapted from “The Bird Grown Up: What He Eats”

by Olive Thorne Miller

What the bird eats and where he gets his food are useful things for us to know. It has only lately been found out that birds are the most valuable of helpers to us.

2

What we cannot eat ourselves, they are happy to live on, and things that give us a great deal of trouble are their daily food.

3

Some of the things they are fond of are little animals, like mice and ground squirrels, that eat our crops. Others are insects which spoil our fruit and eat up our vegetables, cankerworms and cutworms, and a hundred more.

4

Besides these, many birds eat the seeds of certain weeds that farmers have to fight all the time.

One reason this helps us so greatly is that birds eat much more for their size than we do. A boy of six or eight years could not possibly eat a whole sheep in one day, but a young bird can easily eat more than his own weight every day.

They want more than three meals too. They need to eat very often. One catbird* will take thirty grasshoppers for his breakfast, and in a few hours he will want thirty more. So he eats a great many in a day.

Birds begin eating long before we are out of bed, and keep it up till night comes again, or as long as they can see.

You must not think the birds are greedy, as a person would be if he ate every few minutes all day. They are made to do so. It is their business to destroy insects, small animals, and weeds that trouble us so much, and the more they eat the better for us.

***catbird:** an American songbird

Let us see where they go for food. Each bird has his own place to work.

10

The catbird watches the fruit trees, and all day long eats insects that are spoiling our fruit or killing the trees. When the cherries are ripe, we should not forget that he has saved the fruit from insects, and has well earned a share for himself.

11

If you spent days and weeks picking off insects, would you not think you had earned part of the fruit? "For every cherry he eats" (says a man who has watched him), "he has eaten at least 1,000 insects."

12

The robin eats great numbers of cankerworms, which destroy our apples, and cutworms, which kill the corn.

13

The bluebird sits on the fence keeping sharp watch, and every few minutes flies down and picks up a grasshopper or a cricket, or some such grass-eating insect.

14

Woodpeckers hunt over the trunks and limbs of trees. They tap on the bark and listen, and if they hear an insect stir inside, they cut a hole in the bark and drag it out. This downy bird is fond of insects that live in our apple trees, and he makes many holes in the trunks. But it does not hurt the trees. It is good for them, for it takes away the creatures that were eating them.

-
- 1 What is the connection between paragraph 2 and paragraph 4?
- A Both describe how to keep birds out of a garden.
 - B Both explain why we should have birds as pets.
 - C Both explain why birds are helpful to us.
 - D Both describe how birds eat.

- 2 How are the sentences in paragraph 3 connected?
- A They give examples of foods birds like to eat.
 - B They tell farmers what to plant for crops.
 - C They provide ways to attract more birds.
 - D They explain how to keep birds away.
- 3 How are paragraphs 10 and 11 connected?
- A Both explain why birds should be allowed to eat the farmer’s fruits.
 - B Both explain why birds should not eat insects.
 - C Both explain why birds eat so much food.
 - D Both explain why birds are hungry.
- 4 According to paragraphs 12 and 14, how are the robin and woodpecker similar?
- A Both birds cut holes in trees.
 - B Both birds listen for insects.
 - C Both birds tap on trees.
 - D Both birds eat insects that are harmful.

- 5 How are paragraphs 13 and 14 connected?
- A Both explain how often birds eat.
 - B Both explain how much birds eat daily.
 - C Both explain how birds find their food.
 - D Both explain what woodpeckers like to eat.

Name _____ Date _____

Predators in the Arctic Tundra

1

In and near the Arctic Circle is the Arctic tundra. It is located in northern Alaska and Canada. The Arctic tundra is a cold, windy place. The winters are long—almost nine months long. In some places, the sun barely comes up in December. And temperatures can drop to -94°F . It is so cold for so long in the tundra that a thick layer of soil stays frozen all the time. It's called permafrost.

