

COMPREHENSION
STRATEGY
ASSESSMENT

Grade 4



Benchmark Education Company

629 Fifth Avenue • Pelham, NY 10803

Copyright © 2006 Benchmark Education Company, LLC. All rights reserved. Teachers may photocopy the reproducible assessments in this book for classroom use. No other part of this publication may be reproduced or transmitted in whole or in part in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher.

ISBN: 978-1-4108-5055-3

For ordering information, call Toll-Free 1-877-236-2465 or visit our Web site at www.benchmarkeducation.com.

Introduction	4
Directions for Administering and Scoring Assessments	5
Pretest	12
Ongoing Comprehension Strategy Assessments	28
Answer Key	30
<i>Comprehension Skills</i>	
1–2 Analyze Character	38
3–4 Analyze Story Elements	42
5–6 Analyze Text Structure and Organization	46
7–8 Compare and Contrast	50
9–10 Draw Conclusions	54
11–12 Evaluate Author’s Purpose and Point of View	58
13–14 Evaluate Fact and Opinion	62
15–16 Identify Cause and Effect	66
17–18 Identify Main Idea and Supporting Details	70
19–20 Identify Sequence or Steps in a Process	74
21–22 Interpret Figurative Language	78
23–24 Make Inferences	82
25–26 Make Judgments	86
27–28 Make Predictions	90
29–30 Summarize or Paraphrase Information	94
31–32 Use Graphic Features to Interpret Information	98
33–34 Use Text Features to Locate Information	102
<i>Word Solving Skills</i>	
35–36 Use Knowledge of Word Structure to Determine Word Meaning ...	106
37–38 Use Context Clues to Determine Word Meaning	110
39–40 Identify Synonyms, Antonyms, and Homonyms	114
41–42 Identify Multiple-Meaning Words	118
Posttest	122
Answer Sheet	138
Individual Pretest/Posttest Scoring Chart	139
Group Pretest/Posttest Scoring Chart	140
Ongoing Strategy Assessment Record	141

Comprehension Strategy Assessment provides assessments for measuring students' grasp of comprehension strategies in both reading and listening. Information from these assessments can be used to support instruction.

This book contains three types of assessments:

- The **Pretest** is designed to assess students' reading comprehension strategies at the beginning of the school year. It contains a series of seven reading passages, both fiction and nonfiction, with a total of thirty-six multiple-choice items. Information from the Pretest can be used to help plan instruction, make curriculum decisions, and select reading materials to match students' needs. Pretest scores can also be used as baseline data for evaluating students' progress from the beginning of the school year to the end.
- **Ongoing Comprehension Strategy Assessments** are focused, two-page assessments to be administered periodically during the school year. Each assessment includes a reading passage and a set of five test items to measure one specific strategy. There are two assessments per strategy, and they are intended to be used to monitor students' progress. They may be administered after completing instruction in particular strategies, or they may be administered at other appropriate times, such as at the end of each grading period. These pages may be used as reading assessments or listening assessments.
- The **Posttest** is parallel to the Pretest. It contains the same number of reading passages and items as the Pretest, and it tests the same strategies. The Posttest is designed to be administered at the end of the school year as a final evaluation of students' progress in comparison to their performance at the beginning of the year.

The next few pages in this book provide directions for administering and scoring the assessments and using the assessment results. Answer keys for all of the assessments can be found at the beginning of each section. Scoring Charts for scoring the assessments and recording results can be found on pages 139–141.

DIRECTIONS FOR ADMINISTERING AND SCORING ASSESSMENTS

All of the assessments in this book may be administered to students individually or in a group. We recommend administering the Pretest and Posttest to all students at the same time. The Ongoing Comprehension Strategy Assessments may be administered in the same way, or they may be administered individually or in small groups to different students at different times. Detailed guidelines for administering and scoring each type of assessment are presented below.

GUIDELINES FOR USING THE PRETEST

The Pretest is fourteen pages long. It includes seven one-page reading passages and a set of multiple-choice questions for each passage: thirty-six items total. These thirty-six items measure nine “clusters” of strategies and skills (as listed on the Scoring Chart, page 139) with four items per cluster. Each cluster includes two or three strategies grouped by similarities. For example, “Identify Main Idea and Supporting Details” and “Summarize or Paraphrase Information” are grouped together in one cluster because they involve similar thinking skills (distinguishing essential from nonessential information). Each cluster has been labeled with a title that reflects the key thinking skill, such as “Distinguishing Important Information.”

Plan for about an hour to administer the Pretest, but allow more time if needed. Students should be allowed to finish answering every question. Depending on the students and your situation, you may want to administer the Pretest in two parts in different sittings.




To Administer the Pretest:

1. Make a copy of the test for each student.
2. Have students write their name and the date at the top of each test page.
3. Read the directions on the first page and make sure students know what to do.
4. Have students read each passage and answer the questions that go with it.
5. For each multiple-choice question, instruct students to choose the best answer and fill in the bubble beside the answer they choose.
6. Option: If you prefer, you may copy the answer sheet on page 138 of this book and have students fill in the answers on the answer sheet.
7. When students have finished, collect the tests.

To Score the Pretest:

1. Make a copy of the Individual Pretest/Posttest Scoring Chart (see page 139) for each student.
2. Refer to the Pretest Answer Key on page 13. It gives the letter of the correct response to each question.
3. Mark each question correct or incorrect on the test page (or on the answer sheet).
4. To find the total test score, count the number of items answered correctly.
5. To score by cluster, use the Individual Pretest/Posttest Scoring Chart. Circle the number of each item answered correctly. The item numbers are organized by clusters of tested skills.
6. For each cluster on the scoring chart, add the number of items answered correctly (for example, three of four). Write the number correct in the right-hand column under Pretest Score.



Using the Results:

1. Use the results of the Pretest to determine each student's current level of reading ability, as well as his or her proficiencies in the strategies being tested.
2. As explained earlier, the items in the Pretest measure strategies in particular clusters. A student's score on a particular cluster can pinpoint specific instructional needs. A student who answers correctly fewer than three of the four items in each cluster may need focused instructional attention on those particular strategies.
3. Plotting scores on the Individual and Group Pretest/Posttest Scoring Charts provides a handy reference for monitoring students' growth and development. Such information can be used to identify the skills and strategies to be reinforced for a whole group, small group, or individual.
4. Store the Pretest/Posttest Scoring Charts in an appropriate location for referral during the school year, and for end-of-year comparison of Pretest and Posttest scores.



GUIDELINES FOR USING THE ONGOING COMPREHENSION STRATEGY ASSESSMENTS

In this program, Grade 4 covers twenty-one comprehension and word-solving strategies. In this book you will find two assessments for each strategy (arranged in alphabetical order by strategy within Comprehension Skills and Word-Solving Skills). The assessments are numbered 1–42, and each assessment is two pages long.

The purpose of these assessments is to determine how well students have learned each strategy. You may want to administer the two strategy-based assessments at set times of the year (such as during the second and third quarters), or you can administer an assessment for a specific strategy just after teaching the strategy in the classroom. Although the assessments are numbered sequentially 1 through 42, they do not need to be administered in any set order. You may choose to assess any strategy in whatever order you teach them.

Each Ongoing Comprehension Strategy Assessment comprises a one-page reading passage and a set of five questions. For comprehension and vocabulary strategies, three of the items are multiple-choice questions; the other two are short-answer questions that require students to write their own answers. Most of these responses will be one to three sentences long. For assessments of word solving skills, all five items are multiple-choice.

Plan for fifteen to twenty minutes to administer an Ongoing Comprehension Strategy Assessment, but allow more time if needed.




To Administer an Ongoing Assessment:

1. Make a copy of the assessment for each student.
2. Have students write their name and the date at the top of each test page.
3. Direct students to read each passage and answer the questions that go with it.
4. For each multiple-choice question, instruct students to choose the best answer and fill in the bubble beside the answer they choose.
5. For short-answer questions, have students write their responses (in phrases or complete sentences) on the lines provided.

Listening Comprehension

Ongoing Comprehension Strategy Assessments 1–34 are intended primarily for use as written assessments of reading comprehension. However, they may also be used as measures of listening comprehension. To use them for listening purposes, read the passage aloud to the student(s) and have the student(s) answer the questions. Students may respond by marking and writing their answers on the test page, or you may have students give oral responses. If preferred, you may use one of the two Ongoing Comprehension Strategy Assessments for reading comprehension and the other for listening comprehension.



To Score the Ongoing Assessment:

6. Refer to the appropriate Answer Key (see pages 30–37). The Answer Key gives the letter of the correct response for each multiple-choice question. It gives a sample correct response for each short-answer question.
7. Mark each question correct or incorrect on the test page. You may need to interpret the student's written responses and decide whether they are correct or incorrect, based on the sample answers in the Answer Key.
8. To find the total score, count the number of items answered correctly.

Using the Results:

9. Use the results of the Ongoing Comprehension Strategy Assessments to evaluate each student's understanding of the tested strategy or skill.
10. A student who understands and applies a given strategy should answer at least four of the five items correctly. A student who answers correctly fewer than four items may need additional instruction on a particular strategy.
11. Use the Ongoing Strategy Assessment Record to keep track of a student's scores on the assessments during the school year. The record provides space for writing the score on each of the two strategy assessments and for noting comments relevant to a student's progress in learning a particular strategy.



GUIDELINES FOR USING THE POSTTEST

The Posttest contains the same number of reading passages and items as the Pretest and should be administered and scored in the same way. The test items on the Posttest measure the same skills as the Pretest and are in the same order. Thus, the item numbers on the Individual Pretest/Posttest Scoring Chart are the same for both tests.

Use the results of the Posttest to determine each student's current level of reading ability, as well as his or her proficiencies in the strategies being tested. Compare the student's scores on the Pretest and Posttest—and on each strategy cluster within the tests—to evaluate the student's progress since the beginning of the year.



Pretest

The Peanut	14
Disappearing Treasures	16
Annalise's Journal	18
Born to Play	20
Tsunami!	22
Everyday Hero	24
Johnnycakes	26



Answer Key

- | | |
|-------|-------|
| 1. D | 19. B |
| 2. A | 20. D |
| 3. D | 21. C |
| 4. B | 22. A |
| 5. C | 23. B |
| 6. C | 24. A |
| 7. B | 25. D |
| 8. A | 26. D |
| 9. D | 27. C |
| 10. B | 28. D |
| 11. A | 29. B |
| 12. D | 30. A |
| 13. C | 31. B |
| 14. A | 32. D |
| 15. B | 33. C |
| 16. B | 34. A |
| 17. A | 35. A |
| 18. C | 36. D |

Pretest Answer Key

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

The Peanut

One morning in late summer, Squirrel spotted a peanut lying on the ground and ran to get it. But just as he was about to scoop it up, Bird grabbed the peanut in her beak. Then she flew to a branch high up in the tree.

“Hey, STOP!” yelled Squirrel. “I saw that peanut first, and it’s mine!”

Bird told Squirrel, “You might have seen the peanut first, but I got it before you!”

Squirrel ran up the tree, quicker than lightning, but Bird flew higher up in the tree. Squirrel immediately climbed after her and finally grabbed the peanut from Bird’s beak.

Bird didn’t even flinch as she snapped it back and flew away even higher. Squirrel followed her and snatched the peanut again. Bird knocked it from Squirrel’s paw and flew safely away to the next tree.

“You can’t fly away from me, Bird!” Squirrel said. “I can go wherever you go!”

For the next two hours, that’s exactly what he did. Bird flew and flew from branch to branch, and Squirrel ran and ran, flitting from tree to tree. The peanut went from Bird to Squirrel and from Squirrel to Bird.

After two hours, both animals were exhausted. They were famished, too, since neither of them ever had the chance to eat the peanut.

Finally, Squirrel got too tired to continue and stopped chasing Bird. He said, “I have a fantastic idea.”

Bird was tired, too, and would have done just about anything to stop flying. So she said, “What is your great idea?”

“Why don’t we each get half of the peanut?” Squirrel said. “Then we can both have a piece.”

“Well, all right,” Bird said, “one-half of a peanut is better than no peanut at all!”

Name _____ Date _____

1. The story says, “Bird grabbed the peanut.” Which word from the story means the same as grabbed?
 - (A) flew
 - (B) spotted
 - (C) climbed
 - (D) snatched

2. Why did Bird and Squirrel run and fly from tree to tree and branch to branch?
 - (A) They were trying to keep the peanut away from each other.
 - (B) They were having fun playing a game.
 - (C) They were both trying to escape from a cat trying to catch them.
 - (D) They were looking for food to eat.

3. Which words best describe the characters of both Bird and Squirrel in this story?
 - (A) silly and funny
 - (B) lazy and slow
 - (C) easily discouraged
 - (D) not willing to give up

4. What is the problem in this story?
 - (A) Squirrel cannot catch Bird in the trees.
 - (B) Both Bird and Squirrel think they should have the peanut.
 - (C) Bird cannot escape from Squirrel.
 - (D) Both Bird and Squirrel want to live in a nest in the same tree.

5. The story says, “They were famished.” What does famished mean?
 - (A) out of breath
 - (B) thirsty
 - (C) very hungry
 - (D) tired

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 6–10.

Disappearing Treasures

April 10, 1912

It was a great day when the *Titanic* set sail from Southampton, England, and headed toward New York. The ship was like a floating hotel. It was the largest boat ever built, and more than 2,200 people were aboard. Everyone said this special ship could never sink.

April 15, 1912

Five days passed. On a cool night, the ship glided smoothly through the black water. All was quiet. Then a sailor saw trouble and yelled, “Iceberg right ahead!”

At 11:40 P.M., tragedy struck as the ship hit an iceberg. Three hours later, the *Titanic* sank and took about 1,500 people with her.

The ship that couldn’t sink was lost.

Robert Ballard’s Discovery

The *Titanic* wasn’t lost forever. Many years later, in 1985, an explorer named Robert Ballard found it. He used a small submarine to look at the ship’s remains. He went down 12,500 feet. That’s over two miles deep!

The ship was broken into pieces. As he looked closer, he saw three large combs and a pair of child’s shoes. He saw dishes, gold coins, and a bathtub. Ballard took pictures but left everything behind as it was. Soon other people wanted to see the shipwreck, too.

The *Titanic* Today

Time hasn’t been kind to the *Titanic*. Rust drips over the windows, and the metal is dissolving. The *Titanic* is melting away.

Time isn’t the only thing hurting the ship. Now people are harming it, too. Trash litters the sea floor, and black holes cover the top of the ship where people have landed on the wreck. Worse still, thieves have looted the ship.

Today Ballard works to save what’s left. One day it will disappear, but until then, Ballard wants to protect the wreck. He thinks it’s the largest museum on Earth. He says there are “many treasures yet to be found.”

Name _____ Date _____

6. What is the main idea of the first paragraph in this passage?
- Ⓐ The *Titanic* hit an iceberg and sank on April 10, 1912.
 - Ⓑ A hotel called the *Titanic* was completed on April 10, 1912.
 - Ⓒ The *Titanic* set sail from England on April 10, 1912.
 - Ⓓ Tragedy struck at 11:40 P.M. on April 10, 1912
7. The passage says, “This special ship could never sink.” Which of these sentences uses the word sink in the same way?
- Ⓐ Wash your hands in the sink before lunch.
 - Ⓑ If we don’t plug the hole, this rowboat will sink.
 - Ⓒ We need to sink a post right here in the ground.
 - Ⓓ As the silence continued, Maria’s confidence began to sink.
8. What would be another good title for this passage?
- Ⓐ Saving the *Titanic* Ⓑ “Robert Ballard’s Life”
 - Ⓒ “The Sailing of the *Titanic*” Ⓓ “The Day Tragedy Struck”
9. From Robert Ballard’s view, what is probably the worst thing that has happened to the *Titanic* since 1985?
- Ⓐ Rust has dripped over the windows.
 - Ⓑ People have left trash near the wreck.
 - Ⓒ Small submarines have landed on the deck.
 - Ⓓ Thieves have taken things from the ship.
10. The passage says, “The metal is dissolving.” What does dissolving mean?
- Ⓐ coming back again Ⓑ breaking apart and disappearing
 - Ⓒ finding an answer Ⓓ slowly moving to another place

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 11–15.

Annalise's Journal

March 1 • I'm so thrilled! After suffering with the flu for a week, I went back to school today. It was terrific seeing my friends again! The only drawback is that I still can't play soccer because I just don't feel well enough. Ronaldo says I'll get my strength back eventually, but what does a brother know?

March 8 • I returned to soccer practice today, but I played badly. I experienced shortness of breath the first time I ran hard. After twenty minutes, the coach took me out to rest. I've already missed four games, and the team depends on me! I'm not the best player, but I am an important part of the team. The championship tournament starts in three days, and I want to contribute.

March 9 • Most of the time Ronaldo is a nuisance, but not tonight. We ate Chinese take-out food for dinner, and when I opened my fortune cookie, I found a handwritten note inside. It said, "What was weak is now strong. Play hard, Annalise, and you'll be a champ." I looked at Ronaldo, but he just looked away and smiled.

March 10 • For the first time this month, there's no game and no practice today, so we can all rest. Great, I say!

March 11 • WE WON! Best of all, I was the player who blocked what would have been the other team's winning goal in the last five seconds! When the game was over, my teammates hugged me so hard I thought I would faint! It was a great feeling. Tomorrow we are in the finals, and I just hope I play as well as I did today. Maybe Ronaldo was right about my strength because I'm back in the groove!

Name _____ Date _____

11. What will most likely happen tomorrow?

- Ⓐ Annalise will play in the finals.
- Ⓑ Annalise will get sick again.
- Ⓒ Ronaldo will play in the finals.
- Ⓓ Ronaldo will give Annalise another fortune cookie.

12. Why was Annalise glad to be back in school?

- Ⓐ She did not want to get the flu again.
- Ⓑ She wanted to go to soccer practice.
- Ⓒ She could not stand her brother.
- Ⓓ She had missed her friends.

13. Who wrote the note that was in the fortune cookie?

- Ⓐ Annalise
- Ⓑ her coach
- Ⓒ Ronaldo
- Ⓓ a Chinese baker

14. How was March 10 different from the other days?

- Ⓐ There was no game or practice that day.
- Ⓑ Annalise was not allowed to practice that day.
- Ⓒ The team was playing for the championship that day.
- Ⓓ Annalise and Ronaldo had Chinese food that day.

15. The end of the story says, “I’m back in the groove.” What does this sentence mean?

- Ⓐ I’m stuck in a rut.
- Ⓑ I’m feeling good again.
- Ⓒ I’m getting the flu again.
- Ⓓ My foot is in a groove.



Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 16–20.

Born to Play

Lang Lang's parents wanted their son to play the piano. Before he was two, they bought him a piano for \$300. That was half the money they earned that year, but it paid off. Today Lang Lang is a great pianist.

Baby Genius

Lang was born in Shenyang, China. When he was only two, he was watching *Tom and Jerry* on television. It was a funny show about a cat and mouse chasing each other, and he laughed at the cartoon. He also listened to the show's music, and he liked what he heard. So little Lang walked over to the piano. His parents were amazed when he played the song perfectly!

Was Lang a genius? They would soon find out.

Lang took piano lessons. When he was five, he won a piano competition. Four years later, he moved to Beijing and began working very hard. He got up every day at 5:00 A.M. and practiced for an hour, and then he went to school. After school, he practiced piano again and then did his homework. Sometimes he had time to play with his friends. He enjoyed playing soccer or Ping-Pong.

Teenage Sensation

When he was fifteen, Lang came to the United States, and many people noticed. In 2003, *Teen Magazine* said he was one of the "top twenty teens who will change the world."

Today Lang lives in Philadelphia. He travels all over the world to play the piano, and audiences love watching him. He plays like an angel and clearly loves what he does.

His mother would say that he was born to play.

Name _____ Date _____

16. The passage says, “Today Lang Lang is a great pianist.” The word pianist means _____.

- Ⓐ like a piano
- Ⓑ person who plays the piano
- Ⓒ without a piano
- Ⓓ before the arrival of a piano

17. Information in this passage is organized mainly by _____.

- Ⓐ time order
- Ⓑ questions and answers
- Ⓒ problems and solutions
- Ⓓ causes and effects

18. Which sentence from the passage states an opinion?

- Ⓐ Lang was born in Shenyang, China.
- Ⓑ He was watching *Tom and Jerry*.
- Ⓒ It was a funny show.
- Ⓓ He also listened to the show’s music.

19. Why did Lang Lang become a great piano player?

- Ⓐ His parents bought him a piano before he was two.
- Ⓑ He was born with talent and he worked hard.
- Ⓒ He moved to Beijing and got a new job.
- Ⓓ The piano he used cost \$300.

20. The passage says, “He plays like an angel.” What does this sentence mean?

- Ⓐ He flies all over the world.
- Ⓑ He has wings.
- Ⓒ He also plays a harp.
- Ⓓ He plays very well.

