

Strategies
To
Achieve
Read
Success



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Lesson 3

UNDERSTANDING SEQUENCE

PART ONE: Think About the Strategy



What Is Sequence?

Most things you read are told in order. Directions for a video game explain the steps you must follow to play the game well. A TV drama or movie usually tells about events in the order in which they happened. Many of the things you do each day are also done in a particular order.

- 1 Write four things that you did this morning before leaving for school.

- 2 List and number these things in the order in which you did them.



Work with a Partner

- Tell your partner about one of your favorite movies.
- Take turns telling about the beginning, the middle, and the ending of the movie. Try to use only one sentence to describe each part.

How Do You Find Sequence?

You can find the order of steps in a set of directions by thinking about the order in which things are done. Writers of directions or recipes present a set of steps that must be followed in a specific order to make something.

Read this recipe for making ants on a log. Pay attention to the order in which the steps are presented in the recipe.

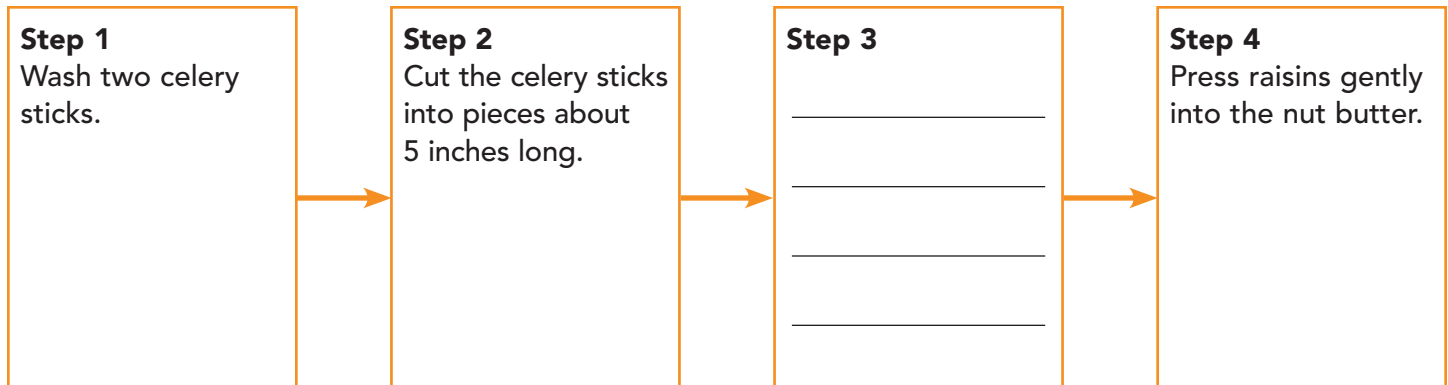
Ants on a Log

Wash two celery sticks. Then cut the celery sticks into pieces about 5 inches long. Spread nut butter in the u-shaped part of each piece of celery. Press raisins gently into the nut butter. Enjoy your ants on a log!

1. Let's find the steps for completing the recipe.
2. Look at the chart below.

The boxes show the steps that must be followed in order to successfully complete the recipe.

3. Fill in the missing information for Step 3.



**WHAT
TO
KNOW**

The order in which things are done or events happen is called **sequence**. Directions telling how to do something usually include steps that need to be followed in a specific sequence, or order.

- Clue words such as *first*, *next*, *then*, *last*, *finally*, *before*, and *after* often tell you when things are done or when events happen.
- Clues about time can also indicate sequence—the time of day, the day of the week, the month, the season, the year, and so on.
- In a story without clue words, think about the beginning, the middle, and the ending to help you figure out sequence. In an article without clue words, think about the order in which things happen or how things are done.

Read this article about how a popular beverage in the Middle East is prepared. As you read, think about the order of the steps followed to prepare the beverage.

The Bedouin are a nomadic people who live in the desert regions of Saudi Arabia and Jordan. Coffee holds a special place in the life of the Bedouin. They follow an elaborate set of rules when they prepare and serve coffee. First, the host takes some coffee beans out of a special leather bag. Then he puts the beans in a long-handled pan and lightly roasts them over a fire. After the beans cool, they are pounded into ground coffee. Last, the coffee is brewed in a special pot. The host serves the strong thick coffee in tiny cups with no handles. Guests have their cup filled again and again. To signal that they've had enough, guests hold out their empty cups and shake them.



The order of the steps followed to prepare the coffee is

First, the host takes some coffee beans out of a special leather bag.

Then he puts the beans in a long-handled pan and lightly roasts them over a fire.

After the beans cool, they are pounded into ground coffee.

Last, the coffee is brewed in a special pot.

Read this article about how traffic lights change. As you read, ask yourself, “What happens first? What happens next?” Then answer the questions.

How Does a Traffic Light Change?

Have you ever noticed that some traffic signals turn green shortly after an automobile stops at a red light? These lights change because they can tell when a car is waiting at an intersection. How do they do this? It’s really not that complicated.

First, near an intersection, traffic engineers cut a groove in the asphalt with a circular saw. Next, they place a loop of wire in the groove and cover the wire with a rubbery compound. Finally, they send an electric current through the wire to create a magnetic field. When a car stops on top of the magnetic wire to wait for a red light, the wire detects the metal in the car. Then the wire sends a signal to a control box. The control box changes the traffic light from red to green. Last, the car is able to continue driving to its destination.

If you look closely the next time you are waiting for a traffic signal at an intersection, you might be able to see where these magnetic loops are embedded in the road.

1. What happens next after engineers cut a groove in the asphalt with a circular saw?
 - Ⓐ They place a loop of wire in the groove.
 - Ⓑ They cover the wire with a rubbery compound.
 - Ⓒ They send an electric current through the wire.
 - Ⓓ They create a magnetic field.
2. The clue word that tells what happens after the wire detects the metal in the car is
 - Ⓐ first.
 - Ⓑ then.
 - Ⓒ last.
 - Ⓓ next.



Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about understanding sequence.



REVIEW

Sequence is the order in which things are done or events happen.

- Look for clue words such as *first*, *next*, *then*, *last*, *finally*, *before*, and *after* to help you figure out the order in which things are done or events happen in a reading passage.
- Look for clues that tell about time, such as the time of day, the day of the week, the month, the season, and the year.
- When there are no clue words, think about the order in which things happen.

Read this passage about Liddy. As you read, think about the clue words that tell you the order in which things happen. Then answer the questions.

For over 100 years, the Hall family had been living on Strawberry Hill Farm. As Liddy Hall stood on the top of Strawberry Hill and looked out over the farm's fields and pastures, she felt as if she had been living on Strawberry Hill for at least 100 years herself. Simply thinking about the endless round of work that was life on a farm made Liddy weary. The cycle began in the spring, with sheep shearing and clearing fields. In the summer, crops were planted and wood was chopped. In the fall, there was the harvesting of crops. Then there was the drying and preserving of food for the winter. Next, during the long, cold winter months, there was spinning, weaving, sewing, and knitting to do. There were candles to be made. The first warm days of March meant it was time to gather sap from maple trees and boil it down to make syrup and maple sugar. Then it was shearing time again. Liddy pushed her pencil and paper deep into her pocket and started down the hill. Perhaps after the pumpkins were gathered, there would finally be time for drawing.



3. What happens on Strawberry Hill Farm after the harvest in that yearly cycle?
 - Ⓐ Food is dried and preserved for winter.
 - Ⓑ The fields are plowed and planted.
 - Ⓒ The sheep are sheared.
 - Ⓓ Wood is chopped.
4. Which clue word or phrase tells what happens during the winter months?
 - Ⓐ then
 - Ⓑ for over 100 years
 - Ⓒ next
 - Ⓓ finally

Which Answer Is Correct and Why?

Look at the answer choices for each question.

Read why each answer choice is **correct** or not correct.

3. What happens on Strawberry Hill Farm after the harvest in that yearly cycle?

- Food is dried and preserved for winter.**

This answer is correct because, according to the passage, it states what happens after the harvest: *“In the fall, there was the harvesting of crops. Then there was the drying and preserving of food for the winter.”*

- The fields are plowed and planted.**

This answer is not correct because the passage tells you that fields are plowed and planted before they are harvested.

- The sheep are sheared.**

This answer is not correct because the passage states that spring begins with sheep shearing. Since spring comes before fall in a yearly cycle, sheep shearing comes before the harvest.

- Wood is chopped.**

This answer is not correct because, according to the passage, wood is chopped in the summer.

4. Which clue word or phrase tells what happens during the winter months?

- then**

This answer is not correct because this clue word tells what happens after the harvest: *“Then there was the drying and preserving of food for the winter.”*

- for over 100 years**

This answer is not correct because, although the phrase does appear in the passage, it does not indicate the order in which events happen.

- next**

This answer is correct because, according to the passage, *“Next, during the long, cold winter months, there was spinning, weaving, sewing, and knitting to do.”*

- finally**

This answer is not correct because, although the word does appear in the passage, it does not indicate the order in which events happen.



**MORE
TO
KNOW**

- If a reading passage does not contain clue words, ask yourself questions such as “What happened first?” and “What happened next?” to help figure out the order of events in the passage.
- Stories are usually told in the order in which the events occurred—from the beginning to the ending. Not all stories are told entirely in time order, though; sometimes a past event is introduced in the beginning or middle of a story.

Read this story about an honest woman. Then answer the questions.

Pola was returning home from the supermarket. As she walked, Pola examined the change she had received from the cashier. It didn't take her long to figure out that she had been given the wrong amount. Right then, Pola turned around and went back to the store. She went up to the cashier who had given her the wrong change.

“Excuse me, sir,” Pola said very politely. “You have given me the wrong change.”

“When?” asked the indignant cashier.

“Well, I was here about fifteen minutes ago,” answered Pola.

“Don't you see that?” asked the cashier, pointing to a large sign hanging overhead.

There was indeed a large sign that read:

**Any errors in change must be
reported at the time of checkout.**

The Management

“You mean,” asked Pola, “I can't get the right change now?”

“That's what I mean,” said the cashier triumphantly.

“Well,” said Pola, “I can see now that it's too late to correct your error. I just wanted to give you back the extra ten dollars you gave me.”

- Which of these happened first in the story?
 - Pola tried to return the incorrect change.
 - The cashier refused to give Pola the correct change.
 - Pola returned to the supermarket.
 - Pola realized she got the wrong change.
- After Pola realized she had the wrong change, she immediately
 - continued walking home.
 - returned to the supermarket.
 - spoke to the cashier.
 - found ten dollars.
- The clue word or phrase that tells what Pola did after she realized she had the wrong change is

<ol style="list-style-type: none"> <i>after.</i> <i>next.</i> 	<ol style="list-style-type: none"> <i>right then.</i> <i>when.</i>
---	--
- What did Pola do after the cashier refused to give her the correct change?
 - She read the sign.
 - She recounted her change.
 - She told him that she had wanted to return the ten dollars.
 - She continued shopping.



Read this version of a folktale from India. Then answer the questions.

A poor man named Svabhavakripana was given a large amount of rice. After he ate as much as he wanted, he filled a pot with the leftover rice. He placed the pot on a table before he sat down in a chair and started dreaming. "If there is a famine, I can make 100 rupees by selling this rice, and then I can buy a pair of goats. Every six months, the goats will have babies, and before you know it, I will have an entire herd of goats. Then I will sell the goats to buy buffaloes. After the buffaloes have calves, I will sell the calves to buy beautiful horses. When the horses have babies, I will sell them for gold coins.

"When I have enough gold coins, I will build a four-bedroom dream house. Then I will get married to an intelligent woman and have a son, who I will name Somasarman. Every day, I will sit at the table reading, and Somasarman will come running up to be bounced on my knee." The man spread his arms wide as if to embrace the boy, and when he did so, he knocked off the table the pot of rice, which fell to the ground, broke, and was ruined.



9. The sentences below describe some of the events in the folktale.

1. The man dreams of buying horses.
2. The man dreams of building a house.
3. The man dreams of buying goats.
4. The man dreams of getting married.

What is the correct order of the sentences?

- (A) 4, 2, 1, 3
- (B) 2, 1, 3, 4
- (C) 1, 4, 3, 2
- (D) 3, 1, 2, 4

10. What happened before the man filled the pot with leftover rice?

- (A) He placed the pot on the table.
- (B) He knocked the pot off the table.
- (C) The pot of rice broke.
- (D) He ate as much as he wanted.