2

Most people think about snow when they think about the Arctic. But the Arctic tundra gets less than 10 inches of water (as rain or snow) a year. That's just like a desert. The cold, wind, and lack of water make the tundra a tough place to live. Not many animals dare to stay all year—only musk oxen, Arctic wolves, and polar bears in winter.

3

Summers are short, but the days are long. During June, the sun is out for almost 24 hours a day, which means warmer temperatures. The very top layer of permafrost melts, which helps to form ponds and wetlands. Plants, like grasses, small flowers, mosses, and lichen, spring to life. You won't find any trees on the tundra, but other animals migrate, or travel, to the tundra. Caribou, tundra swan, and snowy owls are some animals that arrive.

4

The most famous predator in the tundra is the polar bear. Polar bears are strong swimmers, and they like to live near the coast where the hunting for seals is better. They use their two-inch claws to catch and hold their prey. Polar bears can weigh up to 1,600 pounds, so it takes a lot of meat to keep a body that big moving!

5

The Arctic fox is a very different kind of predator. It is much smaller. The largest Arctic foxes only reach about 17 pounds. They are omnivores, which means they will eat anything, even plants or insects. Their favorite prey is rodents. Rodents are mice-like animals, such as lemmings and ground squirrels. They also like birds, bird eggs, and fish. The Arctic fox's coat changes color during the year. In the summer, it is brown or grey, and in the winter, it is white. That makes perfect camouflage for the Arctic fox.

It can easily hide from its prey. When things get tough, the Arctic fox has another trick. It follows polar bears, and when the polar bear is done eating, the Arctic fox moves in for the leftovers.

6

Much rarer than the polar bear or Arctic fox is the wolverine. Wolverines might look a little like bears, but they are really in the weasel family. Like Arctic foxes, wolverines will eat anything they find. In summer, berries are full of fat which gives them lots of energy. Wolverines, though, are really tough hunters. They only weigh 25 to 40 pounds, like a medium-sized dog.

7

Predators have to work very hard to live in the Arctic tundra. And things are getting harder. More and more, people are looking for oil in the tundra. Earth also seems to be warming up. The tundra region is shrinking. That means there's less land for predators to hunt their prey. But the news isn't all bad. People are trying to understand how to keep the tundra in balance and hoping to protect the tundra through new laws.

-
- 1 What is the connection between paragraphs 1 and 3?
- A Both describe conditions of the tundra in the summer and list the animals that leave the tundra when winter comes.
 - B Both focus on the cold temperatures in the tundra that prevent much life from existing.
 - C Both show the differences between the tundra conditions in the winter and summer.
 - D Both explain permafrost and the impact it has on the oil industry in the tundra.

- 2 How are the sentences in paragraph 2 connected?
- A They explain that the tundra is a hard place for animals to survive in winter because it gets very little water.
 - B They detail all the differences between a desert and an Arctic tundra.
 - C They list all the plants and animals that are able to live all year in the tundra.
 - D They compare how the tundra in Alaska and Canada is similar to the tundra in Greenland and Siberia.
- 3 What is the connection between paragraphs 4, 5, and 6?
- A They present the increasing difficulties predators face since oil has been found in the Arctic tundra.
 - B They describe the predators that are able to withstand the conditions of the Arctic tundra.
 - C They detail the differences between the seasons in the areas of the Arctic tundra.
 - D They explain the harsh conditions that prevent animals and plants from surviving in the Arctic tundra.
- 4 How does the last sentence of paragraph 5 connect to paragraph 4?
- A It shows how the Arctic fox is able to benefit from the polar bear.
 - B It shows how the Arctic fox must hide itself from the polar bear to avoid being caught.
 - C It shows how small the Arctic fox is when compared to the polar bear.
 - D It shows how much more difficult it is for the Arctic fox to survive in the tundra than it is for the polar bear.

- 5 How are the sentences in paragraph 7 connected?
- A They describe how what is known to be true about the Arctic tundra is based on false information.
 - B They explain how predators rely on each other for food in the Arctic tundra.
 - C They explain why it has become harder for predators to survive in the Arctic tundra.
 - D They describe what people can do to protect animals living in the Arctic tundra.