Name _____ Date _____

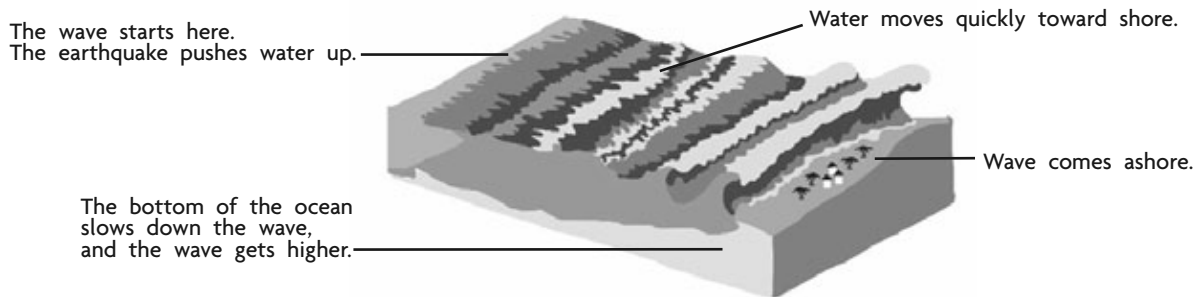
Directions: Read the passage. Then use the information from the passage to answer questions 21–25.

Tsunami!

On that Sunday morning in December 2004, a huge wave in the Indian Ocean was moving toward shore. By the time it reached the beach, it was more than a wave. It was a tsunami!

What Causes a Tsunami?

What is a tsunami? How does it form? Let’s take a look at the 2004 tsunami that hit several parts of Asia. It started with an earthquake. The quake pushed water up toward the surface, and the wave began moving toward shore. The wave gathered speed and soon got closer to land. Then it slowed down, but at the same time it grew higher. Last, the wave hit the shore.



Effects of a Tsunami

A tsunami destroys almost everything in its path. Waves crash against the shore and smash buildings. Whole towns are destroyed.

In the 2004 tsunami, more than 200,000 people died, and many more were missing. People lost their homes, their loved ones, and their farms and stores. A tsunami is a great disaster.

Deadliest Tsunamis		
Date	Location	Lives Lost
Dec. 26, 2004	Indian Ocean	200,000+
Nov. 1, 1755	Atlantic Ocean	60,000
May 22, 1782	Pacific Ocean	40,000
Aug. 27, 1883	Indian Ocean	36,500
Sept. 20, 1498	Pacific Ocean	31,000

Name _____ Date _____

21. Which is the best summary of this passage?

- (A) Both the causes and effects of a tsunami can be deadly.
- (B) A tsunami is a series of waves that move toward shore.
- (C) In 2004, an earthquake caused a deadly tsunami in the Indian Ocean.
- (D) A tsunami crashes against the shore and smashes everything.

22. In what part of the passage should you look to find out what a tsunami does to the land?

- (A) **Effects of a Tsunami**
- (B) **What Causes a Tsunami?**
- (C) **Deadliest Tsunamis**
- (D) the first paragraph

23. Why does a tsunami wave slow down as it gets closer to shore?

- (A) The wave grows higher.
- (B) The bottom of the ocean slows it down.
- (C) The surface cools down.
- (D) The wind pushes the water up.

24. Using the information from the chart, what can you conclude about the 2004 tsunami?

- (A) It was the deadliest tsunami in the last 500 years.
- (B) The 2004 tsunami did not cause a great amount of damage.
- (C) It was the only tsunami that occurred in the Indian Ocean.
- (D) The 2004 tsunami lasted longer than any other tsunami.

25. The author's purpose in this passage was to _____.

- (A) tell an entertaining story about tsunamis
- (B) teach a lesson
- (C) compare the Pacific and Indian oceans
- (D) give information

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 26–30.

Everyday Hero

by Sylvia Gonzales

There are heroes in our midst, and sometimes we do not see them. Did anyone see Maud Taylor when she was eight years old? That's when she planted her first tree. Did anyone see her when she was nine? She planted her second one. Each year on her birthday, Maud planted a tree in the vacant lot next to her house.

Maud grew up in a neighborhood that used to be called "the wrong side of the tracks." Homes in her neighborhood stood unpainted. Rusty cars without tires littered backyards, and fences needed whitewash. Doing things like planting trees did not put food on the table, so people did not have time for them. But Maud was an unusual girl. She looked at the vacant lot and saw a forest.

Maud didn't have money to buy a tree when she was young, but she had a wagon and a spade. Each year she ventured far from her neighborhood to visit a

forest. When she returned home, her wagon held a small seedling.

Maud still lives in the old neighborhood today. Now she has enough money to go to a nursery and, not surprisingly, each year she still plants a tree in the old vacant lot.

Last week the city bought the lot. Because of all the trees on it, city officials decided to transform it into a neighborhood park. When Maud found out, tears filled her eyes. She felt as if she had won the jackpot.

Few people know about Maud's trees, and Maud doesn't care if people know or not. She does it for the love of trees. I know, because Maud is my mother. When I turned eight years old, I went with her to the lot. This year I went with her again, and we planted her 70th tree.

Maud is an invisible hero, but I can see her. She believes that one tree can become a forest. Can you see her, too?

Name _____ Date _____

26. Maud Taylor visited a forest each year to _____.

- (A) enjoy being surrounded by nature
- (B) take a long walk
- (C) use her wagon for something useful
- (D) dig up a seedling

27. Why does the author of this passage call Maud an “invisible hero?”

- (A) Maud still lives in the old neighborhood, but no one sees her anymore.
- (B) She likes to look at trees.
- (C) Maud does something nice for the neighborhood, but no one knows about it.
- (D) She is a very small person and is not often seen.

28. The passage says, “City officials decided to transform it into a park.” The word transform means _____.

- (A) pay for
- (B) build
- (C) move to another place
- (D) change

29. Which sentence best describes the character of Maud Taylor?

- (A) She lives in the wrong neighborhood.
- (B) She does not call attention to herself.
- (C) She knows a lot about gardening.
- (D) She does not get involved in her community.

30. The author probably wrote this passage because she _____.

- (A) was proud of her mother and wanted people to know about her
- (B) thought her mother would want people to know what she did
- (C) didn't want people to think the trees just grew in the city on their own
- (D) wanted the city to pay for the trees

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 31–36.

Johnnycakes

Early settlers in America ate cornmeal like it was going out of style. Corn was easily grown in most places, and it filled you up. Served with beans, it is a good source of protein.

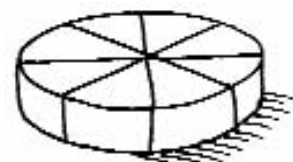
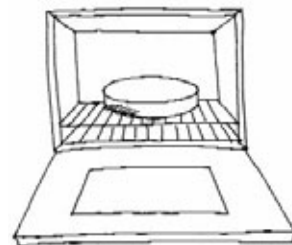
Cornmeal is made from dry corn that has been ground. Back then, corn kernels were placed in a wooden bowl or a hollow tree stump and pounded into powder—usually by young boys.

When people had maple syrup, they made johnnycakes. Johnnycakes and maple syrup fit together like a hand and a glove. Here's how to make this cornmeal treat. (Ask an adult to help.)

You'll Need:

3/4 cup cornmeal	3 tablespoons maple syrup
1 cup flour	2 tablespoons oil
1 tablespoon baking powder	1 egg
1/2 teaspoon salt	1 cup milk

1. Mix dry ingredients in one bowl and wet ingredients in another bowl.
2. Add everything together in one bowl, and stir until the mixture is moist.
3. Spray a round cake pan with cooking oil, and pour batter into the pan.
4. Bake for 25 minutes.
5. Use oven mitts to take the cake out of the oven. Let it cool for ten minutes.
6. Turn cake over onto a plate and cut into eight pie pieces. Then serve!



Name _____ Date _____

31. The passage says, “Early settlers in America ate cornmeal like it was going out of style.” This sentence means that they _____.
- (A) wore nice clothes when they ate corn
 - (B) ate a lot of cornmeal
 - (C) were afraid they would run out of corn
 - (D) did not know how to prepare cornmeal
32. The passage says, “Cornmeal is made from dry corn that has been ground.” Which sentence uses the word ground in the same way?
- (A) Put that basket on the ground.
 - (B) The electrician did not ground the light switch.
 - (C) We could not gain any ground against them.
 - (D) Dad ground some coffee beans for breakfast.
33. The passage says, “Johnnycakes and maple syrup fit together like a hand and a glove.” This sentence means that _____.
- (A) johnnycakes taste awful
 - (B) you should wear gloves when you make johnnycakes
 - (C) johnnycakes and maple syrup go together well
 - (D) you can call johnnycakes by different names
34. To make johnnycakes, what should you do just after putting all the ingredients into one bowl?
- (A) Stir until the mixture is moist.
 - (B) Pour the batter into a pan.
 - (C) Mix the dry ingredients together.
 - (D) Bake for 25 minutes.
35. The passage says, “Stir until the mixture is moist.” Which word in the passage means the opposite of moist?
- (A) dry
 - (B) filling
 - (C) wet
 - (D) hollow
36. Which is the best paraphrase of this sentence?
“Corn was easily grown in most places, and it filled you up.”
- (A) Corn was easily grown and filled you up in most places.
 - (B) Corn grew and filled most places.
 - (C) Corn was easily filled and grown in most places.
 - (D) Corn was easy to grow, and it was filling.

Assessments

Assessment 1: Elizabeth Cady Stanton (biography)	38
Analyze Character	
Assessment 2: Everybody's Hero (biography)	40
Analyze Character	
Assessment 3: The Wall (realistic fiction)	42
Analyze Story Elements	
Assessment 4: Special Delivery (realistic fiction)	44
Analyze Story Elements	
Assessment 5: Land of Ice and Snow (informational article)	46
Analyze Text Structure and Organization	
Assessment 6: High-Flying Dreams (biography)	48
Analyze Text Structure and Organization	
Assessment 7: Insects for Dinner (science nonfiction)	50
Compare and Contrast	
Assessment 8: Kangaroos and Opossums (science nonfiction)	52
Compare and Contrast	
Assessment 9: Wise Words (social studies nonfiction)	54
Draw Conclusions	
Assessment 10: Pests (social studies nonfiction)	56
Draw Conclusions	
Assessment 11: Washington Still the Best (editorial)	58
Evaluate Author's Purpose and Point of View	
Assessment 12: Living on a Kibbutz (social studies nonfiction)	60
Evaluate Author's Purpose and Point of View	
Assessment 13: The Mystery of Stonehenge (social studies nonfiction)	62
Evaluate Fact and Opinion	
Assessment 14: The Sox and the Bambino (informational article)	64
Evaluate Fact and Opinion	
Assessment 15: Sailing to California (social studies nonfiction)	66
Identify Cause and Effect	
Assessment 16: Saving Joseph (science nonfiction)	68
Identify Cause and Effect	
Assessment 17: The Lost Colony (social studies nonfiction)	70
Identify Main Idea and Supporting Details	
Assessment 18: A New Kind of Studio (informational article)	72
Identify Main Idea and Supporting Details	
Assessment 19: Sail Away (how-to article)	74
Identify Sequence or Steps in a Process	
Assessment 20: A Long Journey (informational article)	76
Identify Sequence or Steps in a Process	
Assessment 21: Camels of the Plant World (science nonfiction)	78
Interpret Figurative Language	

Assessment 22: Aunt Tallulah’s Carpet (fantasy)	80
Interpret Figurative Language	
Assessment 23: The Voice of History (play)	82
Make Inferences	
Assessment 24: Mapping the Pacific (social studies nonfiction)	84
Make Inferences	
Assessment 25: Benjamin Banneker (biography)	86
Make Judgments	
Assessment 26: A Life in Pictures (biography)	88
Make Judgments	
Assessment 27: A Backward Look (fantasy)	90
Make Predictions	
Assessment 28: Sally Ride, Scientist and Space Explorer (biography)	92
Make Predictions	
Assessment 29: Calendars (math nonfiction)	94
Summarize or Paraphrase Information	
Assessment 30: Modern Ranching (informational article)	96
Summarize or Paraphrase Information	
Assessment 31: What You Hear (science nonfiction)	98
Use Graphic Features to Interpret Information	
Assessment 32: The Underground Railroad (social studies nonfiction)	100
Use Graphic Features to Interpret Information	
Assessment 33: Where Would We Go Without Roads? (informational article)	102
Use Text Features to Locate Information	
Assessment 34: Exploring the Deep (science nonfiction)	104
Use Text Features to Locate Information	
Assessment 35: Comets and Meteors (science nonfiction)	106
Use Knowledge of Word Structure to Determine Word Meaning	
Assessment 36: Bird Food (science nonfiction)	108
Use Knowledge of Word Structure to Determine Word Meaning	
Assessment 37: Magic Math Figures (math nonfiction)	110
Use Context Clues to Determine Word Meaning	
Assessment 38: Surviving Winter (science nonfiction)	112
Use Context Clues to Determine Word Meaning	
Assessment 39: Underground Buildings (informational article)	114
Identify Synonyms, Antonyms, and Homonyms	
Assessment 40: The Power of Magma (science nonfiction)	116
Identify Synonyms, Antonyms, and Homonyms	
Assessment 41: Windmills (science nonfiction)	118
Identify Multiple-Meaning Words	
Assessment 42: Growing Spuds (how-to article)	120
Identify Multiple-Meaning Words	

Ongoing Comprehension Strategy Assessments

Assessment 1: Elizabeth Cady Stanton

(Analyze Character)

1. B
2. D
3. C
4. D
5. A

Assessment 2: Everybody's Hero

(Analyze Character)

1. C
2. B
3. D
4. A
5. C

Assessment 3: The Wall

(Analyze Story Elements)

1. C
2. A
3. D
4. A
5. B

Assessment 4: Special Delivery

(Analyze Story Elements)

1. B
2. A
3. A
4. C
5. B



Assessment 5: Land of Ice and Snow

(Analyze Text Structure and Organization)

1. D
2. B
3. C
4. D
5. B

Assessment 6: High-Flying Dreams

(Analyze Text Structure and Organization)

1. B
2. C
3. C
4. D
5. A

Assessment 7: Insects for Dinner

(Compare and Contrast)

1. B
2. D
3. A
4. C
5. A

Assessment 8: Kangaroos and Opossums

(Compare and Contrast)

1. C
2. C
3. D
4. B
5. A

Assessment 9: Wise Words

(Draw Conclusions)

1. B
2. D
3. A
4. C
5. B



Assessment 10: Pests

(Draw Conclusions)

1. D
2. B
3. C
4. A
5. C

Assessment 11: Washington Still the Best

(Evaluate Author's Purpose and Point of View)

1. C
2. C
3. B
4. D
5. A

Assessment 12: Living on a Kibbutz

(Evaluate Author's Purpose and Point of View)

1. D
2. B
3. C
4. C
5. A

Assessment 13: The Mystery of Stonehenge

(Evaluate Fact and Opinion)

1. A
2. D
3. B
4. D
5. B

Assessment 14: The Sox and the Bambino

(Evaluate Fact and Opinion)

1. D
2. C
3. A
4. B
5. B



Assessment 15: Sailing to California

(Identify Cause and Effect)

1. C
2. B
3. D
4. B
5. A

Assessment 16: Saving Joseph

(Identify Cause and Effect)

1. A
2. C
3. D
4. C
5. D

Assessment 17: The Lost Colony

(Identify Main Idea and Supporting Details)

1. C
2. D
3. A
4. B
5. C

Assessment 18: A New Kind of Studio

(Identify Main Ideas and Supporting Details)

1. C
2. A
3. B
4. A
5. D

Assessment 19: Sail Away

(Identify Sequence or Steps in a Process)

1. C
2. D
3. B
4. A
5. D

Assessment 20: A Long Journey

(Identify Sequence or Steps in a Process)

1. D
2. B
3. A
4. D
5. C



Assessment 21: Camels of the Plant World

(Interpret Figurative Language)

1. D
2. A
3. B
4. B
5. C

Assessment 22: Aunt Tallulah's Carpet

(Interpret Figurative Language)

1. C
2. A
3. D
4. C
5. B

Assessment 23: The Voice of History

(Make Inferences)

1. D
2. A
3. C
4. A
5. C

Assessment 24: Mapping the Pacific

(Make Inferences)

1. A
2. D
3. B
4. D
5. B



Assessment 25: Benjamin Banneker

(Make Judgments)

1. B
2. D
3. C
4. A
5. C

Assessment 26: A Life in Pictures

(Make Judgments)

1. C
2. D
3. C
4. A
5. B

Assessment 27: A Backward Look

(Make Predictions)

1. B
2. C
3. A
4. D
5. A

Assessment 28: Sally Ride, Scientist and Space Explorer

(Make Predictions)

1. B
2. C
3. A
4. B
5. D

Assessment 29: Calendars

(Summarize or Paraphrase Information)

1. C
2. B
3. D
4. A
5. A



Assessment 30: Modern Ranching

(Summarize or Paraphrase Information)

1. A
2. D
3. C
4. A
5. B

Assessment 31: What You Hear

(Use Graphic Features to Interpret Information)

1. D
2. C
3. A
4. B
5. B

Assessment 32: The Underground Railroad

(Use Graphic Features to Interpret Information)

1. C
2. A
3. D
4. B
5. C

Assessment 33: Where Would We Go Without Roads?

(Use Text Features to Locate Information)

1. D
2. B
3. C
4. A
5. C

Assessment 34: Exploring the Deep

(Use Text Features to Locate Information)

1. D
2. A
3. C
4. B
5. C

Assessment 35: Comets and Meteors

(Use Knowledge of Word Structure to Determine Word Meaning)

1. C
2. D
3. B
4. A
5. B



Assessment 36: Bird Food

(Use Knowledge of Word Structure to Determine Word Meaning)

- 1. C 4. D
- 2. D 5. B
- 3. A

Assessment 37: Magic Math Figures

(Use Context Clues to Determine Word Meaning)

- 1. C
- 2. B
- 3. D
- 4. A
- 5. C

Assessment 38: Surviving Winter

(Use Context Clues to Determine Word Meaning)

- 1. C
- 2. A
- 3. C
- 4. D
- 5. B

Assessment 39: Underground Buildings

(Identify Synonyms, Antonyms, and Homonyms)

- 1. C 4. D
- 2. B 5. C
- 3. A

Assessment 40: The Power of Magma

(Identify Synonyms, Antonyms, and Homonyms)

- 1. C 4. B
- 2. C 5. D
- 3. A

Assessment 41: Windmills

(Identify Multiple-Meaning Words)

- 1. C 4. A
- 2. D 5. A
- 3. B

Assessment 42: Growing Spuds

(Identify Multiple-Meaning Words)

- 1. B 4. B
- 2. C 5. D
- 3. A

Ongoing Comprehension Strategy Assessment • 1

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Elizabeth Cady Stanton



Today, we take it for granted that women can vote. This was not always so. Women won the right to vote, thanks to leaders like Elizabeth Cady Stanton. She fought for equal rights for women. She wanted women to have the same rights as men.

Elizabeth Cady was born in 1815. Her father was a judge. Elizabeth studied law in his office. She also studied Greek, Latin, and math. She got the best education a woman could get at the time.

After graduating from school, Cady met the man who would be her husband. His name was Henry

Stanton. He worked hard to end slavery in the United States. He and Elizabeth were married in 1840. Then they went to the World's Anti-Slavery Convention in London, England. There, Cady Stanton met Lucretia Mott. Mott was denied a seat in the meeting hall. In fact, none of the women got a seat. This convinced Cady Stanton that women should hold their own meeting for women's rights.

In 1848, Cady Stanton led the first women's rights convention. It took place in Seneca Falls, New York. Cady Stanton wrote statements for a Declaration of Rights. She presented them at this meeting.

Elizabeth Cady Stanton fought for women's rights for the rest of her life. She died in 1897 at the age of 82.

Name _____ Date _____

1. **For much of her life, Elizabeth Cady Stanton's main goal was to _____.**
 - (A) vote for a president
 - (B) gain equal rights for women
 - (C) become a lawyer
 - (D) hold a meeting for women only

2. **Based on the information in the passage, which words best describe the character of Elizabeth Cady Stanton?**
 - (A) angry and fierce
 - (B) generous and caring
 - (C) humorous and sharp
 - (D) intelligent and determined

3. **Which fact supports the character traits you chose in question two?**
 - (A) She took for granted that women could vote.
 - (B) Her father was a judge and she got a good education.
 - (C) She studied law and fought for women's rights.
 - (D) Her husband, Henry Stanton, fought to end slavery.