11. What did the man dream of buying next after buying goats?

- (A) rice
- (B) buffaloes
- (C) a house
- (D) horses

12. In the story, clues that tell about the sequence of events that happened are

- (A) words about times of day.
- (B) the words *after*, *before*, and *then*.
- (C) words about days of the week.
- (D) words about months of the year.


**TEST
TIPS**

- A test question about the sequence of events in a reading passage may ask you to recall when an event happened or to arrange events in order.
- A test question about sequence often contains words such as *first*, *second*, *last*, *before*, or *after*—the same words that often signal sequence in a reading passage.

Read this article about one family's history. Then answer questions about the article. Choose the best answer for Numbers 13 and 14.

Were you born in the same town that you now live in? Were your parents? Did your grandparents grow up in the same area? What about their parents?

Adrian Targett, who lives in Cheddar, a town in the southwest of England, knows how long his family has been living near Cheddar—about 900 years, give or take a century. And he can prove it.

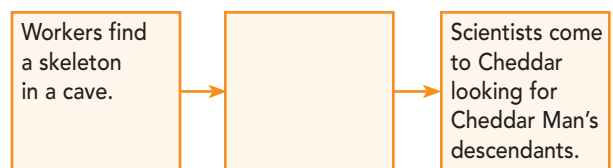
In 1903, workers in Cheddar came across a skeleton in a cave. Scientists removed the 900-year-old skeleton for further study. Over 90 years later, scientists were still studying the skeleton. The skeleton became known as Cheddar Man. In 1997, scientists came to Cheddar looking for descendants of Cheddar Man. They took DNA samples from 15 students at the school where Adrian Targett teaches. Scientists used the samples to conduct DNA studies. Targett volunteered a DNA sample of his own as well.

The scientists compared the material they had collected from the students and Targett with material they had taken from Cheddar Man's teeth. So much of Cheddar Man's sample and Targett's were alike that scientists concluded that the two were related. "It was a great shock," said Targett.

It was perhaps, though, less of a shock for Targett than it might have been for someone else. Targett has a real sense of the past, since he is, after all, a history teacher. Now Targett not only teaches history; he's also part of it!

13. After scientists compared material from Cheddar Man with material from Adrian Targett, they
- collected DNA samples from students.
 - found a skeleton in a cave.
 - concluded that the two were related.
 - conducted further study on the skeleton.

14. The boxes tell about some of the things in the article.



What belongs in the empty box?

- Targett says, "It was a great shock."
- Scientists conduct DNA studies.
- Scientists conclude that Adrian Targett is related to Cheddar Man.
- The skeleton becomes known as Cheddar Man.

Read this newspaper article about a school with a unique problem. Then answer questions about the article. Choose the best answer for Numbers 15 and 16.

Skunks Dismiss Students at Area School

Yesterday marked the first day of spring. This is the time of year when the scent of freshly-cut grass and daffodils usually fills the air. For students at Wilson Middle School, however, the first day of spring ushered in an unexpected scent—the scent of skunk!

Students at Wilson Middle School were sent home on Monday shortly after first period classes were set to begin. As students rushed to get to their first class, the strong, foul smell of skunk filled hallways, classrooms, and even supply closets.

“It was so bad that my eyes were burning,” said Malcolm Waters, a seventh-grade student at the school. “Some kids were even sick to their stomach,” he added. “That’s why Ms. Ortiz, our principal, made sure we were all dismissed immediately.”

School officials raced to open as many windows as possible and then placed a frantic call to the animal control officer, Mae Hansen. Hansen, who arrived on the scene within

moments of the call, discovered several skunks under the school building. It took several hours for her to remove over a dozen skunks.

“Skunks are often found under buildings, especially this time of year. Usually, they don’t disturb anyone. In fact, rarely do people even know they are there.”

When asked what caused yesterday’s “scent-sational” event, Hansen replied, “The skunks probably felt threatened by another animal, possibly a dog, causing them to spray.”

Classes at Wilson Middle School resumed today. No word yet on where the skunks are now residing.



15. Which of these happened first?

- Ⓐ School officials called the animal control officer.
- Ⓑ Students rushed to get to their first class on time.
- Ⓒ The animal control officer arrived on the scene.
- Ⓓ School officials opened windows.

16. After officials called in the animal control officer,

- Ⓐ the odor of skunk filled the school.
- Ⓑ skunks were discovered under the building.
- Ⓒ some students were sick to their stomach.
- Ⓓ students were sent home.

PART ONE: Read a Myth

Read this retelling of a Native American myth. Then answer questions about the myth. Choose the best answer for Numbers 1 through 6.

One day long ago, Coyote was trotting along at the edge of a forest. The sun shone very brightly overhead, and Coyote found himself becoming extremely hot in his thick fur coat.

“I would like an enormous cloud to block the sun and cool down the land,” said Coyote to himself.

So an enormous white cloud filled much of the blue sky and made some cool shade for Coyote, but Coyote was still hot and not satisfied at all.

“I would like even more clouds,” Coyote said aloud, “for it is still not cool enough for me.” Darker and darker clouds began to form in the sky, and soon the sky began to look very black and threatening, but still Coyote was not happy.

“How about some wet rain to cool things down even more?” asked Coyote. The dark clouds began to sprinkle down a few refreshing raindrops on Coyote.

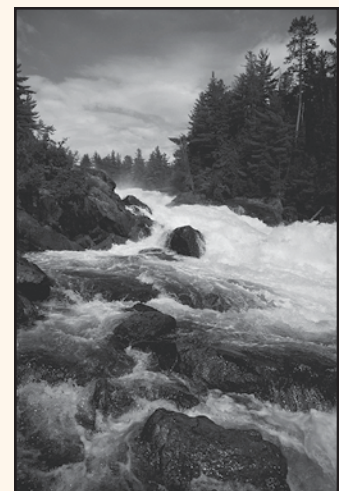
“More rain,” demanded Coyote, “for I am still not cool enough.” The light sprinkles of rain became large wet drops the size of marbles. Soon they began to pour down in a continuous sheet of rain.

“I would like a deep clear creek to cool my paws in,” said Coyote, “for I am still much too hot.”

The whispering creek began to swell into an enormous, roaring rapids. A giant wave engulfed Coyote, and he was swept away, rolling over and over in the angry black waters. After being battered on rocks and nearly drowned, Coyote was spewed up onto a riverbank three miles from his home. He lay bedraggled on the riverbank for a long time, barely moving. When he finally opened his eyes, buzzards circled overhead trying to decide if Coyote was dead or not.

Coyote shook himself off, dragged himself to his feet, and yelled at the buzzards, “Go away! I am not dead.”

The buzzards flew away, but the raging river remains to this day. It is called the Columbia River, and it flows more than a thousand miles between Oregon and Washington before it empties into the Pacific Ocean.



Finding Main Idea

1. The myth mostly describes
- Ⓐ how the Columbia River was formed.
 - Ⓑ why it rains so much in the Pacific Northwest.
 - Ⓒ where some raging rapids are found.
 - Ⓓ what life in Oregon was like long ago.

Recalling Facts and Details

4. As Coyote was swept away in the river, he
- Ⓐ floated lazily on his back.
 - Ⓑ felt cool at last.
 - Ⓒ rolled over and over.
 - Ⓓ ate several tasty fish.

Finding Main Idea

2. A good title for this myth is
- Ⓐ “Why Coyotes Like Rain”
 - Ⓑ “A Giant Wave”
 - Ⓒ “Coyote and the Buzzards”
 - Ⓓ “The Origin of the Columbia River”

Understanding Sequence

5. Which of these happened last?
- Ⓐ Coyote demanded more rain.
 - Ⓑ Coyote was battered on rocks.
 - Ⓒ Coyote was swept away by a wave.
 - Ⓓ Coyote told the buzzards to go away.

Recalling Facts and Details

3. Where was Coyote trotting at the beginning of the myth?
- Ⓐ along a riverbank
 - Ⓑ at the edge of a forest
 - Ⓒ through a grassy meadow
 - Ⓓ near a creek

Understanding Sequence

6. The boxes tell some of the things that happened in the myth.

What belongs in the empty box?

- Ⓐ A bedraggled Coyote lays on a riverbank.
- Ⓑ Coyote steps into the creek.
- Ⓒ Coyote yells at the buzzards.
- Ⓓ Coyote wishes a cloud would block the sun.



Read this article about a famous American musician. Then answer questions about the article. Choose the best answer for Numbers 7 through 12.

Duke Ellington

Jazz is sometimes called the only truly American music. Jazz was first played by African Americans living in the American South. Duke Ellington was one of the giants of jazz. Ellington was born in Washington, D.C., in 1899. As a child, he studied the piano. That is, his mother made him take piano lessons. The young Ellington was not a very dedicated student.

Ellington's interest in music reawakened when he was a teenager. Years later, Ellington gave this explanation for his renewed interest: "I learned that when you were playing the piano, there was always a pretty girl standing down at the bass clef end of the piano."

When he was 19, Ellington formed a band. Duke Ellington's jazz band was soon playing in clubs in New York City. Ellington composed music, played the piano, and conducted the Duke Ellington Orchestra. People loved Ellington's music. He soon became one of the world's most famous jazz musicians.

Then the kind of jazz that Ellington played went out of style. Many people forgot about Duke Ellington. In 1956, Ellington and his band played at the Newport Jazz Festival in Rhode Island. The musicians put on a show that jazz fans still talk about today. They played until almost 2:00 in the morning. The crowd kept calling for more. They would not let Ellington leave. Duke Ellington and his band were back!



Finding Main Idea

7. What is the main idea of paragraph 2?
- Ⓐ Ellington was introduced to music as a child.
 - Ⓑ Jazz is believed by some to be the only truly American music.
 - Ⓒ Ellington finds a renewed interest in music.
 - Ⓓ People came to love Ellington's music.

Recalling Facts and Details

10. Which detail tells that Ellington's music became unpopular?
- Ⓐ Then the kind of jazz that Ellington played went out of style.
 - Ⓑ Ellington was not a very dedicated student.
 - Ⓒ They played until almost 2:00 in the morning.
 - Ⓓ Duke Ellington and his band were back!

Finding Main Idea

8. The main idea of the article can be found
- Ⓐ in the first paragraph.
 - Ⓑ in the middle of the article.
 - Ⓒ in the last paragraph.
 - Ⓓ by thinking about the most important idea in the article.

Understanding Sequence

11. Which of these happened first?
- Ⓐ People forgot about Duke Ellington.
 - Ⓑ Ellington formed a band.
 - Ⓒ Ellington became a world-famous musician.
 - Ⓓ Ellington played at a jazz festival in Newport, Rhode Island.

Recalling Facts and Details

9. Jazz began in
- Ⓐ Newport, Rhode Island.
 - Ⓑ the western part of America.
 - Ⓒ clubs in New York City.
 - Ⓓ the American South.

Understanding Sequence

12. After Ellington and his band played at the Newport Jazz Festival, they
- Ⓐ started playing in clubs around the world.
 - Ⓑ moved to Washington, D.C.
 - Ⓒ became popular again.
 - Ⓓ formed the Duke Ellington Orchestra.



What Is Comparing and Contrasting?

Thinking about the ways two or more things are alike is *comparing*.

Thinking about the ways two or more things are different is *contrasting*.

You can compare and contrast almost anything.

1 Write how basketball and baseball are alike.

2 Write how basketball and baseball are different.



Work with a Partner

- Take turns telling each other something that is the same about two things, such as fruits, games, or objects.
- Then tell something that is different about these things. See how many likenesses and differences you can find.

How Do You Find Likenesses and Differences?

Many reading passages compare and contrast two or more things. You can find examples of comparing and contrasting by thinking about the details you read.

Read this passage about birds and bats. Think about how they are similar and how they are different.

All birds have feathers. They also have wings and can fly. Baby birds are hatched from eggs in the spring. Bats also have wings and are able to fly, but they do not have feathers. Their bodies are covered with fur. Bats are mammals so they give birth to live babies. Bats come out at night while people are sleeping. Most birds are active during the day.

1. Let's think about the details that tell about the likenesses between birds and bats. Now think about the details that tell about the differences between them.