Name _____ Date _____

Adapted from "At the North Pole"

by George A. Mirick

It was a cold winter's day. On the edge of the northern ice cap, not far from the home of Nogasak, a group of men, dressed in fur, with two sleds each drawn by a team of Eskimo dogs, was going north over the ice.

2

The sleds were loaded with cans of meat, condensed milk, biscuit, tea, sleeping bags, spare mittens, and boots of fur. There were axes, snowshoes, and instruments of different kinds, some for measuring the depth of the water, if they should come to any open places in the ice. There were also instruments for determining how cold it was and others for finding out when they had actually reached the most northern point on the Earth.

3

A tall man was marching ahead. With a serious face and a firm step he was leading the way straight to the north where no human being had ever been before. He could not be sure that he and his brave companions would ever return. This was Admiral Robert E. Peary.

4

Mr. Peary was an admiral in the United States Navy; but he had spent many years in these cold areas, and he loved the snow, the ice, and the freezing winds. This is what he says about them.

5

"More than once I have come back from the great frozen spaces, battered and worn and confused, sometimes injured, telling myself that I had made my last journey there. But somehow, it was never many months before the old restless feeling came over me. I began to long for the battles with the ice and the strong winds, the handful of odd but faithful Eskimos who had been my friends for years, the silence and the great white lonely North. And back I went, time after time, until at last my dream of many years came true."

6

Admiral Peary's dream was to find the North Pole. He had many friends who wanted to help him make his dream come true. They built a ship for him, called the *Roosevelt*, in honor of the man who was then president of the United States. In this he had sailed from New York with the men whom he had selected to go with him. He had stopped along the way to take on board the Eskimos and the dogs that he needed. The *Roosevelt* had pushed its way as far north as it could go and was now frozen fast in the ice at the edge of the ice cap. Sled loads of food had been carried from the ship and been buried in the snow where Admiral Peary could find it on his way back from the Pole. The strongest and most faithful dogs had been harnessed to two sleds. Last of all the most trusted of his companions had been chosen to go with him. They had left behind the rest of the company, who were to stay in the *Roosevelt* until their return.

7

Day after day Admiral Peary, his five companions, and his strong dogs, traveled over the ice and snow. At last they did reach the Pole. They were the first people to have been to the North Pole.

What do you suppose he found there? Nothing but snow and ice stretching in all directions as far as the eye could see. There was nothing to show where the Pole is, but he could tell by his instruments that he was very near where it must be.

-
- 1 What is the connection between paragraphs 2 and 6?
- A Both tell about how food was buried for the trip.
 - B Both tell about clothing needed for the cold weather.
 - C Both tell about preparing for the trip to the North Pole.
 - D Both tell about instruments needed to find the North Pole.

-
- 2 What is the connection between paragraphs 3 and 4?
- A Both tell about spending many years in cold areas.
 - B Both tell about loving snow, ice, and freezing winds.
 - C Both tell about the man leading the way to the North Pole.
 - D Both tell about going where no humans had ever been before.
- 3 How are the sentences in paragraph 5 connected?
- A They all explain how Admiral Peary found the North Pole.
 - B They all explain why Admiral Peary liked traveling to the North Pole.
 - C They all explain why Admiral Peary stopped looking for the North Pole.
 - D They all explain how Admiral Peary chose whom to take with him to the North Pole.
- 4 How are the sentences in paragraph 6 connected?
- A They describe Admiral Peary's Eskimo friends.
 - B They describe how Admiral Peary prepared for his trip.
 - C They explain how Admiral Peary chose men to go with him.
 - D They explain how Admiral Peary learned to love snow and ice.

- 5 How are paragraphs 6 and 7 connected?
- A Both explain how Admiral Peary and his companions made it to the North Pole.
 - B Both explain how Admiral Peary and his companions made it back from the North Pole.
 - C Both describe how Admiral Peary and his companions took care of their dogs as they traveled to the North Pole.
 - D Both describe how Admiral Peary and his companions were welcomed to the North Pole by another group of explorers.