4. **What convinced Elizabeth Cady Stanton to hold a convention for women's rights?**
 - (A) She studied Greek, Latin, and math.
 - (B) Lucretia Mott asked her to hold the convention.
 - (C) She thought Seneca Falls would be a good place for a convention.
 - (D) None of the women delegates at the World's Anti-Slavery Convention got a seat.

5. **Elizabeth Cady Stanton was considered a daring and dedicated leader. Which detail from the passage supports this statement?**
 - (A) She led the women's rights convention.
 - (B) She went to the World's Anti-Slavery Convention in London, England.
 - (C) We take it for granted that women can vote.
 - (D) Men had more rights than women did.

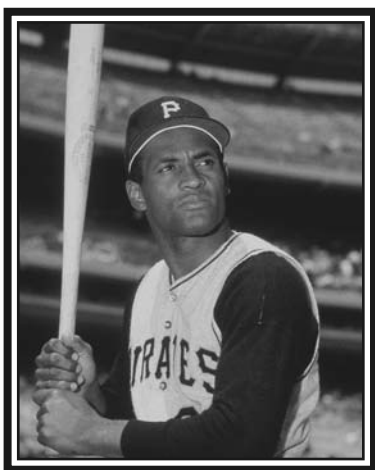
Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Everybody's Hero

Roberto Clemente was upset. It was December 1972. An earthquake had hit Nicaragua. Many people had lost everything. Other countries sent food and clothing, but these things were not reaching the people. When Roberto heard that, he got angry. Then he decided to do something about it. When Roberto put his mind on something, he always did it. He had been that way since he was a boy.

Roberto Clemente Walker grew up in Puerto Rico as the youngest of four children. He was great at track and field, but his best sport was baseball. He wanted to work his way up to the big leagues. In 1955, he signed with the Pittsburgh Pirates.



Roberto became one of the greatest players of all time. He could hit, field, throw, and run. He was the top batter in the league four times. He was the best right fielder twelve times. His team won two World Series, in 1960 and 1971. He won many other prizes. He was named Most Valuable Player in the 1971 World Series.

Roberto Clemente was a hero in all of Latin America. The people loved him, and he loved helping people.

That is why Roberto got on a plane for Nicaragua. His friends warned him against it. The plane was old, and the weather was bad. But the people there needed help. He was going to bring food and clothing to them. His mind was set, and he would not change his mind.

That was the last anybody saw of Roberto Clemente. His plane went down in a storm. Newspapers across the country ran the story on the front page. All Americans were sad. Clemente was still a young man.

It was a big loss for baseball, and a big loss for the world.

Name _____ Date _____

1. Which words best describe the character of Roberto Clemente?

- (A) kind and easygoing
- (B) angry and serious
- (C) generous and hardworking
- (D) friendly and amusing

2. When Roberto Clemente was a boy, his main goal was to _____.

- (A) win prizes in track and field
- (B) be in the big leagues
- (C) help people in Latin America
- (D) become a hero

3. In 1972, Clemente boarded the plane for Nicaragua because he wanted to _____.

- (A) get away from the people in the United States
- (B) help fly the plane through the storm
- (C) get to the baseball game on time
- (D) make sure the people got food and clothing

4. You can tell from Roberto Clemente's effort to get to Nicaragua in 1972 that he was what kind of a person?

- (A) caring
- (B) playful
- (C) sad
- (D) scared

5. Roberto Clemente was known as strong-minded. Which detail from the passage supports this idea?

- (A) He was the youngest of four children.
- (B) His team won two World Series.
- (C) He decided to get food to Nicaragua and lost his life trying.
- (D) He was a young man when he died.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

The Wall

Everyone on the field watched as Persa sprinted toward the ball. She was tiny, fierce, and fast. In her bright red jersey, she became a blur as she raced down the field and kicked the ball deep into the blue team’s territory.

Gwen also ran down the field, trying to stay close to the ball. She pushed herself as hard as she could, but she still felt big and clumsy. Gwen was clearly the slowest runner on the red team. She had just reached the midfield line when Persa approached the blue team’s goal. With a furious kick of the ball, Persa booted it toward the goal, but the blue team’s goalie leaped into the air and made a beautiful save.

Then the goalie trotted out from the goal and passed the ball to one of her team members, Marisabel, who turned and charged up the field. Gwen started running back toward her goal.

As she neared the goalkeeper’s box in front of her net, Gwen turned to face the action. Marisabel shot the ball toward the goal, but Gwen was ready. She crossed her arms and leaned back. The ball hit her with a thud and dropped to the ground, and a huge cheer rose from her team. Then a small red blur whizzed by. It was Persa smiling toward Gwen. “Good job!” she panted as she streaked by.

Gwen blocked many more shots that day, using her size and strength to advantage. By the end of the game, her teammates were shouting, “You can’t get past The Wall!” Gwen grinned as she listened to the chanting of her teammates. She had found a place for herself on the team.

Name _____ Date _____

1. Where does this story take place?

- (A) on a baseball field
- (B) in a classroom
- (C) on a soccer field
- (D) in a gym

2. What is the theme of this story?

- (A) Different people have different valuable skills to offer.
- (B) Children should be taught to work together rather than compete with one another.
- (C) A good sense of humor can help you overcome your problems.
- (D) Parents push too hard for their kids to be successful at sports.

3. What was Gwen's main problem in this story?

- (A) She kicked the ball and missed the net.
- (B) She allowed the other team to score.
- (C) She did not get along with her teammates.
- (D) She felt slow and clumsy.

4. How did Persa help Gwen feel like she had a place on the team?

- (A) Persa smiled and said, "Good job!"
- (B) Persa ran faster than Gwen.
- (C) Persa booted the ball toward the goal.
- (D) Persa called Gwen "The Wall."

5. How did Gwen's feelings about herself change from the beginning of the story to the end?

- (A) At the beginning, Gwen felt good about herself. By the end, she felt big and clumsy.
- (B) At the beginning, Gwen felt big and clumsy. By the end, she knew she had helped the team.
- (C) At the beginning, Gwen felt tiny, fierce, and fast. By the end, she wished she could run like Persa.
- (D) At the beginning, Gwen wished she was on the blue team. By the end, she was happy she had made so many goals.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Special Delivery

Jamila always looked forward to summer vacation with Grandmother Latifa. Jamila said that every day with her was a new adventure. This summer, though, Jamila would have to wait two weeks before she could visit Grandmother Latifa. To Jamila, that two-week wait seemed like a year.

One night Jamila’s father said, “You know, I had summer jobs to keep me busy when I was your age.”

“So did I,” her mother agreed. “Maybe you could find a job for yourself, Jamila. What job would you like?”

“Well,” Jamila said, “I’d like to be a mail carrier. Every mail delivery seems like an adventure. You never know whom you will meet or what might happen along the way.”

Jamila’s parents decided that she would go to the office with her father every morning for the next week. On the first day, Jamila sat quietly in his office. She read magazines and drew pictures to help pass the time. On day two, Jamila tried her best to be patient, but it was not easy. Then she heard her father talking to Ms. Lee on the phone. He wanted to deliver some building plans to her, but he couldn’t leave his office.

As Jamila listened, a light bulb went on in her head. When her father hung up the phone, Jamila asked, “Can I deliver the plans to Ms. Lee for you, Dad?”

“Well,” Jamila’s father said with a smile, “now you will get your chance to be a mail carrier. Get ready for your first special-delivery adventure.”

Name _____ Date _____

1. How did Jamila feel at the beginning of the story?

- (A) sad
- (B) restless
- (C) foolish
- (D) nervous

2. Where did Jamila go with her father?

- (A) to his office
- (B) to Grandmother Latifa's house
- (C) to Ms. Lee's office
- (D) to a summer vacation house

3. What did Jamila like to do best?

- (A) go on adventures
- (B) read books
- (C) work in an office
- (D) sit quietly

4. What was Jamila's main problem in this story?

- (A) She did not want to visit grandmother.
- (B) She did not want to work in a job.
- (C) She had nothing to do for two weeks while waiting to visit her grandmother.
- (D) She did not like her job.

5. How did Jamila solve her problem in the end?

- (A) She visited her grandmother earlier than planned.
- (B) She went to work with her father and ended up delivering building plans for him.
- (C) She got a job at the post office.
- (D) She helped the mail carrier deliver mail.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Land of Ice and Snow

Our world has seven continents, but Antarctica is quite different from the other six. Antarctica is sometimes called the “White Continent” because it is covered by snow and ice. Antarctica is colder than any other place in the world. It is also windier. It is the only continent that does not have any trees—not a single one!

Sea Creatures

However, that does not mean that Antarctica is empty. In fact, Antarctica has some of the world’s largest populations of sea creatures.

The White Continent has nine types of whales and six kinds of seals—more than any of the other continents. Seals live and play on the beaches or on icebergs. They swim in the icy water. Elephant seals are the biggest. Their pups gain about 120 pounds in the first three weeks of life.

Then there are the birds of Antarctica. Thousands of penguins live there. It is the only place in the world where you can see emperor and Adélie penguins in the wild. Another strange and wonderful bird is the albatross. It is one of Earth’s biggest birds. Its wingspan can be as wide as twelve feet. This giant bird can fly thousands of miles for food.

Part of Our World

Antarctica includes the South Pole, which is the bottom tip of Earth. Unlike the land on other continents, no country owns Antarctica. Several countries have claimed parts of it. They have set up research stations there. But most countries have agreed to share this unusual place. They will try to keep it clean and pure.

Name _____ Date _____

- 1. Most of the information in this passage is organized by _____.**
 - (A) time order
 - (B) order of importance
 - (C) problem and solution
 - (D) compare and contrast

- 2. In this passage, the purpose of the first paragraph is to _____.**
 - (A) describe the time and place
 - (B) introduce the main idea
 - (C) describe changes in Antarctica
 - (D) give the author's opinion

- 3. The information under "Sea Creatures" is presented mainly as _____.**
 - (A) causes and effects
 - (B) problems and solutions
 - (C) categories and examples (descriptions)
 - (D) questions and answers

- 4. According to the passage, how is the wildlife in Antarctica different from the wildlife on other continents?**
 - (A) It is the only continent with whales.
 - (B) It is the only continent with giant birds.
 - (C) It is the only continent with elephant seals.
 - (D) It is the only continent with emperor and Adélie penguins.

- 5. How is Antarctica's government and politics different from other countries?**
 - (A) It allows research stations.
 - (B) No country owns Antarctica.
 - (C) Every country owns part of Antarctica.
 - (D) They try to keep the country clean.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

High-Flying Dreams

Jacqueline Cochran was born in a small town in Florida around 1910. Her parents died when she was young, and she had to work from early on. For years she dreamed of starting her own business one day. It was a big dream, but she made that dream come true. Along the way, Jackie Cochran also became one of the greatest fliers of all time.

As a young woman, Jackie Cochran worked in a beauty shop in Florida. In 1929, she moved to New York City and got a lucky break. She got a job in a beauty shop on Fifth Avenue, the center of fashion at that time. She had many rich customers. Some of them hired her to travel with them. She began to think of starting a business selling makeup and beauty products.

On one trip, Jackie met a rich man named Floyd Odlum. She told him about her dream. He advised her to learn how to fly an airplane to help her in business. She would need to move quickly from city to city.

Jackie quickly learned to fly and fell in love with flying. Starting a business could wait. Soon Jackie was racing airplanes.

Jackie had some bad luck in her first three years as a racer. Her planes kept breaking down. But in 1937, she won her first cross-country race. She was picked as the top woman flier of the year. By then, she was also running her own business selling makeup.

During World War II, Jackie joined the Army Air Corps. She tested planes and flew them overseas. Jackie won a prize for her leadership.

After the war, Jackie returned to racing planes. Later she tested jets, and she ran her business. During the 1950s, she was twice voted “Woman of the Year in Business.”

Jackie Cochran died in 1980. She set many flying records in her lifetime and won many honors. Best of all, perhaps, she lived her dream.

Name _____ Date _____

- 1. Most of the information in this passage is organized by _____.**
 - (A) cause and effect
 - (B) time order
 - (C) problem and solution
 - (D) compare and contrast

- 2. What is the first paragraph mostly about?**
 - (A) Jackie's parents
 - (B) working in a beauty shop
 - (C) Jackie's childhood
 - (D) flying airplanes

- 3. What event made Jackie Cochran go in a new direction?**
 - (A) working in a beauty shop in Florida
 - (B) racing an airplane
 - (C) meeting a rich man in Florida
 - (D) having her plane break down

- 4. Which signal word from the passage describes when an event took place?**
 - (A) As
 - (B) Some
 - (C) But
 - (D) After

- 5. What did Jackie Cochran do after World War II?**
 - (A) She tested jets and ran her own business.
 - (B) She traveled with rich customers.
 - (C) She joined the Army Air Corps.
 - (D) She moved to New York City.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

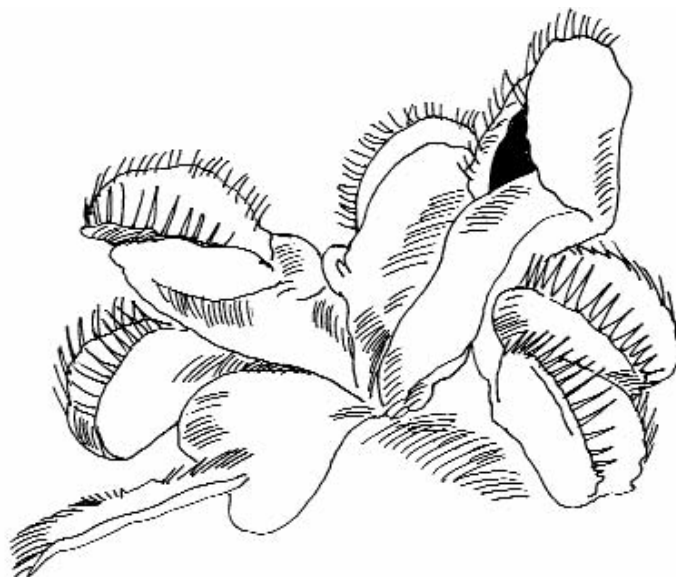
Insects for Dinner

The sundew and the Venus flytrap are unusual plants. They grow in swamps or bogs, which are wet places. These wet places do not supply enough minerals for plants to grow well. So the sundew and Venus flytrap catch insects for food. The insects provide all the minerals these plants need.

Sundew leaves have long tentacles, or “arms.” Each arm has a sticky drop at the end. When an insect lands on a sundew leaf, it sticks. As the insect fights to get away, other arms bend toward the insect to form a trap. Next, the arms produce a special juice that breaks down the insect’s body. When the food from inside the insect is eaten, the arms of the plant open. The wind blows away the part of the insect that cannot be used for food.

The Venus flytrap has two-part traps. Spikes stick out from the inside of each part, or lobe. When an insect lands on a lobe, it may touch a very sensitive trigger. If the insect touches this trigger twice, the lobes of the Venus flytrap instantly shut tight. It takes less than a second for this to occur.

As with the sundew, a special juice in the Venus flytrap breaks down the insect for food. Unlike the sundew, the Venus flytrap does not need the wind to blow away leftover insect parts. This plant crushes the insect body with the spikes inside its traps.



Name _____ Date _____

1. In what way are the sundew and the Venus flytrap alike?

- (A) Both eat other plants. (B) Both live in wet places.
(C) Both have long arms. (D) Both drink special juices.

2. Both the sundew and Venus flytrap catch insects for food because they _____.

- (A) do not have roots (B) have to get exercise
(C) do not take in water (D) need minerals to grow

3. Both the sundew and Venus flytrap produce a special juice to _____.

- (A) break down the insects' bodies (B) attract insects
(C) catch insects on their leaves (D) absorb minerals

4. How are the sundew and Venus flytrap different in the ways they catch food?

- (A) The sundew has two-part traps that snap shut. The Venus flytrap catches insects with sticky drops.
(B) The sundew catches insects with its arms. The Venus flytrap catches insects with sticky drops.
(C) The sundew catches insects with sticky drops. The Venus flytrap has two-part traps that snap shut.
(D) The sundew catches insects with a sticky trap. The Venus flytrap has arms that crush the insect.

5. What do the sundew and Venus flytrap do differently after they have digested their food?

- (A) The sundew opens its arms to let the insect's remains blow away. The Venus flytrap crushes the insect body.
(B) The sundew crushes the insect body. The Venus flytrap opens its arms to let the insect's remains blow away.
(C) The sundew eats the insect's remains. The Venus flytrap drops the remains in the swamp.
(D) The insects' remains stick to the sundew's long tentacles. The Venus flytrap shuts tight.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Kangaroos and Opossums

Kangaroos and opossums are members of the same animal family. They are alike in many ways, but they are also very different. Both animals are marsupials, so they have pouches. Marsupial mothers carry their babies in these pouches. The babies stay there for up to three months. The mothers can keep them close by and make sure they are safe. They can feed their babies anytime.

They are both warm-blooded animals. (So are people.) Their bodies stay the same temperature all the time. But they live on different sides of the world. Kangaroos come from Australia. Opossums live in the Americas.

Most opossums are about as large as a cat. Kangaroos can be as big as a football player. Some kangaroos are over six feet tall. They can weigh more than 200 pounds.

Kangaroos and opossums both eat plants. But opossums also eat meat. Kangaroos spend their time on the ground and can move around fast. They eat mainly grass. Opossums spend more time in trees. They hang from their tails. This way, they can get food that is hard to reach, but other animals can't get them. Opossums will eat almost anything. They like leaves, fruit, and other plant food. They eat bugs and snails, too.

Kangaroos sleep at night, as most animals do. But opossums come out after dark.

These animals also face danger in different ways. Kangaroos fight by boxing and kicking, but opossums roll up and play dead.

Name _____ Date _____

1. How are kangaroos and opossums alike?

- (A) Both are cold-blooded.
- (B) Both sleep at night.
- (C) Both are marsupials.
- (D) Both come from Australia.

2. How are kangaroos and opossums different?

- (A) Only kangaroos have pouches.
- (B) They are from different animal families.
- (C) They are different sizes.
- (D) Only kangaroos go out at night.

3. How are kangaroos and opossums alike?

- (A) In danger, both box and kick.
- (B) Both come out during the day.
- (C) Both lay eggs in the sand.
- (D) Both carry babies in pouches.

4. How are kangaroos and opossums alike in what they eat?

- (A) Both eat meat.
- (B) Both eat plants.
- (C) Both eat snails.
- (D) Both eat bugs.

5. How are kangaroos and opossums different in where they usually spend their time?

- (A) Kangaroos spend their time on the ground. Opossums spend some time in trees.
- (B) Kangaroos spend some time in trees. Opossums spend their time on the ground.
- (C) Kangaroos spend their time in the Americas. Opossums spend their time in Australia.
- (D) Kangaroos spend their time looking for food near trees. Opossums spend their time looking for food in the grass.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Wise Words

A proverb is an old, wise saying. It is a way of summing up a lesson about life in a few clever, easy-to-remember words. Most proverbs come from long ago.

Proverbs have developed everywhere. On the surface, they seem very different from country to country. But look for the meaning inside the proverb. You'll see that all of our ancestors had the same basic lessons to teach us.

Here's an example. A Russian proverb says, "If you chase two rabbits, you will catch neither." An Arabic proverb says, "He who carries two melons in one hand is sure to drop at least one of them." In Africa, people say, "You cannot hold onto two cows' tails at once." True, you may never chase a rabbit or a cow. But you can still learn from these proverbs. They all mean that it's best to focus on one task at a time. Trying to do two things at once often means doing both poorly.

Many proverbs use insects and other animals to teach lessons about human nature. A Russian proverb says, "He got angry with fleas and threw his fur coat into the oven." A Hebrew proverb about fleas makes a very different point. It says, "He who lies down with a dog will get up with fleas."

Some proverbs say exactly what they mean. Others are little puzzles that you have to figure out. In either case, it's true that proverbs are worth knowing!

“You cannot hold onto two cows' tails at once.”

Name _____ Date _____

1. From this passage, what can you conclude about cultures from long ago?

- (A) They mostly shopped for their food.
- (B) They had a lot of experience with animals.
- (C) They never tried to do more than they could do.
- (D) They didn't tell lies like people do today.

2. Most proverbs are probably short so that _____.

- (A) they can be translated into many languages
- (B) people can write them down
- (C) they can be collected in small books
- (D) people can remember them

3. Why are proverbs from long ago still useful to people today?

- (A) People still act much the same as they did long ago.
- (B) Proverbs come from many different countries.
- (C) People still eat melons and cook rice.
- (D) Proverbs use insects and other animals to tell stories.

4. According to the proverbs, why would it be a bad idea to try to do your homework while helping a friend solve a problem?

- (A) People should do their own work and solve their own problems.
- (B) Focusing on people's problems makes them feel bad.
- (C) If you try to do two things at once, you won't do either one well.
- (D) It is best to focus on more than two tasks at a time.