2. Look at the Venn diagram below.

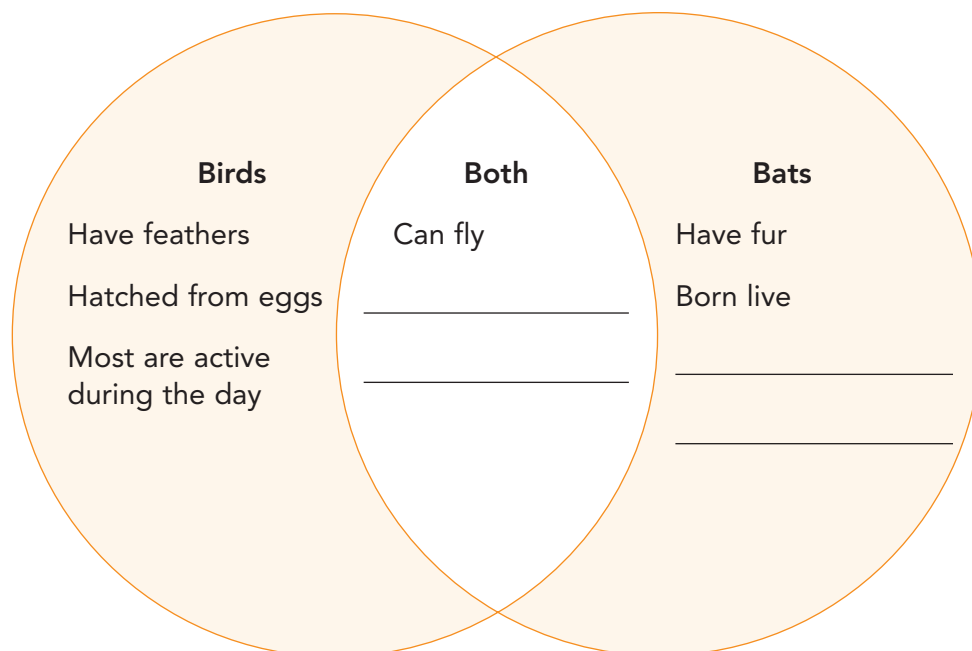
The shaded part of the first circle tells how birds are different from bats.

The shaded part of the second circle tells how bats are different from birds.

These are examples of *contrasting*.

The overlapping information tells how birds and bats are alike. This is *comparing*.

3. Fill in the missing information in the overlapping part, giving another example of comparing.
4. Fill in the missing information in the shaded part of the second circle, giving another example of contrasting.




**WHAT
TO
KNOW**

Finding how two or more things are alike and how they are different is called **comparing and contrasting**. A comparison tells how things, people, places, or events are alike. A contrast tells how they are different.

- Comparing is finding how two or more things are alike.
Contrasting is finding how two or more things are different.
- Clue words that signal a comparison are *both, same, like, alike, and similar*. Clue words that signal a contrast are *but, unlike, different, however, whereas, and instead*.
- If there are no clue words in a reading passage to signal a comparison or a contrast, think about the things you read about. Ask yourself, “How are these things alike? How are they different?”

Read this summary of *Romeo and Juliet* and of *West Side Story*. As you read, think about the ways in which the two plays are alike and the ways they are different.

Romeo and Juliet and *West Side Story* are plays. Both are about young people in love. In *Romeo and Juliet*, William Shakespeare uses poetry. He tells the tale of young people kept apart by their feuding families. But in *West Side Story*, the music of composer Leonard Bernstein and the lyrics of Stephen Sondheim tell the story. It is about Tony and Maria, who are kept apart because of the rivalries of two gangs.

Romeo and Juliet was written in 1594. It takes place in Verona, Italy. *West Side Story*, which is set in New York City, was first performed in 1957. Separated by centuries, both plays continue to bring tears to the eyes of theatergoers.

Ways in which the two plays are alike:

- Both are about young people in love.**
- In both plays, others keep the young people apart.**
- Both plays can still make audiences cry.**

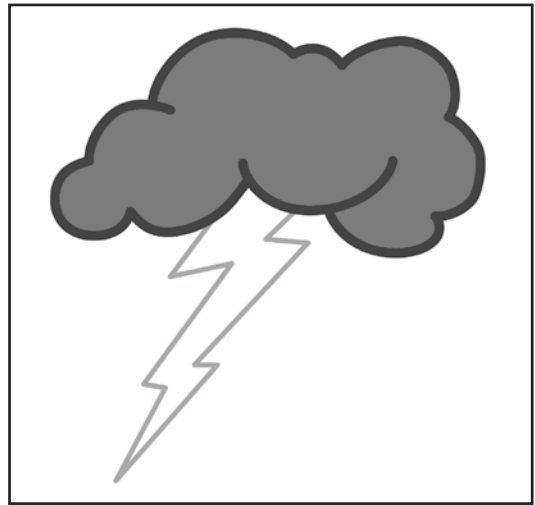
Ways in which the two plays are different:

- West Side Story* is by Leonard Bernstein and Stephen Sondheim.**
- Romeo and Juliet* is by William Shakespeare.**
- West Side Story* is a musical.**
- Romeo and Juliet* is not a musical.**
- West Side Story* takes place in New York City.**
- Romeo and Juliet* takes place in Verona, Italy.**

Read this article about light and sound. As you read, look for clue words that signal how light and sound are alike and how they are different. Then answer the questions.

Have you ever watched a flash of a lightning bolt across the summer sky and then waited for the loud clap of thunder that follows? Did you ever wonder why the thunder comes after the lightning?

The light that you see from a bolt of lightning and the sound that you hear as thunder actually both occur at the same time. The light reaches your eye before the sound reaches your ear. This occurs because light travels faster than sound—a lot faster. Light travels at a rate of about 300,000 kilometers (186,000 miles) per second. Sound, however, is relatively poky. It clocks in at about 0.3 kilometers per second.



1. Which of these is true?
 - Ⓐ Sound travels faster than light.
 - Ⓑ Light travels faster than sound.
 - Ⓒ Light and sound travel at the same speed.
 - Ⓓ Light travels more slowly than sound.
2. Which clue word signals that there is a difference between the speed of light and the speed of sound?
 - Ⓐ same
 - Ⓑ because
 - Ⓒ however
 - Ⓓ both



Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about comparing and contrasting.



REVIEW

Comparing is finding ways in which things are alike.

Contrasting is finding ways in which things are different.

- Look for clue words that signal a comparison—*both, same, like, alike, similar*.
- Look for clue words that signal a contrast—*but, unlike, different, however, whereas, instead*.
- Sometimes, there are no clue words that signal a comparison or a contrast. To find a comparison, think about the qualities between people, places, objects, or events that are alike. To find a contrast, look for qualities that are different.

Read this review of a movie based upon a book. As you read, ask yourself, “How are the movie and the book alike? How are they different?” Then answer the questions.

If you enjoyed reading *Cavedweller* by L. R. Epstein, you will be seriously disappointed by the new movie based on one of the best-selling books of all time. There were so many changes made in the movie version of this story, one can only wonder why.

One difference is the title. What was wrong with *Cavedweller*? Some Hollywood genius must have thought there was quite a lot wrong with this title because the movie is called *We Live in Darkness*.

The hero of *Cavedweller* is Sim, a 12-year-old girl who lives in a cave in modern-day France. Sim lives with her grandmother and younger brother. The hero of *We Live in Darkness* is a boy who appears to be about 16 years old and lives in a cave in modern-day France (I guess they couldn't change everything) with his grandfather and little sister! In the book, Sim befriends a spider that teaches her how to weave. In the movie, unlike the book, Sim befriends a wolf. As far as this reviewer can determine, the only thing the wolf taught Sim was how to howl. (Too bad he couldn't teach him how to act!) Two thumbs and two big toes down to *We Live in Darkness*.

3. How are the book and the movie different?

- Ⓐ In the book, Sim lives in a cave; in the movie, Sim lives in a palace.
- Ⓑ In the book, Sim is a girl about 12 years old; in the movie, Sim is a boy about 16 years old.
- Ⓒ In the book, Sim lives with her grandfather; in the movie, Sim lives with his grandmother.
- Ⓓ In the book, Sim lives in ancient times; in the movie, Sim lives in modern-day France.

4. Which clue word signals a contrast about the kind of animal befriended by Sim?

- Ⓐ alike
- Ⓑ similar
- Ⓒ different
- Ⓓ unlike

Which Answer Is Correct and Why?

Look at the answer choices for each question.

Read why each answer choice is **correct** or not correct.

3. How are the book and the movie different?

- Ⓐ In the book, Sim lives in a cave; in the movie, Sim lives in a palace.

This answer is not correct because, in both the book and the movie, Sim lives in a cave.

- Ⓑ In the book, Sim is a girl about 12 years old; in the movie, Sim is a boy about 16 years old.

This answer is correct because paragraph 3 states that the hero in the book is Sim, a 12-year-old girl, and the hero in the movie is Sim, a boy about 16 years old.

- Ⓒ In the book, Sim lives with her grandfather; in the movie, Sim lives with his grandmother.

This answer is not correct because in *Cavedweller*, Sim lives with her grandmother; in *We Live in Darkness*, Sim lives with his grandfather.

- Ⓓ In the book, Sim lives in ancient times; in the movie, Sim lives in modern-day France.

This answer is not correct because in both *Cavedweller* and *We Live in Darkness*, Sim lives in modern-day France.

4. Which clue word signals a contrast about the kind of animal befriended by Sim?

- Ⓐ alike

This answer is not correct because the clue word *alike* signals a comparison, not a contrast, and it is not used in the review.

- Ⓑ similar

This answer is not correct because the clue word *similar* does not signal a difference; it signals a likeness.

- Ⓒ different

This answer is not correct because the clue word *different* does not signal the contrast between the two animals.

- Ⓑ unlike

This answer is correct because the clue word *unlike* signals the contrast between the two animals. The last paragraph states that “*In the movie, unlike the book, Sim befriends a wolf.*”


**MORE
TO
KNOW**

Sometimes, there are no clue words in a reading passage to signal that things are being compared or contrasted. When there are no clue words,

- think about the people, places, objects, or events that you read about. Ask yourself, “How are they alike? How are they different?”
- think about what is being compared or contrasted. Ask yourself, “In what ways are they compared? In what ways are they contrasted?”
- look for metaphors or similes. Writers use them to compare two unlike things.

Read this story about a boy who must make a decision. Then answer the questions.

This was the year that Trey would begin to study the musical instrument of his choice. The question was, which instrument would he choose?

Trey’s parents had already made a decision of their own. They wanted Trey to study the violin. Trey’s older sister studied the cello, and his brother studied the piano. A violin would fit in very nicely.

“The violin,” Father said, “makes the most beautiful music.”

“If played correctly,” Trey’s brother smirked.

“It is even beautiful to look at,” Mother chimed in. She was thinking about of the smoothly polished wood of the instrument.

“A violin,” continued Father, “is easy to carry. And symphony orchestras can always use another violinist.”

Instead of the violin, Trey had his heart set on the saxophone as his musical instrument. Bright and shiny, made of metal, hard to carry, and rarely needed in a symphony orchestra, Trey wanted a saxophone more than a fish wants water.

5. One way in which a violin and a saxophone are alike is that they both are
 - Ⓐ made of metal.
 - Ⓑ made of polished wood.
 - Ⓒ musical instruments.
 - Ⓓ in great demand by symphony orchestras.
6. Which clue word signals that Trey wants to play an instrument other than the violin?
 - Ⓐ instead
 - Ⓑ both
 - Ⓒ unlike
 - Ⓓ different
7. Trey’s desire to play the saxophone is compared to a
 - Ⓐ violinist’s need for music.
 - Ⓑ fish’s need for water.
 - Ⓒ heart’s need for love.
 - Ⓓ son’s need of approval.
8. Which of these tells one way in which a violin is different from a saxophone?
 - Ⓐ A violin makes music.
 - Ⓑ A violin is shiny.
 - Ⓒ A violin is difficult to carry.
 - Ⓓ A violin is made of wood.



Read this article about something that you wear every day. Then answer the questions.

Shoes, Shoes, and More Shoes

Flats. Platforms. Heels. Spikes. Sandals, sneakers, boots, and slippers. Shoes have been around for a long time. History has seen lots of different kinds of shoes come and go.