Name _____ Date _____

Adapted from "The Bird Grown Up: The Bird's Language"

by Olive Thorne Miller

1

When the bird is grown up, there are many other interesting things to know about him—one is whether he can talk.

2

It is plain to those who have studied the ways of birds that they are able to tell things to each other, and many writers have said plainly that birds have a language.

If you notice birds in cages, you will find that when two or more of a kind are in the same room, you will hear little chirps and twitters and other notes, not at all like their song. But if one is alone in a room, he hardly makes a sound except when singing.

4

Then see a robin out of doors. He is less afraid of us than most birds, and easiest to watch. If something comes up on him suddenly, he gives a sharp note of surprise. If a cat appears, he has another cry which everyone can understand, a word of warning to all. If everything is quiet and his mate is near, he will greet her with some low, sweet notes.

5

When a partridge mother sees danger, she gives one call, which all her babies know, and at once they run and hide. When the hen speaks to her chicks, they know well whether it means to come to her, or to run away.

Of course birds do not use our words. When it is said that the quail says "Bob White," it is meant that his call sounds like those words. To some people, the notes sound like "more wet." One may call it almost anything, like "all right" or "too hot."

You will read in books about birds that the white-throated sparrow says "Old Sam Peabody," and other birds say different things. The writer means that the words remind one of the birds' notes, and so it is useful to know them, because it helps you to know the bird when you hear him.

I have many times seen birds act as if they were talking to each other. You can often see the city sparrows do so.

There is nothing we like so well as a bird’s singing. And in all the many species of birds in the world, no two sing exactly alike, so far as I can find out. You may always know a bird by his song. A robin does not sing like a thrush or a catbird. And what is more, not one of the sounds he utters is like those made by any other bird. If you know him well, whatever noise he makes, you will know at once that it is a robin.

10

But there is something still more curious about it. No robin sings exactly like another robin. When you come to know one bird well, you can tell his song from any other birds. Of course, all robins sing enough alike for one to know that it is a robin song, but if you listen closely, you will see that it is really different from all others.

People who have had pet birds have noticed the same thing.

12

There is still another point to know. One bird does not always sing the same song. I have heard a song sparrow sing five or six different songs, standing all the time in plain sight on a fence. In the same way I have known a meadowlark to make six changes in his few notes.

13

Besides their own natural songs, many birds like to copy the notes of others. Our mockingbird is very fond of learning new things, and he does not always choose songs either. He will imitate the noise of sharpening a saw, or the pop of a cork, as readily as the sweetest song. I have heard one sing the canary’s song better than the canary himself.

-
- 1 What is the connection between paragraphs 1 and 2?
- A Both tell that all birds have the same song.
 - B Both tell that birds know how to warn of danger.
 - C Both tell that birds can have a language of their own.
 - D Both tell that all birds can imitate other birds’ songs.

- 2 What is the connection between paragraphs 2 and 4?
- A Both show how birds use language in different situations.
 - B Both explain how birds have the same tone.
 - C Both show how people listen to birds.
 - D Both show how people train birds.
- 3 What is the connection between paragraphs 4 and 5?
- A They tell why robins and partridge mothers give calls when they are surprised.
 - B They tell why robins and partridge mothers give calls when they see danger.
 - C They tell why robins and partridge mothers give calls when they see friends.
 - D They tell why robins and partridge mothers give calls when they are happy.
- 4 What is the connection between paragraphs 10 and 12?
- A Both explain that birds enjoy being quiet.
 - B Both explain that birds sing different songs.
 - C Both explain that birds like to imitate sounds.
 - D Both explain that birds act like they talk to others.