5. What can you conclude from the fact that a Russian proverb and a Hebrew proverb both mention fleas?

- (A) Fleas were the worst problem both cultures faced.
- (B) Fleas were common in both cultures.
- (C) Both cultures had many fur coats.
- (D) Both cultures had many dogs.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Pests

A pest is a plant or animal that does not live naturally in an area but somehow ends up there. Sometimes a new species arrives by accident. Sometimes it is brought to a place on purpose. These new plants and animals can cause serious problems.

At one time there were no rabbits in Australia. A man named Thomas Austin took twenty-four rabbits there in 1859. Seven years later, the number of rabbits had really grown. One of Austin's neighbors killed more than two million rabbits on his land. People called the rabbits the "gray blanket." The rabbits ate crops and left fields bare. People put up fences, but the rabbits climbed them. People shot the rabbits and used poison to kill them. At last, the rabbits were under control.

Similar events have happened in the United States. Zebra mussels were first found in 1988. By 1990, they had spread to all the Great Lakes. Today, zebra mussels can be found in more than 20 states.

Zebra mussels stop the flow of water through pipes. They ruin docks. They attach themselves to boats and prevent the boats from running. They also kill other shellfish. Because the mussels eat the same food as some other shellfish and there are so many of them, the other shellfish run out of food.

New species travel to other countries all the time. Plant seeds can enter a country easily. They can even arrive on the bottom of a person's shoe. Some animals enter as pets. Insects can come in on airplanes, cars, or ships. People have to be careful about bringing plants and animals to different areas. Introducing a new species often does more harm than good.

Name _____ Date _____

- 1. What conclusion about rabbits can be drawn from this passage?**
 - (A) They are very fierce.
 - (B) They are hard to kill.
 - (C) They kill other animals.
 - (D) Their numbers grow very quickly.

- 2. What evidence supports your conclusion?**
 - (A) At one time there were no rabbits in Australia.
 - (B) A neighbor of Austin's killed over two million rabbits.
 - (C) The rabbits could climb fences.
 - (D) The rabbits came from England.

- 3. What can you conclude from the description of the rabbits as a "gray blanket"?**
 - (A) They are used to make blankets.
 - (B) They are very soft.
 - (C) They cover the ground like a blanket.
 - (D) There are not many rabbits.

- 4. You can conclude from this passage that zebra mussels came from**
 - (A) outside the United States.
 - (B) inside the United States.
 - (C) Australia.
 - (D) the Great Lakes.

- 5. What clue from the passage supports the conclusion that keeping a new species out of the country is very hard?**
 - (A) A pest does not live naturally in an area but somehow ends up there.
 - (B) Introducing a new species does more harm than good.
 - (C) Plant seeds can enter a country on the bottom of a person's shoe.
 - (D) Sometimes a pest is brought to a place on purpose.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Washington Still the Best

Who was the greatest president in U.S. history? Each year on Presidents' Day, polls ask that question. Each year, the people who respond to the polls pick Abraham Lincoln first. Most years, George Washington comes in a close second.

But in two recent polls, the results were suddenly different. Washington dropped to sixth place in one poll. In the other, he came in seventh. Why? It turned out that many people had never learned about Washington, and others had just forgotten.

The truth is, George Washington was not just a great president. He was also a great leader. "First in war, first in peace, and first in the hearts of his countrymen." That is what one man long ago said of Washington. Here is what those words mean.

In the early days of the United States, the leaders argued about many things. But they always agreed about George Washington. So they asked him to lead the army against the King of England.

The U.S. army was young and often outnumbered. The men almost never had enough guns. They were often cold and hungry. At first, they lost many battles. Somehow Washington saw them through the darkest times, and they won the war in the end.

After the war, Washington went back home. Soon the leaders of the new country were arguing again. But once again, both sides agreed on one thing: Washington. So he became the first president. Some people wanted to treat him like a king and call him "Your Highness." Washington had a different idea. He said, "Call me Mr. President."

In that way, Washington set an example for all the other presidents. He was a strong leader, but he was humble. That is why he was one of the greatest U.S. presidents.

Name _____ Date _____

1. **The author wrote this passage mainly to _____.**
 - (A) give readers information about U.S. history
 - (B) tell an interesting story about George Washington's life
 - (C) convince readers that Washington was a great president
 - (D) explain why people should not believe what polls say

2. **The main purpose of paragraphs four, five, and six is to _____.**
 - (A) explain how polls work
 - (B) tell some funny stories about Washington as a young man
 - (C) give information about George Washington
 - (D) convince readers that Washington was greater than Lincoln

3. **Which sentence from the passage best reveals the author's opinion of Washington?**
 - (A) Washington dropped to sixth place in one poll.
 - (B) He was also a great leader.
 - (C) It turned out that many people had never learned about Washington.
 - (D) After the war, Washington went back home.

4. **Why does the author tell about Washington and the U.S. army?**
 - (A) to show why Washington dropped in polls about the greatest president
 - (B) to show what life was like for the soldiers
 - (C) to show why leaders often argued
 - (D) to show that Washington was a great leader

5. **Based on the title of the passage, how does the author feel about Washington?**
 - (A) The author thinks Washington was the best president.
 - (B) The author thinks people have forgotten about Washington.
 - (C) The author thinks Washington was the most important man in America.
 - (D) The author likes Washington because he did not argue with people.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Living on a Kibbutz

Beginning in the late 1800s, many Jews left Russia seeking freedom. They went to Palestine. That was the homeland of the Jewish people from long ago. The Jews from Russia were poor but full of hope.

In 1909, some young Jews started a farm at a place called Degania. It was next to the Sea of Galilee. They owned and worked the land together. They decided things as a group. They all took care of one another. Degania became the first kibbutz, or group-owned farm. At first, only adults lived on the kibbutz. They cleared the land and planted crops.

Over the next few decades, the kibbutz movement grew in Palestine. Children were born. Schools had to be built. Because all adults were equal, both men and women worked in the fields. This meant that day-care centers were built for the young children. All children slept together in children's houses.

On the kibbutz, everyone acted like one big family. People ate together. They took hikes and played music together. It was a wonderful way of life!

Today, there are over 250 kibbutzim in Israel. Although the basic beliefs are the same, life on a kibbutz today is sadly much different from in the past. Children live at home with their parents. Most families stay at home for entertainment rather than do things, like folk dancing, with the rest of the group. Farming is no longer the most important thing on a kibbutz.

In the old days, everyone on a kibbutz was equal. Today, the sense of being equal has been lost.

Name _____ Date _____

1. **The author of this passage told about the Jews who left Russia because he wanted to _____.**
 - (A) compare Russia with Palestine
 - (B) explain how Palestine became Israel
 - (C) describe their farms in Russia
 - (D) explain how the first kibbutz began
2. **The author's main purpose in writing this passage was to _____.**
 - (A) describe the sights and sounds of a kibbutz
 - (B) give a brief history of the kibbutz
 - (C) persuade people to live on a kibbutz
 - (D) tell a made-up story about a child on a kibbutz
3. **At the end of the passage, the author gives information about life on a kibbutz today to show that _____.**
 - (A) all the people still do everything together
 - (B) everyone who lives on a kibbutz is happy
 - (C) things have changed a lot since the first kibbutz
 - (D) the people of Israel are very friendly
4. **How does the author feel about the children on a kibbutz sleeping in children's houses?**
 - (A) The author thinks it is a bad idea because the adults who cared for them could not work in the field.
 - (B) The author does not share any feelings about the children's houses.
 - (C) The author thinks it is a good idea because everyone acted like one big family.
 - (D) The author thinks it is better for kids to sleep at home with their parents.
5. **Which detail from the passage is a clue that the author thinks the old way of life on a kibbutz was better than the new way?**
 - (A) Life on a kibbutz today is sadly much different from in the past.
 - (B) Today, there are over 250 kibbutzim in Israel.
 - (C) The kibbutz movement grew in Palestine.
 - (D) Both men and women worked in the fields.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

The Mystery of Stonehenge

Stonehenge is one of England’s great mysteries. It is a circle of huge stones on an empty plain. The place is quite remarkable. You can see the stones from miles away. They rise high into the sky.

These giant stones are very heavy. They weigh up to 50 tons each. No one knows how the stones were moved to the site. A study shows it would have taken 600 people to move one stone.

Scientists have studied the stones closely. They found that the construction was done in three stages. The first stage went from around 2,950 to 2,900 B.C. Builders dug large ditches in a circle. A huge stone called the heel stone was placed at the entrance.

The second stage went from 2,900 to 2,400 B.C. Builders dug an inner ditch. The third stage went from 2,550 to 1,600 B.C. Builders placed two circles of stones inside the ditch circles. In the center, they placed another stone. This is called the altar stone.

Why was Stonehenge built? Some people think it was used to study the sun, moon, and stars. The sun shines through some of the stones in an unusual way at different times of the year, especially in spring and fall when the seasons change. Others feel that the site had religious uses. It may have been used in burial rites.

Stonehenge may have been used for both astronomy and religion. Ancient people worshipped the sun and moon. They had festivals when the seasons changed. Stonehenge could have been a place to worship the skies and the changing of the seasons.

Name _____ Date _____

1. Which sentence from the passage states a fact about Stonehenge?

- Ⓐ They weigh up to 50 tons each.
- Ⓑ The place is quite remarkable.
- Ⓒ They rise high into the sky.
- Ⓓ Stonehenge is one of England's great mysteries.

2. What evidence supports the fact that Stonehenge was built in three stages?

- Ⓐ It would have taken 600 people to move one stone.
- Ⓑ It has two circles of stones.
- Ⓒ The sun shines through the stones when the seasons change.
- Ⓓ Scientists have studied Stonehenge closely.

3. Which of these is an opinion about Stonehenge?

- Ⓐ It is a circle of stones on an empty plain.
- Ⓑ Stonehenge is quite a remarkable place.
- Ⓒ It would have taken 600 people to move one stone.
- Ⓓ The first stage of building went from 2,950 to 2,900 B.C.

4. The author writes, "The third stage went from 2,550 to 1,600 B.C."

How do you know this is a fact?

- Ⓐ The statement has numbers.
- Ⓑ This stage started 150 years after the second stage.
- Ⓒ The author believes the statement is true.
- Ⓓ The statement can be proven.

5. Which detail supports the opinion that Stonehenge might have been used for religious purposes?

- Ⓐ Stonehenge is one of England's great mysteries.
- Ⓑ Stonehenge could have been a place to worship the skies.
- Ⓒ Some people think it was used to study the sun, moon, and stars.
- Ⓓ No one knows how the stones were moved to the site.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

The Sox and the Bambino

In 1918, the Boston Red Sox won the World Series by beating the Chicago Cubs. One of their stars that year was a young player named Babe Ruth, also known as “The Babe” or “The Bambino.” By any name, he was the greatest baseball player of all time.

In 1920, the owner of the Red Sox traded Babe Ruth to the New York Yankees for \$100,000. It was the worst trade ever made. The Yankees had never won a World Series, but with Babe Ruth they began winning. Over the next 83 years, they won 26 World Series.

During that time, the Red Sox never won again, and some Sox fans blamed it on the trade. They believed the Babe had put some kind of hex on them. They called it “The Curse of the Bambino.”

Of course, nobody really believes in curses. Still, bad things seemed to happen to the Sox at the worst times. Take the 1946 World Series, which came down to the last game. A player on the St. Louis team was coming home with the winning run. The Red Sox second baseman held the ball and the Sox lost. It was not fair that St. Louis won that game.

The same kind of disaster happened in the 1986 World Series against the New York Mets. The Sox were winning, and the game was down to the last out. The ball rolled down to the Red Sox first baseman and went between his legs. The Sox lost again. It was the worst day in the history of baseball.

It looked to be the same story in 2004 when the Sox were playing the Yankees in the playoffs. The Yankees won the first three games, and they were ahead in the fourth game. Many fans may have thought the series was over, but then a wonderful thing happened. The Red Sox tied the game and went on to win in the twelfth inning.

The Red Sox did not lose again that fall. After 86 years, they finally won the World Series, and the “Curse of the Bambino” was put to rest.

Name _____ Date _____

1. Which sentence gives an opinion about Babe Ruth?

- (A) He was also known as “The Babe” or “The Bambino.”
- (B) The owner of the Red Sox traded Babe Ruth to the New York Yankees.
- (C) With Babe Ruth, the Yankees began winning.
- (D) By any name, he was the greatest baseball player of all time.

2. Which sentence from the passage states a fact?

- (A) It was not fair that St. Louis won that game.
- (B) The “Curse of the Bambino” was put to rest.
- (C) Over the next 83 years, they won 26 World Series.
- (D) It was the worst day in the history of baseball.

3. Which sentence from the passage expresses an opinion?

- (A) Of course, nobody really believes in curses.
- (B) Take the 1946 World Series, which came down to the last game.
- (C) The ball rolled down to the Red Sox first baseman and went between his legs.
- (D) The Red Sox did not lose again that fall.

4. “Many fans may have thought the series was over, but then a wonderful thing happened.” How can you tell this is an opinion?

- (A) It does not include any numbers.
- (B) You cannot prove that something was wonderful.
- (C) A fact cannot use describing words.
- (D) Everyone agrees with the author’s statement.

5. The author writes, “In 1920, the owner of the Red Sox traded Babe Ruth to the New York Yankees for \$100,000.” How do you know this is a fact?

- (A) Everyone liked Babe Ruth.
- (B) The statement can be proven.
- (C) The statement is about money.
- (D) There is a date in the sentence.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Sailing to California

In the 1850s, the trip west to California was long and hard. It could take months. People traveled in heavy covered wagons. They carried food for the long trip as well as clothes and other supplies. Most of the wagons were pulled by oxen, horses, or mules, but the animals had trouble pulling the wagons uphill and downhill. The animals got very tired, and some even died on the trip.

Zeb Thomas thought long and hard about this problem. Thomas wanted to find a way to travel across the prairie without using animals. He knew the prairies were flat and windy. He wanted to build a special wagon with a sail so the wind would push it along the ground. Thomas hoped that his idea would work and would make him rich.

Zeb Thomas became known as “Windwagon” Thomas. He found several investors who gave him money to help him build his wagon. These people hoped the windwagon would make them rich, too.

Windwagon Thomas got his wagon ready for its first trip. It was twenty-five feet long and seven feet wide with wheels over ten feet high. In the center of the wagon was a seven-foot mast with a sail.

People crowded around to watch the wagon’s first trip. The sail picked up the wind, and the wagon started to roll. The windwagon worked! When the wind grew stronger, the wagon went faster. Then the trail dipped down the side of a hill. The wagon, moving at a very high speed, smashed into the side of the hill. It was crushed.

Thomas crawled out of the wreck. He wasn’t hurt, but his investors were so angry that they ran him out of town. That was the last time anyone tried to build a windwagon.

Name _____ Date _____

1. Why was the trip to California so difficult for oxen, horses, and mules?

- Ⓐ They were not fed properly.
- Ⓑ Most of the land was flat.
- Ⓒ They had to pull heavy wagons.
- Ⓓ The wind blew all the time.

2. Why did Windwagon Thomas want his wagon to work?

- Ⓐ He wanted to be famous.
- Ⓑ He thought it would make him rich.
- Ⓒ He had made a bet with someone about it.
- Ⓓ It was his greatest dream.

3. What was the result of the windwagon's first trip?

- Ⓐ The wagon worked beautifully.
- Ⓑ The animals got tired.
- Ⓒ The investors gave Thomas money.
- Ⓓ The wagon crashed.

4. What caused the wagon to crash?

- Ⓐ the weight of items in the wagon
- Ⓑ the strong wind and the wagon's high speed
- Ⓒ the mast in the middle of the wagon
- Ⓓ the investors

5. As a result of the windwagon's crash, what did the investors do?

Tell what they did.

- Ⓐ They ran Thomas out of town.
- Ⓑ They made their own windwagons.
- Ⓒ They gave Thomas more money.
- Ⓓ They got rich.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Saving Joseph

On July 6, 1885, Joseph Meister was only nine years old. But his chances of reaching ten were almost zero. Joseph had been bitten by a mad dog that had rabies. Then and now, rabies could kill you.

Joseph's family lived in a French village. His mother took him to the city of Paris to see a scientist named Louis Pasteur. Pasteur had just found a way to cure rabies, or so he thought. His new cure had not been tested yet.

Pasteur knew that Joseph could not wait, but Pasteur was worried. He was not a doctor. If his "cure" killed the boy, he could go to jail.

Later, people asked why Pasteur risked everything for a sick little boy. Louis Pasteur had been fighting disease his whole life. He thought most diseases were caused by germs. Germs are small, unseen creatures. They live in the air and water. They grow inside and outside the body. Pasteur had found cures for some diseases. His ideas led to many other cures.

Pasteur won many prizes, but he also knew great sadness. Three of his five children had died of disease. Some people think that is what pushed him to fight illnesses. When Pasteur saw Joseph, maybe he remembered his own dying children.

Pasteur decided to risk everything. He gave his new cure to Joseph Meister, and the boy lived.

When Pasteur died ten years later, his body was placed in the Pasteur Institute in Paris. Later, Joseph Meister worked as the caretaker there. Meister died in 1940 defending the Institute against the German army. Joseph was sixty-four. He had lived a full life, thanks to Louis Pasteur.

Name _____ Date _____

1. What caused Joseph Meister to get sick in 1885?

- (A) He got bit by a dog with rabies.
- (B) He visited Paris for the first time.
- (C) Pasteur gave him some medicine.
- (D) His chances of reaching ten were almost zero.

2. Joseph's mother took him to Paris because she _____.

- (A) knew he had never seen Paris before
- (B) thought Pasteur should go to jail
- (C) wanted Louis Pasteur to treat him
- (D) was going to work at the Pasteur Institute

3. Why was Pasteur worried about helping Joseph?

- (A) His cure was not working on children.
- (B) The boy was too young.
- (C) The boy's chances of reaching ten were almost zero.
- (D) He could go to jail if the boy died.

4. What is the most likely reason Pasteur decided to treat Joseph?

- (A) Joseph was only nine years old.
- (B) Pasteur was friends with Joseph's family.
- (C) Pasteur thought of his own children who had died.
- (D) Pasteur was sure his cure would work.

5. What effect did Pasteur's treatment have on Joseph?

- (A) Joseph died ten years later.
- (B) Joseph found cures for many diseases.
- (C) Joseph became a scientist in Paris.
- (D) Joseph was cured and went on to live a full life.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

The Lost Colony

In the 1600s, many people from England sailed to America. They wanted to build new towns and start new lives. The first permanent English settlement was Jamestown. It was founded in Virginia in 1607. The Pilgrims founded Plymouth in 1620. There was another colony before either of these two, but it disappeared.

In 1585, Sir Walter Raleigh sent 108 men to America. They landed on Roanoke Island. That is off the coast of what is now North Carolina. A year later they were starving. So they returned to England.

In 1587, Raleigh sent another group of settlers to Roanoke. There were 117 men, women, and children. The leader was a man named John White. His daughter was Eleanor Dare. She had a baby soon after the group arrived. The baby was named Virginia Dare. She was the first English child born in America.

After only a week at Roanoke, John White sailed back to England. He had to get more tools and supplies. But England went to war with Spain soon after that. So White stayed in England for almost three years.

When John White finally returned to Roanoke in 1590, the people were gone. The only clue left behind was the word *Croatoan*. It was carved into a post. Croatoan was the name of a nearby island. So White thought the people had moved to a better place. However, none of the colonists was ever seen again. To this day, no one knows what happened to them.

Name _____ Date _____

1. What is this passage mostly about?

- (A) the colony of Jamestown, Virginia
- (B) the birth of a child named Virginia Dare
- (C) a colony in America that disappeared
- (D) the war between England and Spain

2. According to the passage, where was the first English settlement in America?

- (A) Jamestown
- (B) Croatoan
- (C) Plymouth
- (D) Roanoke Island

3. What is the main idea of the third paragraph?

- (A) A second group of colonists settled in Roanoke in 1587.
- (B) Many children lived on Roanoke Island.
- (C) The first colony in America was on Roanoke Island.
- (D) John White was an important leader in Roanoke.

4. Which detail supports the idea that the people of the Roanoke colony had planned to move to another place?

- (A) John White remained in England.
- (B) The word *Croatoan* was carved into a post.
- (C) England went to war with Spain.
- (D) The first English child was born at Roanoke.

5. Which detail from the passage supports the idea that John White stayed in England too long before he returned to Roanoke?

- (A) He returned in 1590.
- (B) Many of the people had moved to Croatoan.
- (C) When he returned, the colonists were gone and never seen again.
- (D) He sailed back after just one week at Roanoke.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

A New Kind of Studio

You probably have heard of the movie *Toy Story*, and maybe you have seen it. How about *Finding Nemo* or *A Bug's Life*? These cartoon movies were all made at the same place—a studio called Pixar.