Platform shoes have gone in and out of style over the centuries. In 1998, you could find shoes with high platform soles on stylish people around the world. Although similar, platform shoes can't match the "chopines" favored by Italian women in the 1800s. Chopines had platforms as high as 24 inches. In Venice, fashionable ladies needed servants to help them in and out of gondolas, the boats that travel up and down the city's canals. Chopines were more like stilts than shoes!

Some say that high heels were invented by Leonardo da Vinci. They were made popular by Catherine de' Medici, who was probably pleased by the invention. Catherine was noted, among other things, for her lack of height. Mary Tudor, one of history's shorter queens, also preferred to wear heels as high as she could.

Centuries ago, pointed-toe shoes were wildly popular. Some kings even had shoes with toes that were 30 inches long! However, by the time Henry VIII came to power, in 1509, wide toes were popular. The toes of Henry's shoes were 12 inches across. He stuffed them with paper to keep from tripping. After all, falling over our own feet has never been in style!



9. How were the platform shoes of 1998 different from the chopines of the 1800s?
- (A) Platform shoes were higher.
 - (B) Platform shoes were more popular.
 - (C) Platform shoes could not be worn on boats.
 - (D) Platform shoes were not as high.
10. How were Catherine de' Medici and Mary Tudor alike?
- (A) They were both queens of England.
 - (B) They were both queens of France.
 - (C) They were both short in stature.
 - (D) Both liked pointed-toe shoes.
11. How were the shoes worn by Henry VIII different from earlier styles?
- (A) Henry's shoes had pointy toes.
 - (B) Henry's shoes had high heels.
 - (C) Henry's shoes had wide toes.
 - (D) Henry's shoes had platforms.
12. In the article, chopines are compared to
- (A) servants.
 - (B) royalty.
 - (C) gondolas.
 - (D) stilts.


**TEST
TIPS**

- A test question about comparing and contrasting may ask you how things are alike or how they are different.
- A test question about comparing and contrasting usually contains a clue word. Words such as *alike*, *similar*, and *both* signal that you are to compare. Words such as *unlike* or *different* signal that you are to contrast.

Read these two advertisements for vacation resorts. Then answer questions about the advertisements. Choose the best answer for Numbers 13 and 14.

Welcome to Jamaica!

Come to the Caribbean island of Jamaica, where everyone speaks your language!

Other islands in the Caribbean can take days to reach. But Jamaica is easily accessible. Several airlines offer nonstop flights between Jamaica and major U.S. cities. And you will want to arrive early to enjoy all that Jamaica has to offer. During the day, enjoy swimming, wind surfing, scuba diving, golf, tennis, fishing, and horseback riding! In the evening, fill your time with fine dining, music, and dancing!

Come and enjoy the exciting days and nights of Jamaica!



Canouan: The Caribbean's Quiet Corner

Do you want quiet and privacy? Canouan is your Caribbean paradise. Accessible only by boat or charter plane, Canouan is different from other Caribbean islands. Is your idea of a perfect vacation endless hours of sunbathing, walks on the beach, and peaceful surroundings? Then come to Canouan.

For many years, Canouan has been popular with Europeans. The island will provide you with many opportunities to practice your French, or even learn a few new words.

For fabulous French spirit, style, and friendliness, come to Canouan!



13. Jamaica is unlike other Caribbean islands because
- the islanders can speak any language.
 - the island is popular with Europeans.
 - the island is easily accessible.
 - the island can be reached only by plane.

14. How are both islands alike?
- Both are filled with French spirit.
 - Both are located in the Caribbean.
 - Both are difficult to reach.
 - Both are quiet and restful places for a vacation.

Read this article about the origins of a popular game. Then answer questions about the article. Choose the best answer for Numbers 15 and 16.

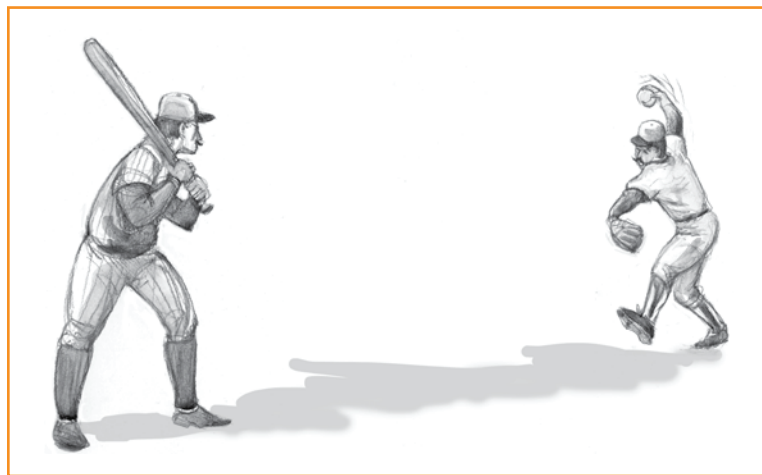
For more than 100 years, softball has been a popular sport. Some fans argue that softball is not as entertaining as its distant cousin, baseball. But most people do not know that softball was actually popularized by baseball players.

Imagine that you lived in the late 19th century and were an avid baseball player. Once winter arrived, what could you do to keep your skills sharp before the next season started? In 1887, players found a solution. They began playing in gyms. Sounds great, but playing baseball indoors had some drawbacks. There was not a lot of room to move around. The pitchers had to be careful because they might pitch too fast and injure other players. And, regular baseballs were too small to be used effectively in most indoor sites.

To solve some of these problems, players developed their own version of indoor baseball. They got rid of the pitchers' mounds found in baseball fields, and they began using larger balls. These balls were lobbed underhand to a batter rather than pitched overhand. This helped batters get a lot of practice because the balls were easier to hit. The nine positions are the same as in baseball, but a tenth player was added to the outfield to make it easier to track down all of the hit balls.

In the 1890s, indoor baseball became a fad. By the 1930s, this indoor baseball had begun to develop a following of its own. And, it was no longer just indoor baseball anymore. It was called softball, and people began playing it outside in the summer.

Although softball developed from baseball, it has become its own, unique sport. As baseball has evolved, so has softball. Even now, the sport has changed in the last 70 years or so. Fastpitch softball is played when pitchers use a windup to deliver the underhand pitch. Yet, no matter where or how softball is played, its popularity can be credited to those baseball players long ago who just wanted to get a head start on the next season.



15. What is one way that softball is different from baseball?

- (A) Baseball has a large playing field.
- (B) Baseball has a pitcher's mound.
- (C) Baseball has a larger ball.
- (D) Baseball has ten players.

16. How is softball different from how it was 70 years or so ago?

- (A) The balls are much easier to hit.
- (B) It is less popular now than before.
- (C) There are now more outfielders.
- (D) Pitchers can now use a windup.



What Is a Prediction?

A prediction is a good guess about something that will happen at a later time. A prediction is partly based on information that you already know from your own experiences. When you are making a prediction, it is important to think about the clues that help you make your prediction, as well as what you already know.

1 Write the name of a movie you saw recently.

2 Write the clues you used to predict whether or not you would like the movie before you even saw it.

3 Was your guess correct? Why or why not?



Work with a Partner

- Take turns telling each other about something you thought would happen that actually did happen. You might tell about a surprise quiz you had thought you would have or about weather that you had thought was going to occur.
- Explain what made you think this thing would happen.

How Do You Make a Prediction?

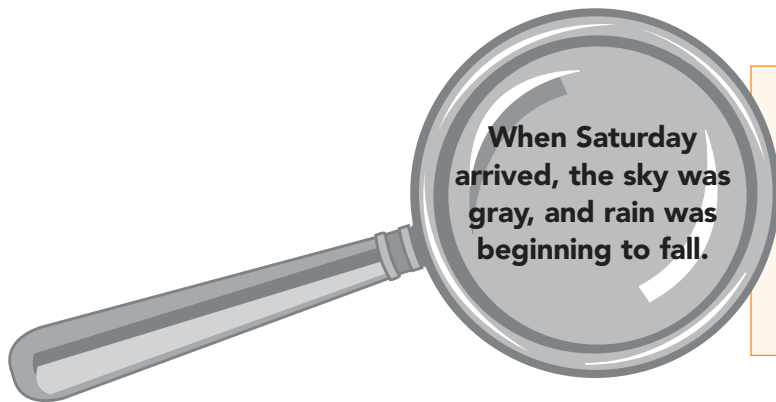
You can make a prediction about a reading passage before you begin reading. Sometimes the title of the passage gives you a clue about what you will be reading.

Read this passage about Scott. See if you can figure out what will probably happen next.

Scott the Enthusiastic Skateboarder

Scott loved to skateboard. He went skateboarding in all kinds of weather. On Saturday, Scott was going to skateboard at the park where a new ramp had been built for local skateboarders. Scott had been looking forward to Saturday all week. When Saturday arrived, the sky was gray, and rain was beginning to fall.

1. This title tells something about Scott, a character in the passage. You could figure out from the title that Scott probably loves skateboarding.
2. Now let's think about what you read in the passage and make a prediction.
3. Look at the magnifying glass below. It shows the last sentence of the passage. See if you can predict what will happen next.



Predictions:

1. Scott will forget about skateboarding that day.
2. Scott will go skateboarding anyway.

4. The box next to the magnifying glass shows two predictions about what might happen next. The two predictions are very different. Only one is a good prediction, based on the passage.
5. Read the title and the passage again and think about what you already know.
6. Which prediction do you think is best? Write it on the line below.


**WHAT
TO
KNOW**

When you think about what might happen next in a reading passage, you are **making a prediction**. Making a prediction is a way of using clues from a reading passage, as well as things you already know, to make a good guess about what might happen next.

- Clues are often in the title of a reading passage. You can use a title to make a prediction about what you will be reading.
- Clues are in the details in a reading passage. Details about the things characters do and say can help you make a prediction about what they might do or say later in a passage.
- Clues are often in any pictures included with a passage. Pictures may show something that is happening or might happen soon.
- A good prediction combines passage clues with your own personal knowledge.

Read this paragraph about Vathana. As you read, think about what might happen next in the story.

Vathana's Problem

Vathana really wanted a new pair of in-line skates. She had begged her mother for them, but Mom said there was no place in the family budget for new skates. If Vathana wanted new skates, she would have to pay for them herself. "I'm only thirteen years old! Where does Mom expect me to get the money?" wondered Vathana. She had the ten dollars saved from her last birthday and some money from babysitting. But a new pair of skates cost at least eighty dollars! Even if Uncle Sarun continued to give her ten dollars for her birthday every year and she continued to babysit every month, she wouldn't get a pair of skates for years! There had to be a better way. She really enjoyed babysitting. "Hmmm," Vathana mused.



Think about what you read and what you already know about ways that people solve problems. Make a good guess about what might happen next. Then, continue reading to see how close your guess is to what actually happens.

Vathana figured out a way to earn the money that she needed for her skates. She got out her markers, cut a sheet of poster board into large squares, and made several signs to hang throughout her neighborhood. The signs read, RESPONSIBLE BABY-SITTER FOR HIRE. CONTACT VATHANA AT vathana@abc.xyz.

What happened next in the story was that **Vathana figured out a way to earn the money that she needed for her skates.**



Read this biographical article about a Native American artist. As you read, look for clues that will help you make a prediction about the artist's work. Ask yourself, "Which details provide clues about what would probably have happened next?" Then answer the questions.

Charles Chief Eagle

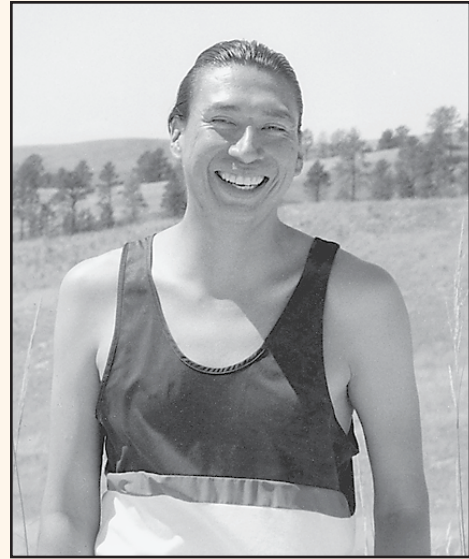
Charles Chief Eagle was an American Indian artist of Sioux descent. Chief Eagle's artistic creations are based on the traditional works of Lakota women. His work includes beaded baby caps, traditional dance accessories, and fancy dolls.