- 5 What is the connection between paragraphs 12 and 13?
- A One says birds like to sing many songs, and the other describes how the songs sound.
 - B One speaks of birds singing their own songs, and the other explains why birds never learn new songs.
 - C One speaks of birds changing their songs, and the other speaks of birds imitating other songs and even sounds.
 - D One says birds like to sing the same songs over and over, and the other explains how they remember the song notes.

Name _____ Date _____

Adapted from “The Swallow Family”

by Olive Thorne Miller

1

The barn swallow has a dull reddish breast, and his back is rich blue, almost black. He has a deeply forked tail, and a row of white spots on the shorter tail feathers. When he spreads his tail, it is very beautiful.

2

He is called barn swallow because he prefers a barn for a nesting place. Up on the beams, close under the roof, the pair build their mud cradle. It is interesting to see them at work. When they have chosen a place, they go to some puddle in the road. They stand around it on their tiny feet, holding their wings straight up like a butterfly's. Then they take up some of the wet earth in their beaks, and work it around till it is made into a little pill.* With this pill they fly to the place they have selected, and stick it onto the beam. Then they go back for more. So they go on, till they have built up the walls of the nest, an inch thick, and three or four inches high. Sometimes they put layers of fine grass in, but often they use nothing but mud. Then they line it with feathers which they pick up in the chicken yard.

Some swallows build a platform beside the nest, where one of the pair can rest at night; and when the little ones get big enough to fill up the nest, both parents can sleep there.

4

When the swallows are flying about low over the grass, looking as if they were at play, they are really catching tiny insects as they go. And when they have young to feed, they collect a mouthful which they make up into a sort of little ball. Then they fly to the nest and feed it to one of the little ones.

Therefore, they keep the air clear and free from insects, and they do not harm anything, for they never touch our fruits or vegetables.

*pill: small circle or ball

6

Barn swallows are social and always go in flocks. They sing, too—a sweet little song, but not very loud. It is charming to hear them in a barn when five or six of them sing together. But one may often hear the little song from a single bird flying over.

7

They are friendly among themselves, and they like to land on a roof and chatter away a long time. In one place where I was staying, they liked to gather on a roof right under my window. They often woke me in the morning with their sweet little voices.

8

One morning the sound was so near, it seemed as if they must be in the room, and I opened my eyes to see. There on the windowsill close to the screen was one of the pretty fellows. He was looking in at the open window, and evidently keeping watch of me. When I moved a little, he gave the alarm, and the whole party flew away.

9

The chatter of barn swallows always seems to me like talk, and men who study bird ways agree that birds have some sort of language. The swallows have many different notes. One is a general warning of danger, but there is another note for a man, another for a cat, and a still different one when they find something good to eat, which they call the others to share.

“The variety of bird speech,” says a man who has studied birds a long time, “is very great.” And of all bird voices, swallows’ are the most like human speech. If you lie on the hay in the barn very quiet, and listen to them when they come in and fly about, you will see that this is true. It seems sometimes as if you could almost make out words.

- 1 How is paragraph 1 connected to paragraph 2?
- A Paragraph 1 describes how barn swallows look, and paragraph 2 tells how they got their name.
 - B Paragraph 1 describes male swallows, and paragraph 2 tells how they play in the mud.
 - C Paragraph 1 describes where barn swallows live, and paragraph 2 tells how they look.
 - D Paragraph 1 describes their long tail feathers, and paragraph 2 tells how they can fly like butterflies do.

- 2 Read these two sentences from paragraph 4:

“And when they have young to feed, they collect a mouthful which they make up into a sort of little ball.”

“Then they fly to the nest and feed it to one of the little ones.”

Which describes the relationship between these two sentences?

- A The sentences make a comparison.
- B The sentences describe two steps in a process.
- C The first sentence explains the cause of the second.
- D The second sentence explains the effect of the first.

3 How are all of the sentences in paragraph 6 connected?

- A They tell about how barn swallows fly.
- B They tell about how barn swallows look.
- C They tell about how barn swallows sing.
- D They tell about how barn swallows travel.