Pixar was founded in 1986 by the man who created the *Star Wars* movies. His name is George Lucas. He and his crew at Pixar came up with a brand-new way to make cartoon movies.

In the old days, it took years to make one cartoon. People had to make one drawing at a time. Each drawing might show a creature or a character doing something, such as taking a step.

It took about twenty-four of these pictures to make one second in a cartoon! Movies often last from ninety minutes to more than two hours. Imagine how many drawings that would take. No wonder it took forever to make one cartoon movie.

Then Pixar came along. Pixar uses computers to make the drawings, and the drawings look so real. Just the leaves in *A Bug's Life*, for example, are quite amazing.

Pixar came out with its first movie, *Toy Story*, in 1995. It didn't look like any movie ever made. Kids and grown-ups loved it, and many watched it again and again. Pixar's first six movies made almost three billion dollars. The sixth was *The Incredibles*, which won an Academy Award. Pixar's seventh movie came out in 2005. It is called *Cars*.

Today, Pixar is run by a man named Steve Jobs. He also helped start a well-known computer company. That company is named Apple.

Name _____ Date _____

1. Which would be another good title for this passage?

- (A) “Old-Fashioned Cartoons”
- (B) “*Toy Story* One and Two”
- (C) “A Company Called Pixar”
- (D) “Kids and Grown-ups”

2. Which sentence from the passage tells the main idea of the third paragraph?

- (A) In the old days, it took years to make one cartoon.
- (B) People had to make one drawing at a time.
- (C) Each drawing might show a creature or a character doing something.
- (D) It took about twenty-four of these pictures to make one second in a cartoon!

3. What is the stated main idea of the fifth paragraph?

- (A) Then Pixar came along.
- (B) Pixar uses computers to make the drawings.
- (C) The drawings look so real.
- (D) Just the leaves in *A Bug’s Life* are quite amazing.

4. Which detail from the passage supports the idea that George Lucas created a new kind of studio to make movies?

- (A) Lucas came up with a new way to make movies on computers.
- (B) *Finding Nemo* and *A Bug’s Life* were both made at the same studio.
- (C) Some movies last more than two hours.
- (D) Kids and grown-ups loved *Toy Story*.

5. Which detail from the passage supports the idea that Pixar has been very successful so far?

- (A) Pixar came out with its first movie in 1995.
- (B) George Lucas created the *Star Wars* movies.
- (C) Today, Pixar is run by a man named Steve Jobs.
- (D) *The Incredibles* won an Academy Award.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Sail Away

Did you know that you can use sticks and leaves to build sailboats and villages? Here's how.

Things You Will Need:

- many small sticks less than 8 inches long
- leaves of different shapes and sizes
- string
- glue

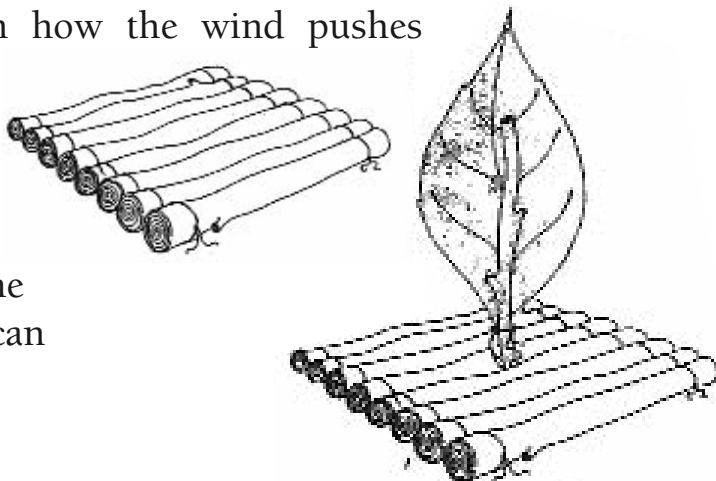
Step 1: To make a sailboat, choose ten sticks of the same length and pull off any leaves attached to the sticks.

Step 2: Place six to eight sticks side by side. Glue the sticks together. When the glue is dry, tie the sticks at both ends with string, making sure the sticks stay flat. This will make the bottom of your sailboat.

Step 3: Choose one stick and stand it up between two sticks in the middle of your boat. Choose a leaf you can use as a sail for your boat, and attach the sail with glue.

Step 4: When the glue is dry, place your finished boat in a stream or brook and let it sail. Watch how the wind pushes the boat along swiftly.

Step 5: With other sticks, you can build a village on the banks of the stream or brook. Sticks of the same length can be tied together to form the walls of houses, and leaves or sticks can be used to make roofs for the houses.



Name _____ Date _____

1. After you gather the things you need, what is the first step in this project?

- Ⓐ Glue some sticks together.
- Ⓑ Tie some sticks at both ends with string.
- Ⓒ Choose ten sticks of the same length and pull off any leaves.
- Ⓓ Choose a leaf to use as a sail.

2. What should you do next after you finish the bottom of your boat?

- Ⓐ Place six to eight sticks of the same length side by side.
- Ⓑ See if the sailboat sails in the wind.
- Ⓒ Make roofs for stick houses with leaves.
- Ⓓ Stand a stick up in the middle of the boat bottom.

3. What are you making in Step 3 of this passage?

- Ⓐ a village
- Ⓑ a sail
- Ⓒ a bridge
- Ⓓ the bottom of a boat

4. What do you do when the sailboat is finished and the glue is dry?

- Ⓐ Place it in water and let it sail.
- Ⓑ Add more leaves.
- Ⓒ Form walls on the sailboat.
- Ⓓ Put a roof on the sailboat.

5. Which step tells you how to build a stick village?

- Ⓐ Step 2
- Ⓑ Step 3
- Ⓒ Step 4
- Ⓓ Step 5

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

A Long Journey

The monarch butterflies of North America do something no other butterflies do. When fall comes, they leave their homes in the northern United States and Canada. They travel 3,000 miles to spend the winter in California or Mexico. They travel north again in the spring.

Monarch butterfly eggs hatch in the late summer. First, the butterflies gain energy by drinking nectar from flowers. Then they begin the trip south. The butterflies can fly at speeds of up to twelve miles an hour. They also glide on the air to save energy.

Monarch butterflies travel in large groups. They face many dangers during the journey. Storms can push them off course or kill them. Many die when they fly into moving trucks and cars. Others are eaten by birds. Some just get too tired to finish the trip. Still, a large number of butterflies finish the trip. In one part of Mexico, up to 300 million monarchs spend the winter.

In late February, the butterflies begin to move north again. They lay eggs along the way. New butterflies hatch and continue the trip. Finally, these new butterflies reach their summer homes.

Scientists wonder how monarch butterflies know where to go in the fall and spring. No butterfly ever lives long enough to make the trip more than once. Yet they always return to the same places. What tells them where to go? Scientists hope to learn the answer to this puzzle someday.



Name _____ Date _____

1. What do monarch butterflies do first to get ready for their trip south?

- Ⓐ They rest for the winter.
- Ⓑ They lay eggs.
- Ⓒ They fly on air currents.
- Ⓓ They drink nectar for energy.

2. What happens last on the trip north?

- Ⓐ The monarchs are eaten by birds.
- Ⓑ The monarchs reach their summer homes.
- Ⓒ The monarchs lay eggs.
- Ⓓ The monarchs drink nectar.

3. What do these butterflies do when fall comes?

- Ⓐ They begin to fly south.
- Ⓑ They lay eggs.
- Ⓒ They begin to fly north.
- Ⓓ They arrive at their summer homes.

4. What do monarch butterflies do in late February?

- Ⓐ They travel 3,000 miles to spend the winter in California or Mexico.
- Ⓑ They leave their homes in the northern United States and Canada.
- Ⓒ They begin drinking nectar from flowers.
- Ⓓ They begin to move north again.

5. What do the butterflies do as they fly north?

- Ⓐ reach their summer homes
- Ⓑ travel alone
- Ⓒ lay eggs
- Ⓓ wait until the spring storms are over

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Camels of the Plant World

The cactus is the camel of the plant world. Like camels, cactuses (or cacti) live in the desert and can survive a long time on little water. Camels can be “prickly” animals, as cacti are prickly, and they are ugly.

Some people think that cacti are ugly, too, but others keep them in their homes. That is partly because cacti are easy to care for. But they can also be quite beautiful. They have flowers of all shapes and colors. These flowers can be white, red, purple, orange, or copper.

Cacti may be flowery, but they are not wimps like other houseplants. Cacti know how to take care of themselves. Your dog may knock over some plants. Your cat might try to eat others. But if they try anything with a cactus, they’ll get a pawful of needles.

The cactus is as American as apple pie. Many kinds of cacti grow only in the United States. But some can be found as far south as Chile. Others grow as far north as Canada. One kind can be found in Africa.

Cacti come in all shapes and sizes. The saguaro cacti found in Arizona, California, and Mexico can grow as tall as fifty feet. In the dark, they look like giant men with their arms held up.

Cacti can look like many things. One kind is like a big pincushion with pins sticking out. The fishhook cactus looks like a pile of fishhooks. Another group of cacti look like hedgehogs, or porcupines, covered with quills. Three kinds of cacti look like prickly pears.

Some cacti are very rare, and scientists worry that they may disappear. It is against the law to collect cacti in the wild. It is also against the law to harm them.

Name _____ Date _____

1. The passage says, “Cacti are not wimps like other houseplants.”

What does this mean?

- Ⓐ Cacti are not good to eat.
- Ⓑ Cacti are not really houseplants.
- Ⓒ Cacti have beautiful flowers that people like.
- Ⓓ Cacti have needles to protect themselves.

2. According to the passage, “The cactus is as American as apple pie” because _____.

- Ⓐ many cacti grow only in the United States.
- Ⓑ many cacti have the same shape and color as apples
- Ⓒ cacti are sometimes used in pies
- Ⓓ cactus flowers are mostly red, white, and blue

3. The author of this passage compares saguaro cacti to _____.

- Ⓐ trees
- Ⓑ large men
- Ⓒ camels
- Ⓓ pincushions

4. Why does the author of this passage say that the cactus is “the camel of the plant world”?

- Ⓐ Both are easy to care for.
- Ⓑ Both can live with little water.
- Ⓒ Both are very rare.
- Ⓓ Both can grow as tall as fifty feet.

5. Which sentence uses figurative language?

- Ⓐ Cacti may be flowery.
- Ⓑ Some people think cacti are ugly.
- Ⓒ One kind of cactus is like a big pincushion.
- Ⓓ Cacti come in all shapes and sizes.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Aunt Tallulah’s Carpet

Mattie and I never knew what to expect when we visited Aunt Tallulah. Sometimes we sat around all afternoon playing gin rummy or checkers. Those days were about as exciting as watching paint dry. But at other times, she told us stories about the old days or showed us some of the things she had collected over the years. Those were our favorite times. Her house was a museum, and she enjoyed giving tours.

One Saturday afternoon, Mattie and I followed Aunt Tallulah up to the attic in her house. She wore a really old costume dress that day. It had huge blue feathers on the back like a peacock. Mattie loved that dress and said she wanted one just like it.

The attic was filled with cobwebs and dust and plenty of spiders. The piles of objects on the floor were like big bugs wrapped in silk webs. Maybe a giant spider was saving them for food to be eaten later.

Aunt Tallulah picked up a rug that was rolled up in the corner of the attic. She took one end of the carpet. Then she snapped it in the air like a bullwhip. Suddenly, the colors of the carpet came alive, and it wriggled like a snake. The deep reds and blues sparkled like jewels. When she let go of the carpet, it hovered over the floor and made a whirring sound like a helicopter ready to take off!

“Wow!” said Mattie at the same time as I gasped. We had seen some cool things at Aunt Tallulah’s house before, but we had never seen anything like this.

Name _____ Date _____

1. **The passage says, “Those days were about as exciting as watching paint dry.” What does this sentence mean?**
 - Ⓐ Those days were exciting because we painted.
 - Ⓑ Watching and painting made those days exciting.
 - Ⓒ Those days were slow and boring.
 - Ⓓ When we watched the paint, it did not dry.

2. **The passage says, “Her house was a museum.” What does this sentence mean?**
 - Ⓐ There were many interesting things to see in her house.
 - Ⓑ People who went to her house had to pay admission.
 - Ⓒ Her house was kept open for people to see.
 - Ⓓ Everything in the house looked the same as it did hundreds of years ago.

3. **In this passage, the author compares Aunt Tallulah’s dress to a _____.**
 - Ⓐ spider Ⓑ carpet
 - Ⓒ snake Ⓓ peacock

4. **How does the author describe the objects on the attic floor?**
 - Ⓐ They were full of cobwebs and dust.
 - Ⓑ They looked like giant spiders.
 - Ⓒ They were like big bugs wrapped in silk webs.
 - Ⓓ They were rolled up like a rug.

5. **The author compares the snapping of the carpet to _____.**
 - Ⓐ some jewels
 - Ⓑ a bullwhip
 - Ⓒ a helicopter
 - Ⓓ playing games

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

The Voice of History

A TV newscaster is speaking to the viewing audience from behind a desk. It is the beginning of the nightly news.

ELISE: Good evening from Washington, D.C. Our reporter, Melvin James, is on the steps of the Lincoln Memorial. He has some late-breaking news.

MELVIN: Hello, Elise. I'm talking with Denise Crowley. Ms. Crowley, please tell our viewers what you heard a while ago.

DENISE (*looking scared but excited*): I'm not sure anyone will believe me, but the statue of Lincoln spoke to me.

MELVIN: What did it say?

LINCOLN'S STATUE (*loud voice*): I said, "Four score and seven years ago."

MELVIN AND DENISE (*looking up at the statue*): President Lincoln!

ELISE (*in a voice shaky and low*): Incredible! President Lincoln, welcome to our news show. Please tell us how it is that we are hearing your voice. I mean (*voice lowers and slows*) you died in 1865. You're a statue.

LINCOLN'S STATUE: I was assassinated at the end of the Civil War—that's true. But my ideas live on. That's what history is all about. I want all Americans to know that history is real people and real actions.

ELISE (*looking at the camera*): Thank you, Mr. President. This has been a very special news event, indeed.

Name _____ Date _____

1. When does this play take place?

- Ⓐ during the Civil War
- Ⓑ four score and seven (87) years ago
- Ⓒ in 1865
- Ⓓ in the present

2. Which detail from the passage gives a clue to when the play takes place?

- Ⓐ A TV newscaster is speaking to a viewing audience.
- Ⓑ Ideas live on.
- Ⓒ History is real people and real actions.
- Ⓓ Lincoln was assassinated at the end of the Civil War.

3. Why is Melvin at the Lincoln Memorial?

- Ⓐ He is going to a rally.
- Ⓑ A protest will soon take place there.
- Ⓒ The statue of Lincoln has been speaking.
- Ⓓ He is looking for Ms. Crowley.

4. From what Denise says and how she acts when she is first interviewed by Melvin, you can tell that she is _____.

- Ⓐ nervous and excited
- Ⓑ smart and watchful
- Ⓒ serious and plain
- Ⓓ calm and quiet

5. How does Elise feel when she first hears the voice of the statue?

- Ⓐ scared
- Ⓑ shy
- Ⓒ surprised
- Ⓓ sad

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Mapping the Pacific

In the mid-1700s, Europeans knew very little about the Pacific Ocean. Almost no one had been there. They thought there might be a continent in the South Pacific. If there was, England wanted it. But who would make such a long, hard trip to find out?

Captain James Cook was just the man. His dream was to travel farther than any man had ever been.

Captain Cook came from a poor family. He was a smart and curious boy who learned quickly. When he started working on ships, his interest in math helped him become a great navigator. Then he joined the British Navy and became a maker of maps. His maps of Canada's St. Lawrence River were used into the early 1900s.

From 1768 to 1779, Captain Cook sailed around the world three times for England. Each trip took three or four years. He explored New Zealand and Australia. He found many islands, such as Hawaii. Scientists then thought there might be land at the South Pole. He sailed close to Antarctica three times but was too far away to see it. Ice always forced him to turn back. Still, he sailed farther south than any other explorer.

Captain Cook also made history by keeping his men alive. At the time, sailors ate mostly salted meat and bread crawling with bugs. No wonder so many of them became ill and often died! He gave his men fresh fruit and vegetables. This kept them from getting sick on long ocean trips.

The great Captain James Cook did travel farther than any man had ever been. He went as far as it was possible to go.

Name _____ Date _____

1. From the passage, what can you infer about Captain Cook?

- (A) He was very brave.
- (B) He was a fool to take such risks.
- (C) He was spoiled as a child.
- (D) He was afraid of ice.

2. You can infer from the passage that a navigator is a person who _____.

- (A) travels a lot
- (B) comes from a poor family
- (C) learns quickly
- (D) guides a ship from place to place

3. From the information in this passage, what can you infer about Cook's maps of Canada?

- (A) There was no money to make new maps.
- (B) His maps were quite accurate.
- (C) Not many ship captains used his maps.
- (D) Cook was a skilled artist.

4. Why didn't most sailors in the 1700s eat more fruits and vegetables?

- (A) The sailors were too sick to eat.
- (B) The sailors liked bread better.
- (C) The sailors liked meat better.
- (D) Fruits and vegetables were hard to keep fresh on long trips.

5. Which clue from the passage tells you that most people in the 1700s did not know much about the rest of the world?

- (A) Captain Hook made history.
- (B) People thought there might be a continent in the South Pacific.
- (C) Some people worked as mapmakers.
- (D) It took three or four years to sail around the world.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Benjamin Banneker

Benjamin Banneker was born in 1731. At that time, America still belonged to England. Most African Americans were slaves then. But Benjamin was a free black man. His family farmed land in Maryland.

Ben was always a smart young man. He loved numbers. He counted everything in sight. He never tired of learning.

In 1771, the Ellicotts moved next door to the Banneker farm. George Ellicott became an important friend to Ben. Ellicott shared his telescope with Ben and taught him astronomy, the study of the stars and planets. He also taught Ben how to survey land and make maps. With Ellicott's telescope, Ben studied the night sky. He also studied the movements of the sun and moon.

In 1791, a cousin of George Ellicott offered a job to Banneker. He asked Ben to help make plans for the new capital of the United States in Washington, D.C. Ben's job was to mark a ten-mile square for the new city. To do this, he used his knowledge of the sun and stars and his surveying skills. He also used a special clock.

When Ben finished his work, he returned to his farm and his own projects. One of these was his almanac, a book that gave information about weather and the seasons. Banneker continued to study the stars and survey the land until his death in 1806.

Name _____ Date _____

- 1. Which detail from the passage supports the judgment that part of Benjamin Banneker's success came from his friendship with George Ellicott?**
 - (A) The Ellicotts lived next door to the Banneker farm.
 - (B) Ellicott became an important friend to Ben.
 - (C) Ben was a free black man who lived in Maryland.
 - (D) Ben returned to his farm and his own projects.

- 2. What were the most important things Benjamin learned from George Ellicott?**
 - (A) how to count and do projects
 - (B) how to figure out weather and seasons
 - (C) farming and math
 - (D) astronomy and surveying

- 3. Why was Benjamin Banneker the right person to do the job of marking the area that would become the new United States capital?**
 - (A) He was a farmer.
 - (B) He loved numbers.
 - (C) He was a skilled surveyor.
 - (D) He knew how to use a telescope.

- 4. What part of Benjamin Banneker's work was probably most important to farmers?**
 - (A) his almanac
 - (B) his plans for Washington, D.C.
 - (C) his love of numbers
 - (D) his studies of the night sky

- 5. Which detail from the passage best supports the judgment that Benjamin Banneker was a skilled scientist?**
 - (A) He always loved numbers and counted everything in sight.
 - (B) He shared George Ellicott's telescope.
 - (C) He used his knowledge of the sun and stars to plan a new city.
 - (D) He returned to his farm and his own projects.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

A Life in Pictures

Margaret Bourke-White was a photojournalist. She took pictures for newspapers, magazines, and books. Her pictures show a great understanding of people. They also show her amazing bravery.

Bourke-White started taking pictures in college. Later, she began to do it for a living. Most women did not work in those days, but that did not stop her. At first she took pictures of buildings. Then a man named Henry Luce asked her to work for him. Luce started *Life* magazine. Bourke-White took the first cover picture for *Life*.

Margaret Bourke-White took many pictures of people. They show people's pain, happiness, fear, and anger. These pictures show her deep understanding of human emotions.

Someone asked Bourke-White what she thought was her best picture. She said it was one she took during the Korean War. It showed a meeting between a soldier and his mother. The mother thought her son had been killed. The picture shows the joy she felt at seeing him alive.

Sometimes Bourke-White's work was dangerous. She took many pictures during wars. Some of them show bombs falling around her. Once her ship was hit by a torpedo. She was left for days on an island in the Arctic. One of her planes crashed, too. But she never gave up. She thought danger was just part of her job.