For many years, Chief Eagle did not display his work to the public. Later, he changed his mind, believing that displaying his work was the best way to preserve his heritage.

Chief Eagle's work is noted for its attention to detail. He used only the finest of raw and human-made materials. Chief Eagle often selected Indian-tanned buckskin, sweet grass, shells, ribbons, and beads.

Many of Chief Eagle's ideas came to him in his dreams or while he was running. His ideas came to him in unique ways. But the sources of his inspiration were simpler. "My greatest source of inspiration are my two grandmothers: Ta Cunka Waste Win ("Her Good Road Woman"), a quillworker; and Psa Kie Win ("Killed a Crow Woman"), a bead worker."

Chief Eagle died in 1994, at the age of 32. His artistic creations live on, however, displayed in many museums around the country.



1. Predict which of these materials Chief Eagle might have used in future artwork.
 - (A) watercolors and paper
 - (B) glass beads and moose hide
 - (C) oil paints and canvas
 - (D) grasses and plastic
2. Where did you find clues to help you make your prediction?
 - (A) in the title of the story
 - (B) in the things Chief Eagle said
 - (C) in the details about Chief Eagle's grandmothers
 - (D) in the details about Chief Eagle's selection of materials



Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about making predictions.



REVIEW

Making a prediction is a way of using clues from a reading passage, as well as things you already know, to make a good guess about what might happen next.

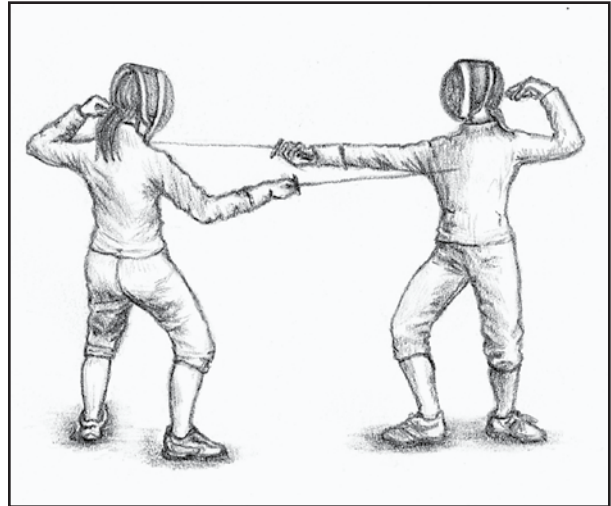
- Look for clues in a reading passage that hint at what might happen next. Clues are often in the title, in the details, and in any pictures.
- Ask yourself, “What do I already know about the things I am reading about?”
- Use what you have learned from your own experiences, along with passage clues, to make your predictions.

Read this article about the sport of fencing. As you read, look for clues that will help you predict some of the things that might happen when fencing. Then answer the questions.

Fencing is the sport of dueling with swords. Fencing is fast and athletic. Though sword fighting has been around for thousands of years, fencing became a sport only in modern times. Modern fencers can practice their sport in private clubs, high schools, and colleges. Some fencers even strive to make an Olympic team.

To be a good fencer, you must be fast and strong. You must be able to think and act quickly. A good fencer is able to stay calm and relaxed in the most difficult times.

In a bout, or individual game, a fencer tries to keep out of range of the opponent’s attack until one fencer breaks the distance and gains the advantage for an attack. A fencer sometimes will make a false attack to see the opponent’s reaction. Seeing how an opponent reacts to a false attack helps the fencer plan the real attack.



3. What would most likely happen to a fencer who is slow and weak?
 - (A) She will have an opportunity to perform in the Olympics.
 - (B) She will successfully avoid attacks.
 - (C) She will have difficulty mastering the sport.
 - (D) She will gain the advantage during many attacks.
4. Predict what a fencer would most likely learn while making a false attack.
 - (A) how effective the opponent is at breaking the distance
 - (B) how many times a week the opponent practices
 - (C) how to prepare a strategy to defeat the opponent
 - (D) how serious the opponent is about winning

Which Answer Is Correct and Why?

Look at the answer choices for each question.

Read why each answer choice is **correct** or not correct.

3. What would most likely happen to a fencer who is slow and weak?

- Ⓐ She will have an opportunity to perform in the Olympics.

This answer is not correct because, according to the article, to become a good fencer, one must be fast and strong. From what you already know, only the best players of any sport go to the Olympics.

- Ⓑ She will successfully avoid attacks.

This answer is not correct because only a fencer who is fast and strong would be able to avoid attacks successfully.

- Ⓒ She will have difficulty mastering the sport.

This answer is correct because, according to the article, to be a successful fencer, one must be fast and strong. One who is slow and weak would have a hard time becoming skilled at the sport.

- Ⓓ She will gain the advantage during many attacks.

This answer is not correct because it is unlikely that a fencer who is not fast and strong would be able to gain the advantage during many attacks.

4. Predict what a fencer would most likely learn while making a false attack.

- Ⓐ how effective the opponent is at breaking the distance

This answer is not correct because the opponent is not making the false attack; therefore, she would not be the one to break the distance between the two fencers.

- Ⓑ how many times a week the opponent practices

This answer is not correct because there are no clues in the article that suggest the fencer would be able to predict the number of times a week the opponent practices.

- Ⓒ how to prepare a strategy to defeat the opponent

This answer is correct because details in the article tell that a fencer sometimes makes a false attack to see the opponent's reaction. From this you can predict that what the fencer learns could be used to plan an attack to defeat the opponent.

- Ⓓ how serious the opponent is about winning

This answer is not correct because there are no details in the article that describe the effect of how an opponent's reactions or performance are affected by how serious she is about winning.


**MORE
TO
KNOW**

- Look for additional kinds of clues in the details of a reading passage. A cause that should lead to an effect could be one kind of clue. The next logical step in a sequence could be a clue.
- Link the clues with what you know from your own experiences.

Read this science article, which contains some surprising facts about water. Then answer the questions.

Boiling Point

Do you know the temperature at which water boils? Did you answer 212°F or 100°C? Then you are right—sort of. The boiling point of water, or any other liquid, depends not only on temperature, but also on air pressure. The lower the air pressure, the lower the boiling temperature of water, or any other liquid. Air pressure varies according to elevation. The higher the elevation, the lower the air pressure. The air pressure on Mount Everest, which is approximately 29,000 feet tall, is much lower than the air pressure at sea level. At the top of Mount Everest, the highest point in the world, water boils at 160°F, or 71°C.

Why is this so? In order to boil, or change from a liquid to a gas, water molecules must leave their liquid surroundings and move into the air. Under a lower air pressure, the air molecules are not pushing down on the water's surface with as much force. This lessened force makes it easier for water molecules to exit. As a result, the water molecules do not have to move as fast to enter the atmosphere. In other words, water temperature does not have to be as high for boiling to begin.

- The lowest point in the United States is 282 feet below sea level. Predict what would happen to the boiling point of water at this location.
 - It would be the same as it is at sea level.
 - It would be slightly higher than it is at sea level.
 - It would be slightly lower than it is at sea level.
 - It would be much higher than it is at sea level.
- At sea level, the boiling point of mercury is approximately 357°C. Predict the boiling point of mercury at 25,000 feet above sea level.
 - 357°C
 - 357°F
 - higher than 357°C
 - lower than 357°C
- Which of these would probably occur in an area where the air pressure is high?
 - The water temperature would be low at the boiling point.
 - The water would never reach the boiling point.
 - The water temperature would decrease as the water boiled.
 - The water temperature would be high at the boiling point.
- Predict which of these conditions is most likely on top of Mount McKinley.
 - Air pressure is lower than the air pressure on top of Mount Everest.
 - Air pressure is the same as at sea level.
 - Air pressure varies from minute to minute.
 - Air pressure is higher than the air pressure on top of Mount Everest.

Read this story about a boy who wants to find a job. Then answer the questions.

What Can I Do?

Donald opened the door of his pet parakeet's cage and slid in his index finger. Donald's parakeet, Sunshine, hopped excitedly onto the outstretched finger. "How are you doing today, Sunshine?" Donald asked as he held out a blade of grass to the bird. Sunshine munched happily on the grass while Donald put the bird on his shoulder and walked across the room to his desk.

"I need to earn some money, Sunshine," Donald said to the bird, who was now perched atop Donald's head. "But who will hire someone my age, and what would I be good at?"

Donald tore a sheet of paper out of a spiral notebook and began jotting down things he was good at. "I'm responsible," he said to Sunshine as he wrote, "and I like people and animals, but, on the other hand, I'm too young to drive, and I don't have much experience performing most jobs."

Donald was thinking about his options when he heard the telephone ring in another part of the house. After a couple of rings, the phone quieted, so Donald knew his mother had answered the phone. He heard muffled conversation from the other room as he continued his job musings.

A few minutes later, Donald's mother walked into his room. She laughed when she saw Sunshine perched happily on Donald's head. "That was Mrs. Johannson on the telephone," she reported. "She wants to know if you would be willing to take care of their two parakeets while the Johannsons are out of town next week. She's even willing to pay a little." Donald grinned from ear to ear.



9. Predict how Donald will respond to the job offer.
- Ⓐ He will be too busy to take the job.
 - Ⓑ He will refuse to take the job.
 - Ⓒ He will take the job happily.
 - Ⓓ He will take the job with reluctance.
10. What will Donald most likely say when he talks to Mrs. Johannson about the job offer?
- Ⓐ "How do you feed a parakeet?"
 - Ⓑ "I have too much homework."
 - Ⓒ "Please don't pay me."
 - Ⓓ "What day should I start?"
11. Predict how Donald will perform on the job.
- Ⓐ Donald will be confident on the job.
 - Ⓑ Donald will be forgetful on the job.
 - Ⓒ Donald will be neglectful on the job.
 - Ⓓ Donald will be fearful on the job.
12. Which prediction is probably most accurate?
- Ⓐ Donald will not like taking care of Mrs. Johannson's parakeets.
 - Ⓑ Donald will enjoy taking care of Mrs. Johannson's parakeets.
 - Ⓒ Donald will do as little as he possibly can do to take care of the parakeets.
 - Ⓓ Donald will make a lot of money taking care of the parakeets.


**TEST
TIPS**

- A test question about making a prediction may ask you to predict what will happen next in a reading passage or what might happen in the future.
- A test question about making a prediction usually contains the words *predict*, *probably*, or *most likely*.
- The answer to a test question about making a prediction is never stated directly in a reading passage. You must link clues from the passage with what you know from your own experiences to make a prediction.

Read this story about a girl and her grandmother. Then answer questions about the story. Choose the best answer for Numbers 13 and 14.

Rachel watched as her grandmother opened an elaborately carved box. For years, Grandma had faithfully saved pieces of cloth and fabric in the large wooden box, and now she was preparing to piece them together to make a quilt.

“Do you think cloth can talk?” Grandma asked Rachel.

Rachel groaned. “Grandmothers!” Rachel muttered to herself, “Next, she’ll be asking if I think pigs can fly!”

“Don’t you roll your eyes at me, young lady,” Grandma said. “Every piece of cloth in this box has a unique story to tell.”

“Now, this piece,” said Grandma, picking up some red-and-white striped cotton, “is from a pair of curtains that hung in the kitchen of the first house Grandpa and I ever owned. Oh! The things those curtains saw!”

“Do you remember this?” Grandma asked, holding up a length of pink cloth with tiny yellow flowers on it.

Rachel shook her head.

“This is from the dress you wore the first day of school. I still remember that day! You went off in the morning crying your eyes out, only to return home in the afternoon all grown up. That was a special day indeed!”

Rachel poked through the box and pulled out some white satin. The shiny cloth felt soft and smooth when Rachel put it up to her cheek. Rachel knew that satin was expensive and usually worn on special occasions. “This is beautiful, Grandma. What does this piece of cloth have to say?”

13. What kind of story will Grandma probably tell about the white satin?

- (A) a story about the time that Rachel’s father joined the army
- (B) a story about Rachel’s brother
- (C) a happy story about a wedding
- (D) a sad story about a sick friend

14. Predict how Rachel will most likely react the next time Grandma asks her a silly question.

- (A) She will respond with a biting remark.
- (B) She will declare that all grandmothers are foolish.
- (C) She will groan and roll her eyes at Grandma.
- (D) She will be interested in having Grandma explain the question.