4 Read these two sentences from paragraph 8:

“One morning the sound was so near, it seemed as if they must be in the room, and I opened my eyes to see.”

“There on the windowsill close to the screen was one of the pretty fellows.”

Which describes the relationship between these two sentences?

- A The sentences make a comparison.
- B The sentences describe two steps in a process.
- C The first sentence explains the cause of the second.
- D The second sentence explains the reason for the first.

5 What is the connection between paragraphs 7 and 9?

- A Both tell about barn swallows talking to people.
- B Both tell about barn swallows singing to people.
- C Both tell about barn swallows talking to each other.
- D Both tell about barn swallows singing to each other.

Answer Key
Standard RI.3.8

Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
1	Adapted from "Lightning"	Technical	1	B	Strategic Thinking	2.9
			2	D	Skill/Concept	2.9
			3	C	Strategic Thinking	2.9
			4	A	Skill/Concept	2.9
			5	C	Strategic Thinking	2.9
2	Adapted from "Robert Fulton"	Biography	1	B	Strategic Thinking	3.0
			2	B	Skill/Concept	3.0
			3	D	Strategic Thinking	3.0
			4	A	Strategic Thinking	3.0
			5	D	Skill/Concept	3.0
3	Adapted from "The Bird Grown Up: What He Eats"	Technical	1	C	Strategic Thinking	3.6
			2	A	Strategic Thinking	3.6
			3	A	Strategic Thinking	3.6
			4	D	Skill/Concept	3.6
			5	C	Strategic Thinking	3.6

Selection Number	Selection Name	Sub-Genre	Item Number	Correct Answer	Depth of Knowledge	Spache Readability
4	Predators in the Arctic Tundra	Scientific	1	C	Strategic Thinking	3.2
			2	A	Strategic Thinking	3.2
			3	B	Strategic Thinking	3.2
			4	A	Strategic Thinking	3.2
			5	C	Strategic Thinking	3.2
5	Adapted from "At the North Pole"	Scientific	1	C	Strategic Thinking	3.7
			2	C	Strategic Thinking	3.7
			3	B	Strategic Thinking	3.7
			4	B	Strategic Thinking	3.7
			5	A	Strategic Thinking	3.7
6	Adapted from "The Bird Grown Up: The Bird's Language"	Scientific	1	C	Strategic Thinking	3.4
			2	A	Strategic Thinking	3.4
			3	B	Strategic Thinking	3.4
			4	B	Strategic Thinking	3.4
			5	C	Strategic Thinking	3.4
7	Adapted from "The Swallow Family"	Scientific	1	A	Strategic Thinking	3.5
			2	B	Skill/Concept	3.5
			3	C	Strategic Thinking	3.5
			4	D	Skill/Concept	3.5
			5	C	Strategic Thinking	3.5

ACKNOWLEDGMENTS

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L.3.4

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L.3.5

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RI.3.1

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Excerpt from "Ballet Activity Card" from *BAM! Body and Mind*. Courtesy of CDC.

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"Hearing Protectors: What to Say When Friends Say, 'No Way.'" from *It's a Noisy Planet. Protect Their Hearing® A program of the National Institutes of Health*. Courtesy of NIDCD.

Excerpt from "Baseball Activity Card" from *BAM! Body and Mind*. Courtesy of CDC.

RI.3.2 cont.

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Adapted from "What is Climate Change?" by Dan Stillman, Institute for Global Environmental Strategies, and JoCasta Green, NASA Educational Technology Services, from *NASA Knows!* (Grades K-4), May 14, 2014.

RI.3.3

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RI.3.4

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RI.3.8

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Adapted from "The Bird Grown Up: What He Eats" from *The First Book of Birds* by Olive Thorne Miller, 1899.

Adapted from "At the North Pole" from *Home Life Around the World: A Geographical Reader for Fourth Grade* by George A. Mirick, 1918.

Adapted from "The Bird Grown Up: The Bird's Language" from *The First Book of Birds* by Olive Thorne Miller, 1899.

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