Margaret Bourke-White died in 1971. Her pictures live on, though. They tell us about events and people. They also show Margaret Bourke-White's great skill and understanding.

Name _____ Date _____

1. What judgment does the author express in the first paragraph about Margaret Bourke-White's photographs?

- (A) They show many beautiful, natural sites.
- (B) They show terrible storms.
- (C) They show a great understanding of people.
- (D) They help people understand animals.

2. What evidence supports this judgment?

- (A) Her photos show the horrors of war.
- (B) Her photos show beautiful models and actors.
- (C) Her photos show scary times and places.
- (D) Her photos show people's feelings and emotions.

3. What judgment did Margaret Bourke-White make about one picture she took during the Korean War?

- (A) It is a very sad picture.
- (B) It shows a soldier and his mother.
- (C) It is her best picture.
- (D) It will help people understand war.

4. Which detail from the text shows that Margaret Bourke-White was brave?

- (A) She took pictures during wars.
- (B) She was a photojournalist.
- (C) She started taking pictures in college.
- (D) Some people in her pictures were angry.

5. Which detail from the passage supports the judgment that Margaret Bourke-White had a dangerous job?.

- (A) Most women did not work, but that did not stop her.
- (B) Her ship was hit by a torpedo.
- (C) She died in 1971.
- (D) She took pictures for newspapers, magazines, and books.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

A Backward Look

Ralph felt much better after his nap. He reached for the plastic container his mother had filled with old family photographs. He would organize and then paste them into an album now, knowing that his mother would not let him stay home from school another day.

The first photograph he picked up showed a man standing in front of a small wooden cabin. To the right of the man stood a horse and a wagon filled with bales of hay. The man strongly resembled Ralph's grandfather and his mother.

Suddenly, the room began to spin and Ralph fell back on his pillow. When the spinning stopped, Ralph was standing outside.

"That hay is for market, young man. Saddle up and let's get going," the man said to Ralph.

Ralph was wearing heavy cotton pants, a big felt hat, and a pair of leather boots he had never seen before. But when he spoke, he sounded exactly like himself: Ralph Finks.

"Sir, I, uh—" Ralph stammered.

"You did a fine job hitching up the wagon, son," said the man as he gave Ralph a friendly slap on the back. "Now let's say good-bye and get on the trail. It's market day."

A woman stepped out of the cabin wearing a long dress with a white cotton apron over it. She held up a bag tied with string and called, "Don't forget your biscuits!"

Ralph just stood by the wagon staring at the woman, who smiled just like his aunt May as she said, "Come and get your biscuits and bacon, Jamie Kleinholz!"

"Kleinholz!" Ralph gasped. "That's Grandma and Grandpa's last name!"

Name _____ Date _____

1. In the story, what will the young man called Jamie probably do next?

- (A) He will take a nap.
- (B) He will take the hay to market.
- (C) He will bake some biscuits.
- (D) He will go back to school.

2. In his real life, what did Ralph probably do the next day?

- (A) He made a new photo album.
- (B) He stayed with Jamie Kleinholz.
- (C) He went back to school.
- (D) He drove the wagon to the market.

3. Who is the young woman with the bag of biscuits?

- (A) Ralph's great-grandmother
- (B) Ralph's grandmother
- (C) Ralph's mother
- (D) Ralph's aunt May

4. If the story continued, what would Ralph most likely say to the woman with the biscuits?

- (A) "This hat is too big."
- (B) "Yum! Those biscuits smell great."
- (C) "I don't like bacon."
- (D) "I am Ralph, not Jamie."

5. Which prediction best explains how Ralph will get back to his own home?

- (A) He will wake up.
- (B) He will ride a horse.
- (C) He will get on an airplane.
- (D) He will walk a long way.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Sally Ride, Scientist and Space Explorer

Have you ever wanted to spend a week in a small room with four other people? That's how it is in a space shuttle. Flying in a tiny spaceship isn't easy, and only the best are chosen for it. Sally Ride is one of them. She was the first U.S. woman in space.

Once, Sally wanted to be a tennis player. Then she got interested in science. She worked hard to become a scientist. In 1978, she was chosen from 8,000 people to be an astronaut. Astronauts spend years training before they go into space. They have to be able to handle anything that happens. From flying jets to fixing radios, she did it all. Astronauts also have special jobs. One of her jobs was running a robot arm she had helped to make.

In June 1983, Dr. Ride got to put all her training to work. She and four other astronauts took off and spent a week in the space shuttle *Challenger*. In her book *To Space and Back*, she described what it was like to float hundreds of miles above Earth. The next year she flew on the *Challenger* again. She was training for a third trip when the *Challenger* blew up. Everyone on board that day was killed.



Today, Sally Ride teaches science at the University of California. She also helps girls who want to become scientists. She knows what it is like to have big dreams. She also knows that other people can help you make them come true.

Name _____ Date _____

1. **You can guess that as a girl, Sally Ride probably was _____.**
 - (A) not very interested in school
 - (B) good at sports
 - (C) the friendliest person in her class
 - (D) afraid of flying
2. **Which of these would Sally Ride most likely say to a girl who wants to be a scientist?**
 - (A) “You should try playing tennis.”
 - (B) “Not many girls get to be astronauts.”
 - (C) “You can do whatever you set your mind to.”
 - (D) “If you can’t be a scientist, try tennis.”
3. **If you looked through Sally Ride’s book, *To Space and Back*, you would most likely see pictures of _____.**
 - (A) how Earth looks from space
 - (B) Sally Ride playing tennis
 - (C) where the University of California is located
 - (D) Sally Ride’s parents
4. **If Sally Ride had not become an astronaut, what would she probably have done?**
 - (A) She may have fixed people’s radios.
 - (B) She may have become a scientist.
 - (C) She may have made robots.
 - (D) She may have become an airline pilot.
5. **Sally Ride was the first U.S. woman in space. How did her experiences probably affect the chances of other women to become astronauts?**
 - (A) She warned women about the Challenger so they wouldn’t become astronauts.
 - (B) She did not share her experiences with other women.
 - (C) Since she had already been in space, other women were less likely to try it.
 - (D) She was a role model, so other women had a greater chance of becoming astronauts.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Calendars

The Western calendar that we use today began in Rome more than 2,000 years ago.

The Western Calendar

Around 45 B.C., Julius Caesar was the ruler of Rome. He called for a new calendar. It was called the Julian calendar. It was based on the lunar cycle, or the time it takes the moon to orbit Earth. It is also the time it takes the moon to go from a new moon to a full moon and back to a new moon again. That is about $29\frac{1}{2}$ days. A year in the Julian calendar measures the days by one orbit of Earth around the sun. That is about 365 days.

The Julian calendar was fairly accurate. But it lost one day every 128 years. By 1582, it was ten days off. Pope Gregory XIII corrected it by adding an extra day to the month of February every four years. This is what we call a “leap year.” This new system was called the Gregorian calendar.

Other Calendars

Different calendars are used by people around the world. They include the Chinese, Islamic, and Hebrew calendars. All three are based on lunar cycles.

The Chinese calendar has 12 or 13 months each year. The calendar goes for 60 years. Then it begins again.

The Islamic, or Muslim, calendar goes for three years and then begins again. It has 12 months. Each month has either 29 or 30 days.

The Hebrew calendar has 12 months each year. Each month has 29 or 30 days. In leap years, an extra month of 29 days is added.

Name _____ Date _____

1. **The first two paragraphs of this passage tell mostly about _____.**
 - (A) how Earth travels around the sun
 - (B) why Julius Caesar was the ruler of Rome
 - (C) how the Julian calendar came to be
 - (D) what the moon looks like
2. **Which sentence summarizes information in the first part of the passage?**
 - (A) People around the world use different calendars.
 - (B) Our calendar is based on the Julian calendar of ancient Rome.
 - (C) The Julian calendar was the first calendar.
 - (D) Julius Caesar and Pope Gregory XIII were important men.
3. **The second half of the passage tells mostly about _____.**
 - (A) Pope Gregory XIII
 - (B) holidays in the Chinese calendar
 - (C) Hebrew numbers
 - (D) examples of other calendars
4. **Which is the best description of how the Islamic calendar works?**
 - (A) It is a lunar calendar with 12 months in a year and 29 or 30 days in each month.
 - (B) It is sometimes called the Muslim calendar, and it is based on lunar cycles.
 - (C) It is similar to the Chinese and Hebrew calendars in that they are all lunar calendars.
 - (D) It is a three-year calendar with 29 or 30 days in each month.
5. **“It is also the time it takes the moon to go from a new moon to a full moon and back to a new moon again.” Which is the best paraphrase of this sentence?**
 - (A) It is as long as a full cycle of the moon, from new to full and back again.
 - (B) It is the time it takes for Earth to orbit the Sun.
 - (C) It is as long as a new moon lasts.
 - (D) It is the time it takes for the moon to orbit Earth.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Modern Ranching

In some ways, ranching is the same as it was years ago. Cattle ranchers still ride horses and round up cattle. Many ranchers still use a rope to catch stray cows or calves. But during the past 150 years, ranching has changed a great deal.

One of the biggest changes is that ranchers now drive trucks. For some ranchers, the pickup truck has replaced the horse. Some ranchers even fly planes to find and move cattle. This can be useful when a ranch is very large.

Another new thing in ranching is the Internet. Computers are now a part of ranching. Ranchers can find out about different breeds, or types, of cows. They can also find good deals on feed and the best prices for their beef.

There are Web sites on the Internet with information for ranchers. Groups post facts about the many different topics that ranchers discuss with one another.

Transportation is another big change in ranching. Ranchers no longer have to drive their cattle to market. Now trucks drive right to the ranch where the cowhands load the cattle to be taken away.

These are only some of the ways that ranching has changed. In the old days of cattle drives, cowhands only rode horses. They did everything by hand, and the work was very hard. Today the work is still hard, but ranchers have many high- and low-tech machines to help them.

Name _____ Date _____

1. Which is the best summary of paragraph two?

- (A) Ranchers now drive trucks instead of riding horses.
- (B) Cattle ranchers still ride horses.
- (C) Ranching today is very different from ranching in the past.
- (D) Ranching is just the same today as it was in the past.

2. Which is the best summary of paragraph three?

- (A) Ranchers may run ads for their beef.
- (B) Ranchers can find feed by using the Internet.
- (C) Ranchers discuss many different topics.
- (D) Ranchers now use computers in many ways.

3. Which is the best paraphrase of paragraph four?

- (A) The Internet can be helpful.
- (B) The Internet made a big change in ranching.
- (C) Ranchers can use web sites to find information on many topics.
- (D) Some ranchers have computers.

4. Which sentence best summarizes the last paragraph?

- (A) Ranching has changed in many different ways.
- (B) Ranches are just the same as they were a hundred years ago.
- (C) High-tech machines have changed ranching forever.
- (D) Ranchers still ride horses just as they always have.

5. Which is the best summary of the passage?

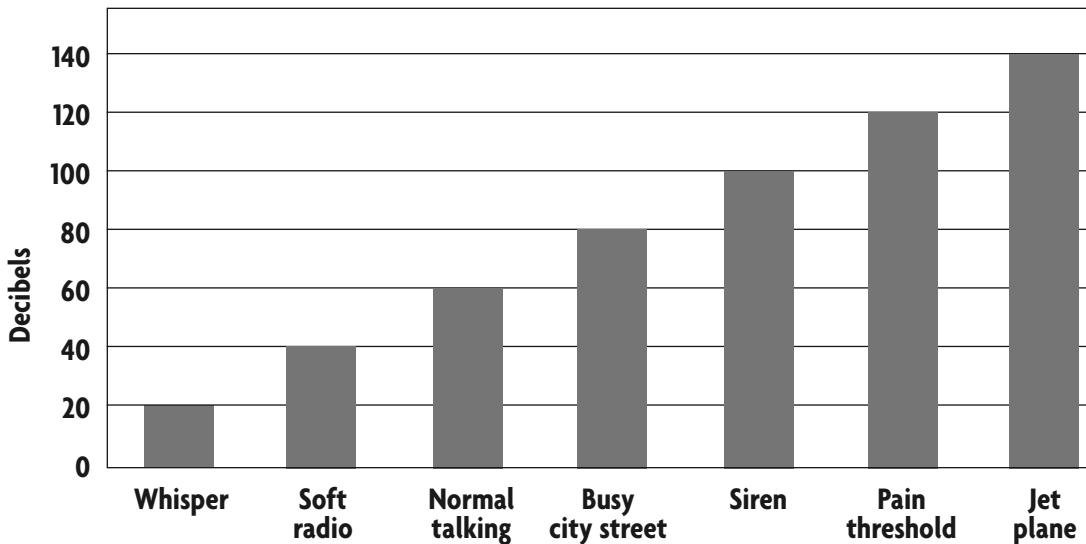
- (A) Ranching is very hard work. Ranchers need machines to help them.
- (B) Ranching has changed over the past 150 years. Ranchers today use computers and modern transportation.
- (C) Cattle are the most important thing on a ranch. Ranchers use horses and trucks to work with cattle.
- (D) Cowhands help ranchers in many ways. Computers help ranchers in many ways..

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

What You Hear

Sound is a form of energy that you can hear. Sounds vary in many ways, such as loudness and pitch. A decibel measures how loud a sound is. The graph shows the decibels of some familiar sounds. More than 85 decibels can harm your ears over time. Sounds of more than 100 decibels will cause hearing loss over time. At 120 decibels, sound causes pain.



The pitch of a sound varies from low to high. Pitch is measured in hertz (Hz). Can you hear some high-pitched sounds that adults cannot hear? You probably can. As the chart shows, most children hear a greater range of sounds than most adults hear. Some animals can hear high-pitched sounds that people cannot hear.

Hearing Ranges	
Adult Humans	200–10,000 Hz
Children	20–20,000 Hz
Dogs	15–50,000 Hz
Bats	1,000–120,000 Hz

Name _____ Date _____

1. Which of these workers would need to wear ear protectors?

- Ⓐ a cook in a restaurant
- Ⓑ a clerk in a department store
- Ⓒ a judge in a courtroom
- Ⓓ a baggage handler at an airport

2. About how many decibels do you hear when traffic goes by in a city?

- Ⓐ 40 decibels
- Ⓑ 60 decibels
- Ⓒ 80 decibels
- Ⓓ 100 decibels

3. Over several years, you would be most likely to hurt your ears if you _____.

- Ⓐ played in a rock-and-roll band
- Ⓑ worked on a farm
- Ⓒ sailed boats on the ocean
- Ⓓ worked at a zoo

4. Which of these can hear sounds at the highest pitch?

- Ⓐ adult human
- Ⓑ bat
- Ⓒ child
- Ⓓ dog

5. According to the graph, which familiar sound can cause pain?

- Ⓐ a busy city street
- Ⓑ a jet plane
- Ⓒ a soft radio
- Ⓓ normal talking

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

The Underground Railroad

Before the Civil War, slavery was legal in some states but not in others. George Washington had slaves in Virginia. In 1786, a group of people called Quakers helped one of his slaves escape. These Quakers were part of a secret system that moved slaves to the North and to Canada. Slavery was illegal in Canada, so the slaves would be free. Later, this system became known as the Underground Railroad. Helping slaves escape was illegal. So it had to be secret, or “underground.”

Like a real railroad, this one had stations. These were hiding places where people could rest and eat. Conductors moved the runaways between stations. Harriet Tubman was a conductor. She had escaped from the South. Then she went back. She risked her life many times to bring more slaves to freedom.

Runaways often traveled by night, mostly on foot. They followed the North Star. Often they traveled in winter. Then they could walk across frozen rivers. It could take a year to reach Canada. Some took a path through Ohio. Others went through Maryland or Pennsylvania. Many people took great risks to help slaves escape.

The end of the Civil War brought an end to slavery. But before that, up to 100,000 slaves rode to freedom on the Underground Railroad.

Slavery in America

1776	1784	1793	1820	1830	1849	1861–1865
Declaration of Independence	Congress keeps slavery legal.	Congress makes it illegal to help slaves escape.	Slavery was made illegal in new Northern states.	Underground Railroad begins.	Harriet Tubman escapes.	Civil War

Name _____ Date _____

1. Which event happened first?

- Ⓐ The Civil War started.
- Ⓑ The Underground Railroad began.
- Ⓒ Congress voted to keep slavery legal.
- Ⓓ Harriet Tubman escaped.

2. What did Congress decide in 1793?

- Ⓐ to make it illegal to help slaves escape
- Ⓑ to go to war
- Ⓒ to keep slavery legal.
- Ⓓ to begin the Underground Railroad

3. What happened in 1849?

- Ⓐ The Declaration of Independence was written.
- Ⓑ The Civil War began.
- Ⓒ Slavery became illegal.
- Ⓓ Harriet Tubman escaped from the South.

4. What change took place in 1820?

- Ⓐ The Underground Railroad began.
- Ⓑ Slavery was made illegal in new northern states.
- Ⓒ The Quakers helped some slaves escape.
- Ⓓ The Civil War started.

5. When did slavery come to an end in the United States?

- Ⓐ 1830
- Ⓑ 1849
- Ⓒ 1865
- Ⓓ 1870

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Where Would We Go Without Roads?

Every day we drive on roads without thinking about them. But building a road takes a lot of work.

Why not just clear some land, make it flat, and call it a road? A dirt road is fine if nothing too heavy goes over it and the rain doesn't wash it away, but a road must be strong in order to last.

Roman Roads

The first great road builders were the Romans. At one time, the Roman Empire covered most of Western Europe. Roman armies needed wide, straight roads to move from place to place quickly. The Romans built roads three to five feet deep with layers of sand, huge stones, and gravel. Many Roman roads are still used today.

However, even the best roads must be taken care of and repaired. That didn't happen in England. By the early 1800s, the Roman roads in England were in terrible shape. Bad roads made travel hard.

Modern Roads

Then Thomas Telford came along. He had built canals and bridges before he turned to roads. Telford's roads started with a trench. He added a deep layer of heavy rock. On top went 6 inches of gravel. The center was higher than the sides so rain would run off. In some of these roads, tar was used to bind the stones together. This pavement was called **macadam** (named after a Scottish engineer, J.L. McAdam).

Telford's roads were the best of his time. They helped England become a stronger country.

Not All Roads Are Flat

For centuries, roads have contributed to the growth of many cultures. The Incas ruled a large part of South America from about 1200 to the 1530s. Since they didn't use the wheel, some of their roads could have steps. One mountain road had 3,000 stone steps. The Inca Empire was united by its many stone roads.

Name _____ Date _____

1. Which part of the passage tells about the Incas?

- Ⓐ the first paragraph
- Ⓑ Roman Roads
- Ⓒ Modern Roads
- Ⓓ Not All Roads Are Flat

2. Who built roads with steps?

- Ⓐ the Romans
- Ⓑ the Incas
- Ⓒ the English
- Ⓓ Thomas Telford

3. What was macadam?

- Ⓐ a type of sand used in road building
- Ⓑ a stone used by the Incas
- Ⓒ a mixture of stone and tar
- Ⓓ a road in Scotland

4. Which detail shows what Roman roads were like?

- Ⓐ They were wide, straight, and deep.
- Ⓑ They started with a trench.
- Ⓒ The center was higher than the sides.
- Ⓓ Some of the roads had steps.

5. Who built modern roads in England?

- Ⓐ Roman armies
- Ⓑ the Inca Empire
- Ⓒ Thomas Telford
- Ⓓ J.L. McAdam

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Exploring the Deep

At 29,030 feet, Mount Everest is the highest point on Earth. It is in Asia. The highest point in North America is Mount McKinley in Alaska (20,320 feet). Do you know where the lowest point is? If you think about it, you'll realize it has to be in the ocean.

Challenger Deep

The lowest point on Earth is called Challenger Deep. It is 36,000 feet below sea level in the Mariana Trench. This is a valley in the Pacific Ocean near the Philippines. In 1960, two men went nearly to the bottom of Challenger Deep in a U.S. Navy submersible. (A submersible is a small underwater craft used for deep ocean exploring.) No one has gone back there since.

Exploring the Ocean Floor

Scientists can explore most of the ocean floor in submersibles. But going much deeper than 20,000 feet is very difficult for people. That's what ROVs are used for: to go where people can't. (ROVs are robots used to explore the ocean. They are run remotely from a ship. They take pictures and pick things up.) ROVs like sea-tractors can do things that people can't. (A sea-tractor is an ROV that rolls along the ocean floor.) Some can stay under water for six months.

Galápagos Rift

Another deep place is the Galápagos Rift near Ecuador, in the Pacific Ocean. The rift is 7,500 feet below sea level. In 1977, scientists found something new there—hot springs. They rise from the ocean floor. The water is hot because of nearby volcanoes. All around the springs live strange giant worms. We are still learning how these worms can live without sunlight.