Read this selection from the second chapter of the novel *The Story of the Treasure Seekers* by E. Nesbit. Then answer questions about the selection. Choose the best answer for Numbers 15 and 16.

I am afraid the last chapter was rather dull. It is always dull in books when people talk and talk, and don't do anything, but I was obliged to put it in, or else you wouldn't have understood all the rest.

The best part of books is when things are happening. That is the best part of real things too. This is why I shall not tell you in this story about all the days when nothing happened. You will not catch me saying, "thus the sad days passed slowly by"—or "the years rolled on their weary course"—or "time went on"—because it is silly; of course time goes on—whether you say so or not. So I shall just tell you the nice, interesting parts—and in between you will understand that we had our meals and got up and went to bed, and dull things like that. It would be sickening to write all that down, though of course it happens. I said so to Albert-next-door's uncle, who writes books, and he said, "Quite right, that's what we call selection, a necessity of true art." And he is very clever indeed. So you see.

I have often thought that if the people who write books for children knew a little more it would be better. I shall not tell you anything about us except what I should like to know about if I was reading the story and you were writing it. Albert's uncle says I ought to have put this in the preface, but I never read prefaces, and it is not much good writing things just for people to skip. I wonder other authors have never thought of this.



15. Which statement would you most likely find in the book from which this selection was taken?
- Ⓐ Time went by at a turtle's pace, slowly and sadly.
 - Ⓑ Wearily the years dragged on.
 - Ⓒ It was Albert's turn to go in and dig.
 - Ⓓ Our sad days passed, and in time we were happy again.

16. Predict which topic would be covered in the remaining chapters.
- Ⓐ animals and their habitats
 - Ⓑ adults and the annoying things they do
 - Ⓒ children and their adventures
 - Ⓓ advice on how to write a best-selling novel

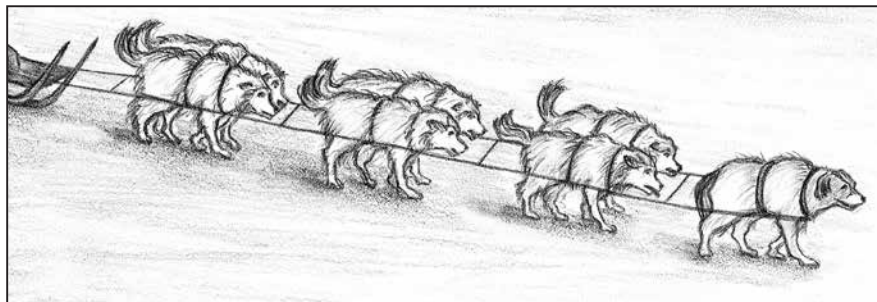
PART ONE: Read a Story

Read this selection about a sled dog named Buck, from the novel *The Call of the Wild* by Jack London. Then answer questions about the selection. Choose the best answer for Numbers 1 through 6.

Late next morning Buck led the long team up the street. There was nothing lively about it, no snap or go in him and his fellows. They were starting dead weary. Four times he had covered the distance between Salt Water and Dawson, and the knowledge that, jaded and tired, he was facing the same trail once more, made him bitter. His heart was not in the work, nor was the heart of any dog. The Outsides were timid and frightened, the Insides without confidence in their masters.

Buck felt vaguely that there was no depending upon these two men and woman. They did not know how to do anything, and as the days went by it became apparent that they could not learn. They were slack in all things, without order or discipline. It took them half the night to pitch a slovenly camp, and half the morning to break that camp and get the sled loaded in a fashion so slovenly that for the rest of the day they were occupied in stopping and rearranging the load. Some days they did not make ten miles. On other days they were unable to get started at all. And on no day did they succeed in making more than half the distance used by the men as a basis in their dog-food computation.

It was inevitable that they should go short on dog-food. But they hastened it by over-feeding, bringing the day nearer when under-feeding would commence. The Outside dogs, whose digestions had not been trained by chronic famine to make the most of little, had voracious appetites. And when, in addition to this, the worn-out huskies pulled weakly, Hal decided that the orthodox ration was too small. He doubled it. And to cap it all, when Mercedes, with tears in her pretty eyes and a quaver in her throat, could not cajole him into giving the dogs still more, she stole from the fish-sacks and fed them slyly. But it was not food that Buck and the huskies needed, but rest. And though they were making poor time, the heavy load they dragged sapped their strength severely.



Recognizing Cause and Effect

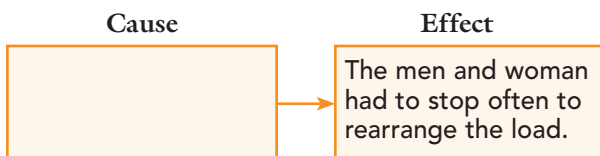
1. Buck felt he could not trust the two men and woman because
- (A) they treated the dogs roughly.
 - (B) they allowed the dogs to rest far too often.
 - (C) they did not feed the dogs enough food.
 - (D) they had no order or discipline in what they did.

Comparing and Contrasting

4. How did the appetites of the Outside dogs compare with those of the Inside dogs?
- (A) Neither group of dogs had any appetite.
 - (B) The appetites of the two groups of dogs were about the same.
 - (C) The Outside dogs did not have as great an appetite as the Inside dogs.
 - (D) The Outside dogs had a greater appetite than that of the Inside dogs.

Recognizing Cause and Effect

2. The boxes tell about something that happened in the selection.



- What belongs in the empty box?
- (A) The load was too awkward to pull.
 - (B) The load was poorly packed.
 - (C) The Insides could barely drag the heavy load.
 - (D) The rough trail caused the load to detach from the sled.

Making Predictions

5. What will most likely happen to the two men and woman on the dog sled?
- (A) They will face more difficulties resulting from their lack of experience.
 - (B) They will reach Dawson ahead of schedule.
 - (C) They will learn to be expert sled-dog drivers.
 - (D) They will become more efficient and organized.

Comparing and Contrasting

3. How was Buck like the other dogs?
- (A) His heart was not in his work.
 - (B) He often refused to pull the sled.
 - (C) He had confidence in his masters.
 - (D) He was lively and ready for more challenges.

Making Predictions

6. Predict what will happen to Buck.
- (A) He will starve.
 - (B) He will become more tired and discouraged.
 - (C) He will teach the men how to run a dog sled.
 - (D) He will run off and live with wolves.



Read this article about a superstition. Then answer questions about the article. Choose the best answer for Numbers 7 through 12.

Pele's Children

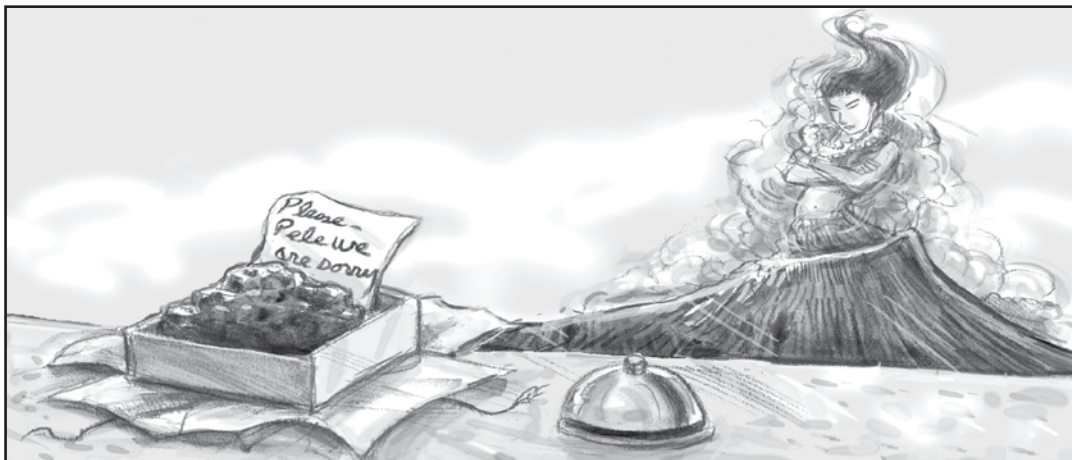
It is hard to believe that a volcanic rock found in Hawaii could bring misfortune. But every year hundreds of tourists who have removed the rocks from Hawaiian beaches have come to believe this. They find that after taking the rocks, they have a streak of bad luck. And it seems to get worse with each passing day. Some people dismiss this notion as a childish myth. How could a rock cause bad luck? Others, however, believe the superstition that volcanic rocks removed from Hawaii carry with them a curse. And the only way to undo the curse is to return the item to its original location.

Legend has it that Pele, the goddess of fire and volcanoes, views the rocks as her children. Pele is very protective of her children. Yet tourists often pocket rocks as mementos of their vacation. After all, who would miss a rock? Apparently Pele does, and the result is often enough to frighten tourists into returning the rock as soon as possible. It is believed that Pele becomes so angry whenever rocks are taken that she places a curse of bad luck on anyone who removes them from the island. Even many native Hawaiians feel that taking the volcanic rocks is like stealing from Pele while visiting her home. There is only one way to appease Pele. That is by returning the stolen item.

Every year, hotels in Hawaii receive a never-ending flow of packages. They contain sand, shells, and rocks that vacationers have removed from the island. People hope that by returning these items to the island they will reverse the string of bad luck they have been having. Many of these packages also include notes to Pele begging her forgiveness.

One hotel received so many packages that a small staff was hired to handle the workload. When packages were received, staff members would send personal letters in return. The letters assured the recipients that the rocks had been respectfully returned to their original location. The hotel also created a "healing garden." Here a healing ceremony was performed for the people who had taken the rocks. Hopefully, they would be released from Pele's wrath.

No one will ever agree whether or not the superstition is real or if it is a myth. But one thing is certain—many people aren't taking any chances.



Recognizing Cause and Effect

7. Tourists often remove rocks from Hawaii's beaches because
- (A) they want a remembrance of their trip.
 - (B) they want to see if the superstition is true.
 - (C) they want a reason to return to the island.
 - (D) they want to prove the myth of Pele is false.

Comparing and Contrasting

10. Legend says that Pele places a curse on the rocks because she views them as being like
- (A) her children.
 - (B) sacred objects.
 - (C) bad luck.
 - (D) close friends.

Recognizing Cause and Effect

8. It is said that if Pele becomes angry with someone, she
- (A) causes a volcanic eruption.
 - (B) places a curse of bad luck on that person.
 - (C) performs a healing ceremony.
 - (D) expects a note from that person, begging forgiveness.

Making Predictions

11. What would tourists who removed rocks from a Hawaiian beach likely do if they experienced bad luck?
- (A) return home and beg Pele's forgiveness
 - (B) take the rocks to the beach closest to their home
 - (C) find a way to have the rocks returned to their original location
 - (D) return to the island for another vacation

Comparing and Contrasting

9. A superstition is most like
- (A) a fact.
 - (B) an idea.
 - (C) a prank.
 - (D) a belief.

Making Predictions

12. Predict what will happen to a tourist who picks up a rock from a Hawaiian beach and then drops it to the ground.
- (A) Pele will become angry.
 - (B) The person will be accused of stealing.
 - (C) The person will experience bad luck.
 - (D) Nothing at all.

Lesson 9

DISTINGUISHING BETWEEN FACT AND OPINION

PART ONE: Think About the Strategy



What Is a Fact?

Have you ever told someone the color of your eyes or the date on which your birthday falls? If so, you were telling a fact. A fact tells about something that can be proved. If you say, “I have soccer practice every Saturday,” you are telling a fact. It can be proved or checked.

- 1 Write one fact about the town or city where you live.

What Is an Opinion?

Have you ever told someone how you feel about something? If so, you were telling an opinion. An opinion tells what you think or believe. An opinion cannot be proved. If you say, “Dogs are more fun than cats,” you are expressing an opinion. Not everyone would agree.

- 2 Write one opinion about your town or city.

- 3 Write how your fact is different from your opinion.



Work with a Partner

- Take turns stating a fact about something, such as a fact about a place or a pet. Then express an opinion about the same thing.
- Talk about how your facts are different from your opinions.

How Do You Find Facts and Opinions?

Some reading passages have details that are facts, and some have details that are opinions. Many reading passages contain both facts and opinions. Here's how to tell the difference: If a detail can be checked or proved, it's a fact. If a detail tells what someone thinks, feels, or believes, it's an opinion.

Read the passage about a new store. See if you can tell the facts from the opinions.

Movie Mania has just opened its new store on Main Street. Movie Mania offers a selection of movies to rent. Their shelves are filled with the best selection of comedies, dramas, and action movies anywhere on the planet. Choose from over 2,000 titles at Movie Mania. There's no need to go anywhere else. Movie Mania is the best store in town.

1. Let's think about which details in the passage are facts and which are opinions.

Look at the chart below.

A check mark in the second column indicates a fact.

A check mark in the third column indicates an opinion.

2. Complete the chart by placing check marks in the appropriate boxes.

Detail	This detail can be checked or proved.	This detail tells what someone thinks, feels, or believes.
Movie Mania has just opened its new store on Main Street.	<input checked="" type="checkbox"/> Fact	<input type="checkbox"/> Opinion
Movie Mania offers a selection of movies to rent.	<input checked="" type="checkbox"/> Fact	<input type="checkbox"/> Opinion
Their shelves are filled with the best selection of comedies, dramas, and action movies anywhere on the planet.	<input type="checkbox"/> Fact	<input type="checkbox"/> Opinion
Choose from over 2,000 titles at Movie Mania.	<input type="checkbox"/> Fact	<input type="checkbox"/> Opinion
There's no need to go anywhere else.	<input type="checkbox"/> Fact	<input checked="" type="checkbox"/> Opinion
Movie Mania is the best store in town.	<input type="checkbox"/> Fact	<input checked="" type="checkbox"/> Opinion


**WHAT
TO
KNOW**

If a statement can be checked or proved, it is a **fact**. If a statement tells what someone thinks, feels, or believes about something, it is an **opinion**. Facts can be proved. Opinions cannot. When you figure out if a statement is a fact or an opinion, you are **distinguishing between fact and opinion**.

- Facts are statements that can be checked or proved.
- Opinions are statements that cannot be proved. They tell what someone thinks, feels, or believes.
- Opinions often contain such clue words as *think, feel, believe, and seem*. Other common clue words are *always, never, all, none, most, least, greatest, best, and worst*.

Read this article about the Empire State Building. As you read, look for statements that can be proved and for statements that tell what someone thinks, feels, or believes.

The Empire State Building is no longer the tallest building in the world. However, I believe that no skyscraper is as beautiful or as important as this New York City landmark. What other building has had a major role in movies? The Empire State Building was featured in *King Kong* and *Sleepless in Seattle*.

The Willis Tower (formerly the Sears Tower) in Chicago is taller than the Empire State Building by 200 feet. But how many people travel to Chicago to see the Willis Tower? The Empire State Building is host to around 4 million visitors each year. It is one of the top destinations for travelers in the United States. A trip to New York isn't complete without a visit to the Empire State Building.



The statements that can be proved are:

The Empire State Building is no longer the tallest building in the world.

The Empire State Building was featured in *King Kong* and *Sleepless in Seattle*.

The Willis Tower in Chicago is taller than the Empire State Building by 200 feet.

The Empire State Building is host to around 4 million visitors each year.

It is one of the top destinations for travelers in the United States.

The statements that tell what someone thinks or feels are:

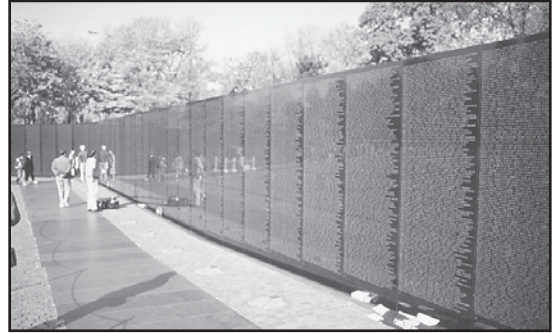
However, I believe that no skyscraper is as beautiful or as important as this New York City landmark.

A trip to New York isn't complete without a visit to the Empire State Building.

Read this article about Maya Ying Lin and the Vietnam Veterans Memorial. As you read, ask yourself, “Which statements can be proved? Which statements cannot be proved?” Then answer the questions.

When Maya Ying Lin was a senior at Yale University, she entered a design contest. The contest was to design a memorial. The memorial would honor the American soldiers who lost their lives in the Vietnam War. Lin’s design was the most exceptional. It was chosen over 1,400 other entries. But not everyone agreed with the selection. Some people felt Lin’s design did not properly honor those who lost their lives. Others, however, disagreed. For them, the memorial is the finest possible tribute to the fallen soldiers.

Though people may never agree on the design, they do agree on one thing. Most people believe the Vietnam Veterans Memorial is a place of comfort. Millions of people visit the memorial each year. It is one of the most visited memorials in Washington, D.C.



1. Which statement is a *fact*?
 - (A) Maya Ying Lin is a talented designer.
 - (B) Lin’s design was the most exceptional.
 - (C) The memorial is the finest possible tribute to the fallen soldiers.
 - (D) The contest was to design a memorial.
2. Which clue word signals an *opinion* by those who approve of the memorial?
 - (A) agree
 - (B) felt
 - (C) never
 - (D) finest



Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about distinguishing between fact and opinion.



REVIEW

Facts are statements that can be checked or proved. Opinions are statements that tell what someone thinks, feels, or believes.

- To determine if a statement is a fact, ask yourself, “Can this statement be checked or proved?”
- To determine if a statement is an opinion, ask yourself, “Does this statement tell what someone thinks, feels, or believes?”
- Look for clue words that signal an opinion, such as *think, feel, believe, seem, always, never, all, none, most, least, greatest, best, and worst.*

Read this story about two brothers. As you read, think about which statements are facts and which statements are opinions. Then answer the questions.

Austin passed the ball to Benjamin, who was alone under the basket. Benjamin jumped up and slammed the ball through the hoop. Benjamin made it look easy. Benjamin made everything look easy.

Benjamin was awesome. Austin was *very* aware of this. Benjamin was the best at whatever he did. Whether it was shooting hoops, doing homework, or making friends, Benjamin did it all well. Everything came easy to Benjamin. Austin always struggled for everything. And people noticed too. Teachers, friends, and parents often compared the two brothers.

Austin shook his head as Benjamin threw the basketball back to him. If only Benjamin wasn't Austin's brother, maybe then Austin wouldn't feel as if he was living in his brother's shadow.



3. Which statement is a *fact*?

- (A) Benjamin made everything look easy.
- (B) Benjamin jumped up and slammed the ball through the hoop.
- (C) Benjamin was the best at whatever he did.
- (D) Austin always struggled for everything.

4. Which statement from the story tells what someone thinks or feels?

- (A) Austin passed the ball to Benjamin, who was alone under the basket.
- (B) Austin shook his head as Benjamin threw the basketball back to him.
- (C) Benjamin was awesome.
- (D) Teachers, friends, and parents often compared the two brothers.

Which Answer Is Correct and Why?

Look at the answer choices for each question.

Read why each answer choice is **correct** or not correct.

3. Which statement is a *fact*?

- Ⓐ **Benjamin made everything look easy.**
This answer is not correct because it cannot be proved that Benjamin made everything look easy. It may appear that way to Austin, but not necessarily to everyone else.
- Ⓑ **Benjamin jumped up and slammed the ball through the hoop.**
This answer is correct because it can be proved to be true that this was what Benjamin actually did.
- Ⓒ **Benjamin was the best at whatever he did.**
This answer is not correct because it cannot be proved that Benjamin was the best at whatever he did. It may appear that way to Austin, but not necessarily to Benjamin. The clue word *best* signals that this statement is an opinion, not a fact.
- Ⓓ **Austin always struggled for everything.**
This answer is not correct because it cannot be proved that Austin always struggled in everything he did. It may appear that way to Austin, but most likely there are times when Austin doesn't struggle. The clue word *always* signals that this statement is an opinion, not a fact.

4. Which statement from the story tells what someone thinks or feels?

- Ⓐ **Austin passed the ball to Benjamin, who was alone under the basket.**
This answer is not correct because it can be proved to be true that this was what Austin actually did.
- Ⓑ **Austin shook his head as Benjamin threw the basketball back to him.**
This answer is not correct because it can be proved to be true that this was what Austin actually did.
- Ⓒ **Benjamin was awesome.**
This answer is correct because it tells what Austin thinks or feels. What is awesome to one may not be awesome to another. That Benjamin was awesome can't be proved, so it's an opinion, not a fact.
- Ⓓ **Teachers, friends, and parents often compared the two brothers.**
This answer is not correct because it can be proved to be true that teachers, friends, and parents often compared the two brothers. You could observe the behavior of these people around Benjamin and Austin, or you could listen to some of the things that are said about the two brothers.


**MORE
TO
KNOW**

- Facts often contain numbers, dates, or ages. Facts might include specific information about a person, place, or thing.
- Distinguishing between fact and opinion in persuasive writing can be difficult. Facts are often used to support opinions. An opinion is often based on fact, but it is still an opinion.
- Opinions often deal with things that cannot be verified. Some opinions are written to sound like facts, but if you cannot verify what you read, it is probably an opinion.

Read this web log of a dog owner, Sammy. Then answer the questions.

Sammy's Blog


The Avondale Town Council recently passed a new rule. The rule says that dogs in Avon Meadows Park must be on a leash. I do not believe that the citizens of Avondale support this new rule. Dogs should be allowed to run free.

For several years, many other pet owners and I have taken our dogs to Avon Meadows. This was the one place in town where animals could run free. Some people complained that unleashed dogs were a nuisance. However, during all my daily visits to Avon Meadows, I never once saw a

dog misbehave or a dog owner act irresponsibly. I think these complaints about dogs' knocking people over and running away with toys are a lot of hogwash. My dog and other dogs have always been well behaved and gentle. This cannot be said of many of the humans in the park.

If people don't like dogs, let them go to another park. There are plenty of other great parks in town. Leave one park in town where dogs and their owners can enjoy the open space.

Don't you agree? Let me know.

- Which of these statements can be proved?
 - The Avondale Town Council recently passed a new rule.
 - I do not believe that the citizens of Avondale support this new rule.
 - There are plenty of other great parks in town.
 - Dogs should be allowed to run free.
- Which statement expresses an *opinion*?
 - The rule says that dogs in Avon Meadows Park must be on a leash.
 - We have to leave one park in town where dogs and their owners can enjoy the open space.
 - For several years, many other pet owners and I have taken our dogs to Avon Meadows.
 - Some people complained that unleashed dogs were a nuisance.
- Which clue word signals an *opinion* of the blog writer's about people's complaints?
 - most
 - believe
 - think
 - great
- Which of these is a *fact*?
 - Avon Meadows Park was the one place in town where animals could run free.
 - Avon Meadows Park is the best park in Avondale.
 - The new rule passed by the Avondale Town Council is unfair.
 - My dog and other dogs have always been well behaved and gentle.



Read this entry from the diary of a young girl living in a country torn by years of war. Then answer the questions.

March 9

This morning I was lying in bed wondering if today would be a good day to go to the market. We are low on food. But then, suddenly, there was a thunderous explosion. The whole house shook. I could hear the windows rattling. I jumped out of bed and looked outside, pressing my face to the window, but I could not see anything.

I ran downstairs to look for my mother. She was in the doorway, trying to look outside. I asked her if she knew what happened, but she just shrugged as if in resignation. Her shoulders are too slumped over. I think they are heavy with sadness. My mother is mostly sad now. The soldiers came two months ago and took my father. We have not seen him since. My mother and I do not talk about him. I know my mother thinks the worst about my father, but I won't do that. I must hope. Hope is the best feeling. Hope keeps me from being sad, like my mother. Hope lets me think about our summer home. That house was spectacular. My father and my uncle built it for all of the family to use. Adults and children alike would visit every summer—my aunts, my uncles, my cousins, and my parents. We had the most fun there. But now the house is gone, burned by the soldiers. Yet I cannot be sad for us; it wouldn't be good to feel too sad. Everyone else is worse off.

Maybe tomorrow we can go to the market. I need to see my friends, and I want to smell the fresh bread and eat dates and mangos. Maybe tomorrow.