Name _____ Date _____

1. How far below sea level is the bottom of Challenger Deep?

- Ⓐ 7,500 feet
- Ⓑ 20,000 feet
- Ⓒ 29,000 feet
- Ⓓ 36,000 feet

2. What is a sea-tractor used for?

- Ⓐ exploring the ocean floor
- Ⓑ taking pictures of fish
- Ⓒ looking for sunlight
- Ⓓ working on fish farms

3. What is a submersible?

- Ⓐ a strange giant worm
- Ⓑ an underwater hot spring
- Ⓒ an underwater craft used in deep water
- Ⓓ a low point in the ocean

4. Where is the Galápagos Rift located?

- Ⓐ near the Philippines
- Ⓑ near Ecuador
- Ⓒ in Alaska
- Ⓓ in North America

5. What is an ROV?

- Ⓐ a valley
- Ⓑ a tractor
- Ⓒ a robot
- Ⓓ a ship

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Comets and Meteors

A comet is a chunk of ice and rock that travels around, or orbits, the sun. Most comets have tails made of dust and gas. Comets may appear bright as they travel through space. The long tail of a bright comet looks like streaming hair. In fact, the word comet comes from a Greek word for “long hair.”

Some bright comets pass by Earth on a regular schedule. The most famous of these comets is named for Edmund Halley. He was an English astronomer. Halley studied a comet that he observed in England in 1682.

He believed this comet followed the same path as comets that were seen in 1531 and 1607. He predicted that this same comet would reappear every 76 years. So far, his predictions have come true. Halley’s comet last crossed the night sky in 1986.

Meteors are similar to comets. But they do not orbit any object in the solar system. Some people call meteors “shooting stars.” Others call them “fireballs.” The word *meteor* comes from a Greek word that means “things in the air.”

Meteors are really rocks, and some of them do fall to Earth. When they land, they are called meteorites. They look much like other rocks you might find. The Arctic and the Antarctic are places covered with ice and snow. They would be good locations to look for meteorites.

Name _____ Date _____

1. The passage says, “The long tail of a bright comet looks like streaming hair.” The word streaming means _____.

- (A) burning
- (B) crying
- (C) flowing
- (D) cutting

2. Halley observed a comet in England in 1682. What does observed mean?

- (A) caught
- (B) named
- (C) lost
- (D) saw

3. Halley believed that one comet would reappear every 76 years. The word reappear means _____.

- (A) be shaped like a pear
- (B) come back again
- (C) crash into Earth
- (D) be equal to something else

4. You can tell that a fireball most likely is _____.

- (A) round and yellow
- (B) long and thin
- (C) cold and green
- (D) large and soft

5. The passage says that the Arctic and Antarctic would be “good locations to look for meteorites.” The word location means _____.

- (A) weather
- (B) place
- (C) time
- (D) country

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Bird Food

Have you ever heard the expression “free as a bird”? This suggests that a bird’s time is its own, but that’s not true. Birds spend most of their time working toward one goal: looking for food. Not all birds look for the same kind of food. Some birds, such as owls and eagles, are carnivores. They eat meat. Others are mostly plant eaters, or herbivores. These include the hummingbird and Canada goose. Some birds will eat both meat and plants. These kinds of birds are known as omnivores. Starlings, for example, are omnivorous birds.

How do birds find the food they are always looking for? They mostly use their sharp eyesight. A bird’s eyes are important for its survival. The bird that boasts the biggest eyeballs is the ostrich. Its eyes are two inches across. But the owl is the bird with the best night vision. Owls can also claim another notable trait: they have the best hearing. Exceptional night vision and acute hearing allow owls to hunt for food at night.

The different eating habits of birds can affect other aspects of nature. For example, insect-eating birds help control the insect population. Others, such as the hummingbird, spread pollen and help flowering plants reproduce.

Name _____ Date _____

1. The passage says, “Have you ever heard the expression ‘free as a bird’?” What is an expression?

 - Ⓐ a joke or riddle
 - Ⓑ the ability to express
 - Ⓒ a saying
 - Ⓓ something full of expression
2. Starlings are omnivorous birds. What does omnivorous mean?

 - Ⓐ free
 - Ⓑ hardworking
 - Ⓒ active at night
 - Ⓓ both plant- and meat-eating
3. “Owls can also claim another notable trait.” The word notable means _____.

 - Ⓐ worth noting
 - Ⓑ in a note
 - Ⓒ note again
 - Ⓓ without a note
4. Owls have exceptional night vision. The word exceptional means _____.

 - Ⓐ normal
 - Ⓑ not very good
 - Ⓒ below normal
 - Ⓓ unusually good
5. Hummingbirds help flowering plants reproduce. The word reproduce means _____.

 - Ⓐ lose flowers
 - Ⓑ make more plants
 - Ⓒ become colorful
 - Ⓓ move to new places

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Magic Math Figures

Long ago, people thought that numbers could have magical powers. For example, some people believed that the numbers in a magic square could thwart disease and keep people healthy. Although that was not true, through the ages people have amused themselves with magic squares and other entertaining math figures, such as magic triangles and magic daisies.

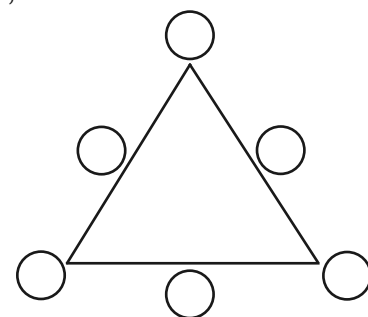
Magic Squares

Look at the magic square shown on the right. Add the numbers in each row going across, up and down, and diagonally. Do you come up with the same answer of 15 for each row? That’s amazing!

8	3	4
1	5	9
6	7	2

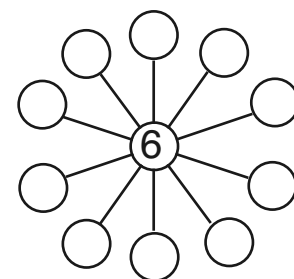
Magic Triangles

Here is a challenge for you. It will not be easy. First, draw a triangle like the one shown here. In each circle along the sides of the triangle, write a number from 4 through 9. Here’s where the magic comes in. Write the numbers along each side of the triangle so they add up to 21.



Magic Daisies

Was your magic triangle a success? If so, you might want to attempt to figure out the numbers that make up a magic daisy. At the center of the daisy, write the number 6. Then write one number from 1 through 11 in each circle. The numbers in each line should add up to 18.



Name _____ Date _____

1. The passage says, “Some people believed that the numbers in a magic square could thwart disease.” What does the word thwart mean?
 - (A) cause to spread
 - (B) find a cure for
 - (C) prevent from happening
 - (D) think about

2. Through the ages people have amused themselves with magic squares. The word amused means _____.
 - (A) bothered
 - (B) had fun
 - (C) prepared
 - (D) caused trouble

3. In the magic square, you add the numbers diagonally. What clues help you know that diagonally means “at a slant”?
 - (A) “math” and “figures”
 - (B) “triangles” and “daisies”
 - (C) “add” and “answer”
 - (D) “across” and “up and down”

4. “Here is a challenge for you.” What clue in the passage helps you know that a challenge is “a difficult task”?
 - (A) “It will not be easy.”
 - (B) “Long ago, people thought that numbers could have magical powers.”
 - (C) “Here’s where the magic came in.”
 - (D) “The numbers in each line should add up to 18.”

5. The word attempt means _____.
 - (A) draw
 - (B) explore
 - (C) try
 - (D) quit

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Surviving Winter

When winter comes, people tend to stay indoors and turn on the heat. But how do wild animals survive winter?

Animals adapt to cold in various ways. Squirrels, for example, eat more food in the fall to gain an extra layer of fat. When food is hard to find in winter, their bodies burn this fat to keep warm. Squirrels also grow thick fur coats. They find holes in trees or in the ground and then huddle together to stay warm. Five squirrels close together stay warmer than one squirrel all by itself.

Chipmunks are different from most squirrels. When it gets very cold, chipmunks hibernate. As they go into a special deep sleep, their heart rate and breathing slow down. Their body temperature goes from 98 to 43 degrees Fahrenheit. Hibernating helps them save body heat. When it warms up a bit, chipmunks wake up again.

Birds adapt to cold, too. They can fluff up their feathers to trap additional layers of warm air next to their bodies. They face into the wind so cold air can't get under their feathers. But their legs and feet don't have feathers. Some birds stand on one foot. The other foot snuggles up in the feathers to stay warm. Ducks sometimes hunker down right on the ground to keep their feet under them, wrapped in warm feathers.

These are just some of the ways animals survive the winter. The next time it gets cold and you're warm inside, think about how the animals are doing outdoors.

Name _____ Date _____

1. The passage asks, “How do wild animals survive winter?”

What does the word survive mean?

- Ⓐ play with
- Ⓑ enjoy
- Ⓒ live through
- Ⓓ gather together

2. The passage says, “Animals adapt to the cold in various ways.”

What does the word various mean?

- Ⓐ different
- Ⓑ clever
- Ⓒ unusual
- Ⓓ silly

3. What clue helps you understand the meaning of hibernate?

- Ⓐ “winter”
- Ⓑ “burn this fat”
- Ⓒ “a special deep sleep”
- Ⓓ “wake up”

4. Birds fluff up their feathers to trap additional layers of warm air. What does additional mean?

- Ⓐ small
- Ⓑ costly
- Ⓒ heavy
- Ⓓ extra

5. Ducks sometimes hunker. What clues in the passage help you understand the meaning of hunker?

- Ⓐ “layers of warm air”
- Ⓑ “right on the ground”
- Ⓒ “huddle together to stay warm”
- Ⓓ “face into the wind”

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Underground Buildings

Buildings are always built aboveground, right? Wrong. Over 300 public buildings in the United States are underground. More than 5,000 families live in underground homes. Some are completely under the ground. Others are built into hillsides and are not totally buried.

One of these is the Capitol Visitor Center in Washington, D.C. Thousands of people visit the Capitol each day. The visitor center certainly has room for all of them. There are theaters and gift shops in the building.

Another underground complex is Zankel Hall in New York. This concert hall seats 644 people. Other kinds of underground buildings are museums, libraries, and malls.

Many people like underground houses because they are easy to take care of. On hot days, they are cool. They are easy to heat. They are quieter, too. There is little or no outside noise in an underground house.

There are several reasons why some people build downward instead of skyward. One is that an underground building does not get in the way of open spaces. A playground or a park could be right above the building.

There will be more underground buildings in the future. But they won't take the place of ordinary buildings. People may need to get used to the idea of working and living underground. It can be difficult for some people to live comfortably without natural light.



Name _____ Date _____

1. The passage says, “Some are completely under the ground.”
Which word from the passage means about the same as completely?
 (A) always (B) certainly
 (C) totally (D) comfortably

2. They are easy to take care of. Which word from the passage means the opposite of easy?
 (A) natural (B) difficult
 (C) other (D) quieter

3. They won’t take the place of ordinary buildings. Which word is an antonym for ordinary?
 (A) unusual (B) common
 (C) daily (D) little

4. “The visitor center certainly has room for all of them.”
Which word from the passage means about the same as center?
 (A) noise (B) hillside
 (C) concert (D) complex

5. In which sentence is the underlined word used correctly?
 (A) How much does each building stone way?
 (B) Being underground can way on your mind.
 (C) That is the best way to heat a home.
 (D) His newest building is the color of way.

Name _____ Date _____

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

The Power of Magma

Deep inside Earth, it is so hot that rock can melt. When rock melts, it turns into magma. Magma is lighter than the cooler rock around it, so it rises and collects in pools. Sometimes pools of melted rock push through cracks in the earth. This is how a volcano erupts.

Some magma is thin and comes out of the earth slowly. People and other animals can escape from it. But sometimes magma is dense and sticky. Air gets trapped below it. Then pressure builds until suddenly very hot magma and air blow out of the volcano. This kind of eruption is dangerous.

Can something so dangerous be useful to people? The people of Iceland have used heat from magma for years. Iceland is an island in the North Atlantic Ocean. It has volcanoes and lots of magma not far under the ground. Water heated by magma rises in the earth. Then this hot water is piped all over the island. Most of Iceland's houses and other buildings are heated this way.

In other places, water heated by magma is piped under roads and sidewalks. This keeps the roads from getting icy when the weather is freezing. It doesn't cost much to heat roads and houses this way. The low cost could almost make you wish you had a volcano nearby!

Name _____ Date _____

1. The passage says, "It rises and collects in pools." Which word means about the same as collects?

- Ⓐ swims
- Ⓑ cools
- Ⓒ gathers
- Ⓓ explodes

2. But sometimes magma is dense. Which word from the passage means the opposite of dense?

- Ⓐ hot
- Ⓑ below
- Ⓒ thin
- Ⓓ freezing

3. Which sentence uses the underlined word correctly?

- Ⓐ Water was pumped through the pipes.
- Ⓑ Are you threw with dinner?
- Ⓒ The volcano through rocks and dust into the air.
- Ⓓ I read threw the whole book.

4. The passage says, "This kind of eruption is dangerous." Which word means the opposite of dangerous?

- Ⓐ risky
- Ⓑ safe
- Ⓒ warm
- Ⓓ costly

5. "Can something so dangerous be useful to people?" Which word means about the same as useful?

- Ⓐ awful
- Ⓑ careful
- Ⓒ hopeful
- Ⓓ helpful

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Windmills

The first windmills appeared in Persia, in the Middle East, around A.D. 600. Before the wind was used to drive windmills, humans or other animals provided the strength to turn a grinding stone. Farmers placed grain or corn between two stones and ground it into flour.

These first windmills were built on their sides. The whole thing turned in the wind. A sail or blade at one end caught the force of the wind and made the stone spin. Later designs turned the windmill on end so that it was higher and could catch more wind. On the upright windmill, only the blades or sails turned in the wind. Different parts transferred this motion to a grinding stone.

Windmills soon spread to Europe. People in Holland saw more than one use for this power. They used it to grind corn, but they also used it to pump water. The Dutch used windmills to drain their low fields. Then they built dams and dikes to keep the water away from farmland.

Better designs have improved these simple windmills. Today, windmills can spin faster. They can stand the beating they take from the wind. Some look like giant airplane propellers. They spin even in a slight breeze.

Windmills that create electrical power are called wind turbines. Over 16,000 wind turbines have been placed where a strong and steady source of wind blows. They can produce enough electricity to power a city the size of San Francisco for a year. The U.S. government estimates that windmills could fill one-fifth of the nation's demand for electricity.

Name _____ Date _____

1. The wind was used to drive windmills. What does drive mean in this sentence?

- (A) steer a car
- (B) hit with force
- (C) cause to move
- (D) a road for cars

2. “A sail or blade at one end caught the force of the wind.” In which sentence is the word blade used in the same way?

- (A) The blade on his skate is dull.
- (B) Mr. Collins cut his finger on the blade of a knife.
- (C) She put a blade of grass between her thumbs.
- (D) One blade on the ceiling fan broke yesterday.

3. “The Dutch used windmills to drain their low fields.” What does drain mean as it is used in this sentence?

- (A) a pipe for water
- (B) draw water from
- (C) a loss of resources
- (D) take energy from

4. “They can stand the beating they take from the wind.” What does stand mean in this sentence?

- (A) put up with
- (B) rise to one’s feet
- (C) rest in one place
- (D) a raised platform

5. “Windmills could fill one-fifth of the nation’s demand for electricity.” Which sentence uses the word fill in the same way?

- (A) That new store will fill the need for groceries.
- (B) Mrs. Brownell needs five tons of fill for her yard.
- (C) Most of the fill came out of the pillows.
- (D) I have had my fill of his silly excuses.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Growing Spuds

What has many eyes but cannot see?

A potato!

Potatoes taste great no matter how you prepare them—fried, boiled, mashed, or baked. Everyone likes spuds, but did you know they're also quite easy to grow? You can take potatoes from your kitchen, put them in the ground, and produce new potato plants!

Potatoes grow underground. They need loose soil to grow, but they do not like rocks or stones. So first, till the soil to remove all the stones. Then dig a trench six inches deep and six inches wide.

Cut some old potatoes into pieces, making sure that each piece has at least one “eye.” (The little dimples in a potato are called eyes, and each eye will become a potato plant.) Put the pieces in your trench one foot apart, and pile four inches of dirt into the trench.

Before long, little green shoots will emerge from the earth. Water them if it doesn't rain. When the plants are six inches high, pile more dirt around them. Potatoes are already growing under the ground. If the sun hits the potatoes, their skins will turn green, and green skin is not good to eat. When the plants are one foot tall, put more dirt around them.

Your potato plants will soon become small green bushes. When the bushes produce white flowers, you can start looking for new potatoes. Just dig down a little with your fingers to find them. These tiny potatoes taste good boiled and eaten with butter, and you don't even need to peel them. For big potatoes, you'll have to wait a bit longer. They will be ready when the plants turn brown.

Name _____ Date _____

1. The passage says, “So first, till the soil to remove all the stones.”
What does the word till mean in this sentence?

Ⓐ up to the time of	Ⓑ prepare by raking
Ⓒ steer with a rudder	Ⓓ a drawer for money

2. The passage says, “Each eye will become a potato plant.”
Which sentence uses the word plant in the same way?

Ⓐ We live near the power <u>plant</u> .
Ⓑ Tomorrow we will <u>plant</u> apple trees.
Ⓒ A new <u>plant</u> is growing next to the path.
Ⓓ Spring is the best time to <u>plant</u> vegetables.

3. The passage says, “Before long, little green shoots will emerge from the earth.” What does the word shoots mean in this sentence?

Ⓐ new or young plants	Ⓑ uses a gun
Ⓒ sessions of filming for a movie	Ⓓ moves suddenly or quickly

4. The plants are one foot tall. What does foot mean in this sentence?

Ⓐ part of the leg	Ⓑ a unit of measure
Ⓒ to pay for	Ⓓ the end of a bed

5. The passage says, “For big potatoes, you’ll have to wait a bit longer.” Which sentence uses the word bit in the same way?

Ⓐ Two boys acted out a short <u>bit</u> involving a parrot.
Ⓑ Henry <u>bit</u> into the apple.
Ⓒ She put the <u>bit</u> into the horse’s mouth.
Ⓓ I feel a <u>bit</u> better now.



Posttest

Why the Bear Has No Tail	124
Castles	126
My Trip to India	128
Daniel Pinkwater: Writer and Kid	130
Glaciers	132
Campaign Speech: July 15	134
An Interview with Aunt Etta	136



Answer Key

- | | |
|-------|-------|
| 1. C | 19. B |
| 2. A | 20. D |
| 3. D | 21. B |
| 4. B | 22. C |
| 5. C | 23. C |
| 6. D | 24. D |
| 7. A | 25. A |
| 8. A | 26. A |
| 9. D | 27. C |
| 10. B | 28. B |
| 11. C | 29. B |
| 12. D | 30. D |
| 13. A | 31. C |
| 14. B | 32. B |
| 15. C | 33. A |
| 16. D | 34. D |
| 17. B | 35. B |
| 18. A | 36. C |

Posttest

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 1–5.

Why the Bear Has No Tail

One early winter day as Bear wandered through the forest feeling powerfully hungry, he met Fox, who was carrying a large fish.

“Where did you get that wonderful fish?” Bear inquired.

“In the lake,” Fox replied, “but you can’t have it.”

“Oh, I don’t want your fish,” said Bear, who was now ravenous. Bear hadn’t eaten for days, and he was getting impatient. “Just tell me how I can get one for myself.”

Now Fox wasn’t too keen on Bear catching all the fish in the lake, so he tried to think of a clever ruse. As a very cold wind began to blow from the north, Fox happened on a solution.

“Well, it’s pretty easy, once you get the hang of it!” Fox said, chuckling to himself. “Squat down at the edge of the lake backward so your tail dips into the water, and the fish will want to bite it. When you feel the bite, yank your tail out and you’ll have a fish!”

Bear peered at Fox’s tail to see if this was some kind of trick, but it seemed no worse for wear. So he figured Fox’s plan was legitimate.

Bear did just as Fox instructed, but nothing happened for hours. Eventually the lake began to freeze, and Bear’s tail became stuck fast in the ice. Bear thought he felt a bite at last, so he pulled and pulled and pulled. Finally, his tail snapped out, but only part of it. All that remained was a tiny stump.

To this very day, bears have only little stumps for tails—and they don’t like foxes very much.

Name _____ Date _____

1. The story says, “He tried to think of a clever ruse.”

Which word from the story means about the same as ruse?

- (A) forest
- (B) solution
- (C) trick
- (D) edge

2. Why did Fox trick Bear?

- (A) He did not want Bear to catch all the fish in the lake.
- (B) Fox was jealous of Bear’s long tail.
- (C) He did not want to share his fish with Bear.
- (D) Fox wanted to keep Bear out of the way for a few hours.

3. Which words best describe the character of Fox in this story?

- (A) brave and determined
- (B) honest and hardworking
- (C) lazy and amusing
- (D) sneaky and clever

4. What is Bear’s problem in this story?

- (A) He does not like Fox.
- (B) He has not eaten in days.
- (C) He has a long tail.
- (D) He cannot find the lake.

5. The story says that Bear felt ravenous. What does ravenous mean?

- (A) trustful
- (B) thirsty
- (C) starving
- (D) jealous

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 6–10.

Castles

Castles are wonderful tourist attractions nowadays. But there aren't many of them left. Long ago, castles were scattered all over Europe. There were castles in India and some in Japan. Even the Middle East had castles.

People began building castles about 1,000 years ago. In those days, people did not keep their money in banks. Countries did not have armies. No one felt safe. People had to protect themselves. So they built castles.

Most castles were made of stone with very high walls. Some castles were built on mountainsides. Others were placed next to water. The water and the mountain helped protect the castle from attack. Moats, or ditches, were dug around the castles and filled with water. Some castles in India were even said to have crocodiles in their moats to keep people away!

Building a castle was expensive. Only wealthy lords and kings could afford them. However, other people depended on the castles. The lord owned the land around the castle, and peasants rented this land. They used it to plant crops. Peasants came inside the castle if there was an attack. They brought all their goods with them, and their cattle, too.

About 500 years ago, many people moved to towns and cities. Countries formed armies for their own defense. People didn't need castles anymore. Rich people still built castles, but not to keep themselves safe. Castles became fancy homes.

Name _____ Date _____

6. According to the passage, which of these places had castles long ago?

- (A) United States (B) Canada
(C) South America (D) India

7. The passage says, “No one felt safe.” In which of these sentences does the word safe have the same meaning?

- (A) During a storm, you will be safe in the basement.
(B) Mr. Chase put all the money in the safe.
(C) The umpire called the base runner safe at home.
(D) I think that 4,000 is a safe guess.

8. What would be another good title for this passage?

- (A) Castles Long Ago” (B) “How Castles Are Built”
(C) Castles: Just Fancy Homes” (D) Before the World Changed”

9. From a peasant’s view, what was probably the best thing about living near a castle long ago?

- (A) The peasant could rent land for farming.
(B) The castle was a tourist attraction.
(C) The peasant could see how the lords lived.
(D) The castle offered protection from attack.

10. The passage says, “Building a castle was expensive.”

What does expensive mean?

- (A) dangerous (B) costly
(C) difficult (D) cheap

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 11–15.

My Trip to India

December 20

The plane ride lasted forever! I, Dorit Maguay, saw three movies before I fell asleep and the flight attendants fed us twice! But finally we made it to Calcutta. I'm so tired, and I want to be in my bed at home. Why did we have to come here? I don't think I like India, and I definitely do not like Indian food. I haven't seen any mac and cheese.

December 21

I miss my friends horribly, and I'm here for two more weeks! But today I met my grandmother for the first time. She hugged me until I felt like a pancake, but she had a sad look on her face. I'll ask her why tomorrow.

December 22

Grandmother made me some grilled chicken and rice, and it was really good. She said she was sad yesterday because she never gets to see me. I told her, "You're seeing me now!" She laughed at that.

December 23

Calcutta is weird. It's different from Los Angeles, anyway! There is much more traffic here, and it's so noisy! Horns honk constantly, and there are so many people! Where do they all come from? It's funny, though—the people are really friendly. I met some of my cousins today.

December 24

Mother wears jeans at home, but she wears a sari here. A sari is a dress made from a long piece of cloth. For dinner, my grandmother made dal, a dish made from lentils, which are small brown beans. It tasted okay.

January 2

I can't believe we have to go back to Los Angeles. I want to stay here forever! I really like my cousins, and we've had such fun that I don't ever want to leave. Did I mention that I like Indian food now? Macaroni and cheese is okay, but dal is better!

Name _____ Date _____

11. What will most likely happen next?

- (A) Dorit will ask for some mac and cheese.
- (B) Grandmother will fly home with Dorit.
- (C) Dorit will return to Los Angeles.
- (D) Dorit's cousins will convince her to stay in India.

12. How did Dorit feel toward the end of her visit?

- (A) She could not wait to get home.
- (B) She missed her friends horribly.
- (C) She could not stand Calcutta anymore.
- (D) She did not want to leave India.

13. Dorit probably did not write in her diary from December 24 until January 2 because she was _____.

- (A) too busy having fun
- (B) learning to make Indian food
- (C) too depressed to write
- (D) trying to find more paper

14. How was Calcutta different from Los Angeles?

- (A) It was clean and quiet.
- (B) It was much more crowded.
- (C) The people were less friendly.
- (D) There was much less traffic.

15. The passage says, "She hugged me until I felt like a pancake." What does this sentence mean?

- (A) Grandmother had a round, plain face.
- (B) The pancakes Grandmother made tasted good.
- (C) Grandmother squeezed her really hard.
- (D) Grandmother made her want to eat a pancake.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 16–20.

Daniel Pinkwater: Writer and Kid

When Daniel Pinkwater writes for children, he becomes one. He thinks like a child and writes, and he does an extraordinary job.

When did Daniel Pinkwater begin writing?

Daniel Pinkwater says he started writing in school. He wrote funny notes to his friends during class, which made them laugh. Of course, Daniel got into trouble.

At school, Daniel learned that writing pays off. He entered a school writing contest and won a free subscription to a magazine.

What does Daniel write for today?

Today, Daniel earns money instead of subscriptions by writing books that children love to read. Pinkwater likes his readers, too. He has a Web site called The P-Zone where children can go online and talk to Daniel. They can ask him anything, and he'll reply with an honest answer.

What is Daniel like at home?

Daniel Pinkwater works at home with his wife and his dogs. One of his dogs is named Lulu, and he says that Lulu has a dog named Maxine 2. Pinkwater insists that both dogs can read, and he can prove it!

The room where Pinkwater works is quiet. But the room down the hall where his wife illustrates his stories is a zoo. Inside it are barking dogs, meowing cats, and a blaring TV set.

Is it hard to write books?

According to Pinkwater, writing a book is very hard work. One picture book took a year to write. On the other hand, a novel can be written more quickly. He says he can write six novels a year. That makes readers happy. They love Daniel Pinkwater's books!

Pinkwater Facts

Born: November 15, 1941

Home: Hudson County, New York

Popular books: *The Hoboken Chicken Emergency*
The Big Orange Splot
At the Hotel Larry

Where to reach him: www.pinkwater.com

Name _____ Date _____

16. The passage says, “He does an extraordinary job.” The word extraordinary means _____.

- (A) common
- (B) not very interesting
- (C) very odd
- (D) extremely good

17. Most of the information in this passage is organized by _____.

- (A) time order
- (B) questions and answers
- (C) problems and solutions
- (D) cause and effect

18. Which sentence states an opinion?

- (A) Writing a book is very hard work.
- (B) One picture book took a year to write.
- (C) He can write six novels a year.
- (D) One of his dogs is named Lulu.

19. From the information in this passage, what can you conclude about Daniel Pinkwater and his wife?

- (A) They both act like children.
- (B) They both love animals.
- (C) They are both good illustrators.
- (D) They are both good writers.

20. The passage says, “The room down the hall where his wife illustrates his stories is a zoo.” What does this sentence mean?

- (A) His wife works at the zoo.
- (B) His wife’s room smells like a zoo.
- (C) His wife has many different animals.
- (D) His wife’s room is very noisy.

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 21–25.

Glaciers

Glaciers are large masses of ice, air, water, and rock. They formed in the parts of the earth where snow does not melt. The point where snow never melts is called the snow line. Above the snow line, the snow freezes hard and becomes a huge chunk of ice lying on the side of a mountain.

Kinds of Glaciers

Glaciers can be very large. The Arctic and Antarctic, for example, are two enormous sheets of ice. Glaciers that are smaller can be found in warmer places. On high mountains, the air never rises above freezing. Smaller glaciers can form between the mountains.

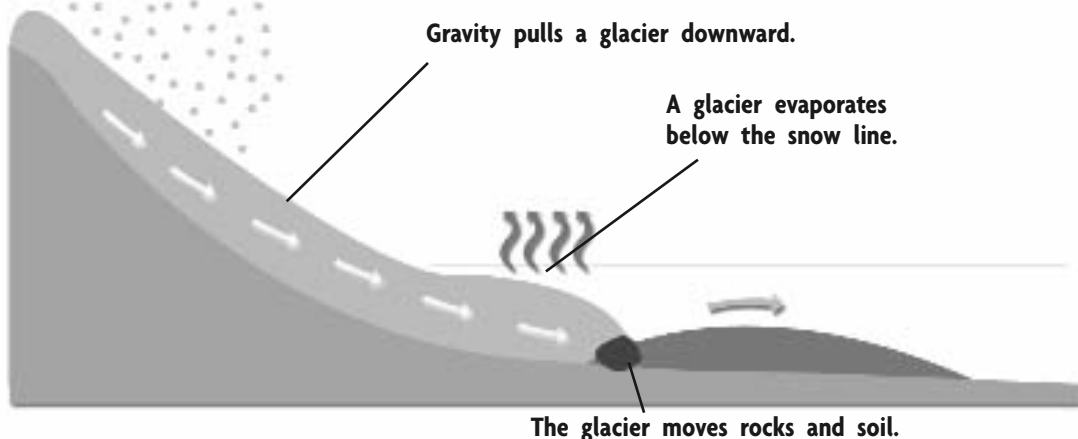
Changing the Earth

Glaciers are sometimes called rivers of ice because they move. Gravity pulls them downward off the mountain. A glacier may move a few yards or thousands of feet each year.

As a glacier moves, it takes rocks and soil along with it. This movement carves out valleys and changes the surface of the earth.

This valley glacier was formed where snow never melts. As the glacier moves below the snow line, it melts.

Glacier Movement



Name _____ Date _____

21. Which is the best summary of this passage?

- Ⓐ Glaciers are huge sheets of ice and snow that form in the mountains where ice does not melt.
- Ⓑ Glaciers are large masses of ice that move and cause changes in the surface of the earth.
- Ⓒ Glaciers are sometimes called rivers of ice because they move and change.
- Ⓓ Glaciers formed in some parts of the earth above the snow line, but they never melt.

22. In what area does a glacier melt?

- Ⓐ above the snow line
- Ⓑ in a valley
- Ⓒ below the snow line
- Ⓓ on the snow line

23. Where does the evaporated water go after it leaves the glacier?

- Ⓐ It stays on the snow line.
- Ⓑ It runs downhill.
- Ⓒ It rises into the air.
- Ⓓ On the snow line.

24. In what part of the passage can you find the location of the snow line?

- Ⓐ the first paragraph
- Ⓑ **Kinds of Glaciers**
- Ⓒ **Changing the Earth**
- Ⓓ **Glacier Movement**

25. The author's main purpose in this passage is to _____.

- Ⓐ give information about glaciers
- Ⓑ compare the Arctic and Antarctic
- Ⓒ tell an entertaining story
- Ⓓ explain how to find glaciers

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 26–30.

Campaign Speech: July 15

by Alonzo Santos

Greetings, citizens and friends! I am pleased to announce that I am running for mayor of this fair city on September 2nd! I need your vote, and I'll tell you why.

Our current mayor is complacent. He says everything in our city is just fine, but he has buried his head in the sand. If he took a good look around the city, he would see that our schools need help, our teachers need more supplies, and our classrooms have too many students and too few teachers.

If our current mayor would take a closer look around the city, he would see that crime has increased to an all-time high and our city is not as safe as it could be!

If our mayor took a good look around, he would see the potholes in our city streets and notice that our streets are crumbling!

I intend to change all this. We need more police officers on our street corners right now. We need better schools this very day, and we must fix our roadways immediately.

Let me tell you what I say.

Some people say I don't have experience. I say, "They don't know me!" Some people say that our city is fine the way it is! I say, "We need fresh ideas!" Some people say that I can't be elected because I'm only 25 and that's too young to lead. I say, "They don't know you, the voters!"

Our town needs more police officers on the streets, and we deserve it! Our town needs more teachers, and our children deserve it! Our town needs smooth, paved roads, and we deserve it!

Come with me on September 2nd. Let's make a fresh, new beginning in our town and give ourselves the city we need and want. We deserve it!

Name _____ Date _____

26. Based on this speech, you can tell Alonzo Santos thinks that _____.

- Ⓐ the current mayor has not done a good job
- Ⓑ every voter in the city will vote for him
- Ⓒ the people of the city are foolish
- Ⓓ no one under 25 should be elected mayor

27. Why does Alonzo Santos want to put more police officers on the streets?

- Ⓐ The schools do not have enough teachers.
- Ⓑ Many police officers recently lost their jobs.
- Ⓒ Crime has increased, and the city is not safe.
- Ⓓ The streets of the city are falling apart.

28. The passage says, “Our current mayor is complacent.”

The word complacent means _____.

- Ⓐ unable to change
- Ⓑ pleased with the way things are
- Ⓒ ready to leave
- Ⓓ prepared to meet any challenge

29. Which words best describe the character of Alonzo Santos?

- Ⓐ lazy and proud
- Ⓑ ambitious and determined
- Ⓒ smart and greedy
- Ⓓ honest and fair-minded

30. The speaker’s main purpose in this passage is to _____.

- Ⓐ give information about the current mayor
- Ⓑ compare his city with other cities
- Ⓒ explain how to fix the city’s streets
- Ⓓ persuade people to vote for him

Name _____ Date _____

Directions: Read the passage. Then use the information from the passage to answer questions 31–36.

An Interview with Aunt Etta

When Janelle decided she wanted to make the basketball team, she interviewed her aunt Etta to get some tips on how to be a good player.

Janelle: When did you start playing basketball?

Aunt Etta: In 1957, when I was knee-high to a grasshopper, there was nothing I wanted to do more than shoot hoops in the backyard. I joined a team in the fourth grade.

Janelle: My mom says you were a star. How did you get so good?

Aunt Etta: I practiced, and I had nothing but basketball on my brain. One time in sixth grade I was at the beach with my family. The waves left foam on the sand, and the wind blew the foam up and down the beach. I pretended that the foam had a basketball, and I was trying to guard it. My legs got really strong trying to outrun the foam!

Janelle: Do you have any advice on how to play well?

Aunt Etta: When you are guarding someone, keep at her like a terrier, and never take your eyes off her waist. Players will try to trick you by faking a move, but if you only go where the player's waist goes, you'll never fall for a fake.

Janelle: You played guard?

Aunt Etta: Yes, but it was different then because forty years ago, girls only played half-court. There was a black line that divided the court in half, and you had guards and forwards. Forwards played the ball on one side of the court and tried to make points. That was the offense. The guards only played defense and tried to prevent the other side from scoring. Guards and forwards both had to stay on their own side of the court.

Janelle: Why did they do that?

Aunt Etta: People back then thought that girls were too weak to run from one end of the court to the other. At least, that's what I was told.

Janelle: Things have changed a lot since then!

Name _____ Date _____

31. The passage says that Aunt Etta was “knee-high to a grasshopper.” What does this mean?
- (A) She had legs like a grasshopper. (B) She could jump really high.
(C) She was a little girl. (D) She liked to catch grasshoppers
32. The passage says, “Never take your eyes off her waist.” Which of these sentences uses the word waist correctly?
- (A) Don’t waist your time on that.
(B) Tie the belt around your waist.
(C) That movie was a waist of money.
(D) All solid waist goes to the dump.
33. Aunt Etta said, “Keep at her like a terrier.” What did she mean?
- (A) Don’t give up. (B) Stay low to the ground.
(C) Try to bite her. (D) Bark at the player.
34. What did Aunt Etta do before she joined a basketball team in fourth grade?
- (A) She ran after foam on the beach.
(B) She played half-court games.
(C) She fell for a fake.
(D) She practiced in her backyard.
35. The passage says, “People back then thought that girls were too weak to run.” Which word from the passage means the opposite of weak?
- (A) helpless (B) strong
(C) surprised (D) poor
36. Which is the best paraphrase of this sentence?
- Players will try to trick you by faking a move, but if you only go where the player’s waist goes, you’ll never fall for a fake.*
- (A) Players will try to trick you by moving only their waists.
(B) Go where the player goes and never fall for a fake.
(C) If you watch the player’s waist, you will not be fooled by a fake.
(D) Some players fake to go one way and go the other way instead.



Student Name _____ Date _____

Teacher Name _____ Grade _____

Pretest

Posttest

(Circle one.)

1. (A) (B) (C) (D)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)
6. (A) (B) (C) (D)
7. (A) (B) (C) (D)
8. (A) (B) (C) (D)
9. (A) (B) (C) (D)
10. (A) (B) (C) (D)
11. (A) (B) (C) (D)
12. (A) (B) (C) (D)
13. (A) (B) (C) (D)
14. (A) (B) (C) (D)
15. (A) (B) (C) (D)
16. (A) (B) (C) (D)
17. (A) (B) (C) (D)
18. (A) (B) (C) (D)

19. (A) (B) (C) (D)
20. (A) (B) (C) (D)
21. (A) (B) (C) (D)
22. (A) (B) (C) (D)
23. (A) (B) (C) (D)
24. (A) (B) (C) (D)
25. (A) (B) (C) (D)
26. (A) (B) (C) (D)
27. (A) (B) (C) (D)
28. (A) (B) (C) (D)
29. (A) (B) (C) (D)
30. (A) (B) (C) (D)
31. (A) (B) (C) (D)
32. (A) (B) (C) (D)
33. (A) (B) (C) (D)
34. (A) (B) (C) (D)
35. (A) (B) (C) (D)
36. (A) (B) (C) (D)

Individual Pretest/Posttest Scoring Chart

Student Name _____ Date _____

Teacher Name _____ Grade _____

Tested Skills

Cluster Comprehension and Word Solving Skills	Item Numbers	Pretest Score	Posttest Score
1 Literary Elements Analyze Character Analyze Story Elements	3 4 12 29	/4	/4
2 Text Structure and Features Analyze Text Structure and Organization Use Graphic Features to Interpret Information Use Text Features to Locate Information	17 22 23 24	/4	/4
3 Relating Ideas Compare and Contrast Identify Cause and Effect Identify Sequence or Steps in a Process	2 14 27 34	/4	/4
4 Inferences and Conclusions Draw Conclusions Make Inferences Make Predictions	11 13 19 26	/4	/4
5 Making Judgments Evaluate Author's Purpose and Point of View Distinguish Fact from Opinion Make Judgments	9 18 25 30	/4	/4
6 Distinguishing Important Information Identify Main Idea and Supporting Details Summarize or Paraphrase Information	6 8 21 36	/4	/4
7 Figurative Language Interpret Figurative Language	15 20 31 33	/4	/4
8 Context Clues Use Context Clues to Determine Word Meaning Identify Multiple-Meaning Words	5 7 28 32	/4	/4
9 Word Families and Structures Identify Synonyms, Antonyms, and Homonyms Use Knowledge of Word Structures to Determine Word Meaning	1 10 16 35	/4	/4
	Total	/36	/36

Pretest Score		Posttest Score	
Number Correct/Total	Percent Score	Number Correct/Total	Percent Score
/36	%	/36	%

Group Pretest/Posttest Scoring Chart

Teacher Name _____ Grade _____

Student Name	Pretest		Posttest		Comparison/Notes
	Total No. Correct	Percent Score	Total No. Correct	Percent Score	

Ongoing Strategy Assessment Record

Student Name _____

Teacher Name _____ Grade _____

Assessments Comprehension Word-Solving Skills	Reading	or Listening	Reading	or Listening
	Date of 1st Assessment	Score	Date of 2nd Assessment	Score
1–2 Analyze Character				
3–4 Analyze Story Elements				
5–6 Analyze Text Structure and Organization				
7–8 Compare and Contrast				
9–10 Draw Conclusions				
11–12 Evaluate Author’s Purpose and Point of View				
13–14 Evaluate Fact and Opinion				
15–16 Identify Cause and Effect				
17–18 Identify Main Idea and Supporting Details				
19–20 Identify Sequence or Steps in a Process				
21–22 Interpret Figurative Language				
23–24 Make Inferences				
25–26 Make Judgments				
27–28 Make Predictions				
29–30 Summarize or Paraphrase Information				
31–32 Use Graphic Features to Interpret Information				
33–34 Use Text Features to Locate Information				
35–36 Use Knowledge of Word Structure to Determine Word Meaning				
37–38 Use Context Clues to Determine Word Meaning				
39–40 Identify Synonyms, Antonyms, and Homonyms				
41–42 Identify Multiple-Meaning Words				



A series of 20 horizontal lines spaced evenly down the page, providing a template for writing notes.

Notes



A series of horizontal lines for taking notes, consisting of 20 evenly spaced lines.