9. Which statement is an *opinion* from the diary entry?
- (A) We are low on food.
 - (B) I ran downstairs to look for my mother.
 - (C) We have not seen him since.
 - (D) Hope is the best feeling.
10. Which of these is a *fact* from the diary entry?
- (A) That house was spectacular.
 - (B) The whole house shook.
 - (C) But I cannot be sad for us; it wouldn't be good to feel too sad.
 - (D) We had the most fun there!
11. Which of these tells what someone thinks or feels?
- (A) My mother and I do not talk about him.
 - (B) I could hear the windows rattling.
 - (C) Her shoulders are too slumped over.
 - (D) But now the house is gone, burned by the soldiers.
12. Which of these can be proved?
- (A) I need to see my friends.
 - (B) The soldiers came two months ago and took my father.
 - (C) I must hope.
 - (D) Everyone else is worse off.


**TEST
TIPS**

- A test question about distinguishing between fact and opinion may ask you to determine if a statement is a fact or an opinion. If a statement can be proved, it is a fact. If it cannot, it is an opinion.
- To recognize a *fact*, read each answer choice and ask yourself, “Can this statement be proved?”
- To recognize an *opinion*, read each answer choice and ask yourself, “Does this statement tell what someone thinks, feels, or believes?” Also, look in the answer choices for clue words that signal an opinion.

Read this report about a unique kind of sport. Then answer questions about the article. Choose the best answer for Numbers 13 and 14.

Triathlons

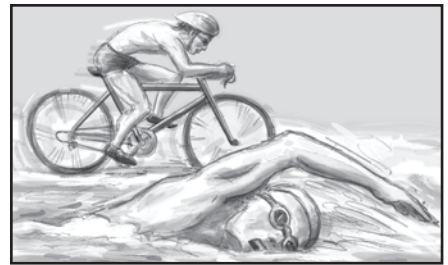
Do you like to swim? Do you like to ride your bike? Do you like to run? If you enjoy all three of these activities, you might want to consider becoming a triathlete.

A triathlete competes in triathlons, races that combine swimming, bicycling, and running. A triathlon can be both thrilling and grueling.

The usual triathlon begins with swimming—lots of it. Although different races may call upon participants to swim different distances, 2.45 miles is a frequent goal. The swim race is usually done in open water, not a heated pool. This event is the least challenging of the three.

Right after racers finish swimming, they jump on their bike for the cycling portion of the race. This bike race is no spin through the park, but 112 miles of rugged terrain. But don't use all your energy on the bike ride. There's still running to do. That's right—a 26.2-mile jog follows the 2.45-mile swim and the 112-mile bike ride.

Even for trained athletes, any one of these events would be a huge challenge. A triathlete, however, must compete in all three events. Needless to say, the best triathletes are in excellent shape.



13. Which of these is an *opinion* expressed in the article?

- (A) Even for trained athletes, any one of these events would be a huge challenge.
- (B) A triathlete must compete in all three events.
- (C) The usual triathlon begins with swimming.
- (D) Right after racers finish swimming, they jump on their bike for the cycling portion of the race.

14. Which of these is a *fact*?

- (A) A triathlon can be both thrilling and grueling.
- (B) This event is the least challenging of the three.
- (C) The swim race is usually done in open water, not a heated pool.
- (D) Needless to say, the best triathletes are in excellent shape.

Read this story about a girl who had to move to a new town. Then answer questions about the story. Choose the best answer for Numbers 15 and 16.

“Why did we have to move to stupid Springfield?” Melinda asked her mother for the millionth time. Not really expecting an answer, or at least not expecting an answer she wanted to hear, Melinda pouted and left the room before her mother had a chance to say anything.

Melinda had lived in Springfield for exactly three months, five days, and six hours. Each moment had been pure agony. Everything in Oak Bluff, her old town, had been better. Their new house in Springfield was smaller than their old house in Oak Bluff. Yes, Melinda had to admit, after her mother had pointed it out for the sixty-fifth time, that their new backyard was bigger. But nobody cares about the size of a backyard!

And going to school in Springfield was really pointless. Well, maybe pointless was not exactly the right word because school in Springfield was actually harder than school in Oak Bluff. Melinda, who had always been one of the smartest kids in her class, was suddenly, well, not the smartest kid anymore.

Her mom had said she could go back to Oak Bluff to visit her friends during summer vacation. Melinda looked at her calendar. Let’s see, she calculated, six months, one week, and two days to the first day of summer vacation.

15. Which of these is a *fact* from the story?

- Ⓐ Melinda had lived in Springfield for exactly three months, five days, and six hours.
- Ⓑ Everything in Oak Bluff, her old town, had been better.
- Ⓒ And going to school in Springfield was really pointless.
- Ⓓ But nobody cares about the size of a backyard!

16. Which of these tells an *opinion*?

- Ⓐ Melinda looked at her calendar.
- Ⓑ There were six months, one week, and two days to the first day of summer vacation.
- Ⓒ Their new house in Springfield was smaller than their old house in Oak Bluff.
- Ⓓ Each moment had been pure agony.

PART ONE: Read an Article

Read this article about the legend of Zorro. Then answer questions about the article. Choose the best answer for Numbers 1 through 6.

Joaquin Murieta: The Mexican Robin Hood

Over the years, the legend of Zorro has been told in movies, on television, and in books. But these fictional stories are based upon a real person, Joaquin Murieta. Murieta may have been born in 1830, but some say he was born later. Perhaps he was born in California while it was still part of Mexico. Others believe he was born in Chile and came to California later.

California changed rapidly after the Gold Rush of 1849. Many native Californians were displaced by new, English-speaking arrivals. After being pushed off their land, some Californians became bandits. This included Murieta. Like the others, he wanted to take back the people's land and riches from the wealthy newcomers. Murieta was the most fearless of all the bandits. Many people considered him to be the Mexican Robin Hood.

Murieta and his band robbed miners, held up stagecoaches, and stole horses. Murieta's career as a bandit was brief, however. In 1853, a Texas sheriff named Harry Love killed Murieta in a shoot-out. Or so some people say. Others believe that Murieta survived that gunfight and spent years hiding in the hills of California.

The year after his reported death, a book about Joaquin Murieta was published. Some thought that *The Life and Adventures of Joaquin Murieta, the Celebrated California Bandit* contained more fantasy than fact. But the book only helped the legend of Murieta to grow.



Finding Word Meaning in Context

1. In the first paragraph, which kind of clue hints at the meaning of the word *fictional*?
- Ⓐ a synonym
 - Ⓑ an antonym
 - Ⓒ a definition
 - Ⓓ a comparison

Drawing Conclusions and Making Inferences

4. Which detail from the article supports your answer to question 3?
- Ⓐ California changed rapidly after the Gold Rush of 1849.
 - Ⓑ Murieta and his band robbed miners, held up stagecoaches, and stole horses.
 - Ⓒ He wanted to take back the people's land and riches from the wealthy newcomers.
 - Ⓓ Others believe that Murieta survived that gunfight and spent years hiding in the hills of California.

Finding Word Meaning in Context

2. You can tell that *displaced* means
- Ⓐ "to make angry."
 - Ⓑ "to arrive from a distant place."
 - Ⓒ "to change the place of."
 - Ⓓ "to speak two languages."

Distinguishing Between Fact and Opinion

5. Which of these can be proved?
- Ⓐ Movies about Zorro are more enjoyable than books.
 - Ⓑ Murieta and his band robbed miners and held up stagecoaches.
 - Ⓒ He was the most fearless of all the bandits.
 - Ⓓ Joaquin Murieta is a great Mexican hero.

Drawing Conclusions and Making Inferences

3. You can conclude that Murieta became known as the Mexican Robin Hood because he
- Ⓐ lived in the woods.
 - Ⓑ was an excellent archer.
 - Ⓒ fought against the rich.
 - Ⓓ wore a black cape and hat.

Distinguishing Between Fact and Opinion

6. Which of the following is an *opinion*?
- Ⓐ The Gold Rush began in California in 1849.
 - Ⓑ Murieta was less of a hero than the character of Zorro.
 - Ⓒ The legend of Zorro is based on the life of Joaquin Murieta.
 - Ⓓ The year after his reported death, a book about Joaquin Murieta was published.



Read this story about a girl and her mother. Then answer questions about the story. Choose the best answer for Numbers 7 through 12.

Addie and her mother were walking back from the library as they did every Saturday when they saw the sign advertising a tag sale. The date on the sign was June 10.

“That’s today,” said Addie. “Whitman Street is just around the corner. Tag sales are always so much fun. Can we go, Mom?”

“I don’t see why not,” answered Addie’s mother. “But I hope you have some money. I’m penniless without my wallet.”

Addie reached into the pocket of her jeans to find what was left over from her allowance. She came up with some linty candy, a gum wrapper, a hair band, and some coins that totaled \$3.76. “Maybe there’ll be something there I can afford,” Addie said.

Addie scanned the front yard of 19 Whitman Street to see if there was anything of interest. The yard was scattered with worn furniture, out-of-style clothing, and moth-eaten blankets. Shoes, boots, and rusty skates spilled out the sides of a brown cardboard box.

“This is the worst junk I’ve even seen,” Addie said to her mother. Then, out of the corner of her eye, Addie saw something sparkle. There, in a box filled with old books and some cracked and mismatched dishes, was a glittering crystal horse.

Addie picked the horse up and held it to the sunlight. The sun’s rays passed through the horse’s glass body and turned the light into shades of blue, violet, red, yellow, and green. “This is the most beautiful thing I’ve ever seen!” Addie looked at the small white price tag tied around the horse’s neck and let out a yelp of surprise and joy.

Later that day, as she held the crystal statue up to the light, it seemed to Addie there was something more than special, something wonderfully mysterious, about the crystal statue. “I believe I was destined to find this horse,” Addie thought. “Now I just have to find out why!”



Finding Word Meaning in Context

7. The word *penniless* means
- Ⓐ “not feeling as one usually does.”
 - Ⓑ “cautious about spending money.”
 - Ⓒ “sorry for what one has done.”
 - Ⓓ “without any money.”

Drawing Conclusions and Making Inferences

10. What can you conclude about the tag sale?
- Ⓐ Most of the things for sale were not in very good condition.
 - Ⓑ The tag sale was very crowded.
 - Ⓒ Everything was very expensive.
 - Ⓓ There were many wonderful treasures at the tag sale.

Finding Word Meaning in Context

8. What does *destined* mean in the last paragraph of the story?
- Ⓐ “sent someplace”
 - Ⓑ “made to be late”
 - Ⓒ “determined ahead of time; fated”
 - Ⓓ “prevented from doing something”

Distinguishing Between Fact and Opinion

11. Which statement from the story tells a *fact*?
- Ⓐ “Tag sales are always so much fun.”
 - Ⓑ “This is the most beautiful thing I’ve ever seen!”
 - Ⓒ “This is the worst junk I’ve ever seen.”
 - Ⓓ “Whitman Street is just around the corner.”

Drawing Conclusions and Making Inferences

9. You can figure out that the crystal horse that Addie found
- Ⓐ was too expensive for Addie to purchase.
 - Ⓑ cost \$3.76 or less.
 - Ⓒ was given to Addie at no charge.
 - Ⓓ was purchased for Addie by her mother.

Distinguishing Between Fact and Opinion

12. Which clue word signals an *opinion* of Addie’s when she first saw the horse?
- Ⓐ always
 - Ⓑ worst
 - Ⓒ most
 - Ⓓ believe



What Is Author's Purpose?

Authors write for a reason. Everything you read has a purpose. The author's purpose is either to describe, to entertain, to explain, or to persuade.

Write what you think the author's purpose is for writing each of the following. Tell if the author's purpose is to describe, to entertain, to explain, or to persuade.

- 1 A newspaper article about a city's water supply

The author's purpose is to _____.

- 2 A humorous narrative about a personal experience

The author's purpose is to _____.

- 3 An advertisement for laundry detergent

The author's purpose is to _____.

- 4 A paragraph about a koala's appearance

The author's purpose is to _____.



Work with a Partner

- Take turns talking about some of the shows you see on TV. Think about things such as dramas, educational programs, science shows, commercials, and so on.
- Together, see if you can identify the purpose of each kind of TV presentation.

How Do You Find Author's Purpose?

Every reading passage is written for a reason. When you read, ask yourself, "What does the author want me to know?" Your answer will help you figure out the author's purpose.

Read this passage about early schools. See if you can figure out the author's purpose.

In early colonial days, children learned what they could at home from their parents. Their parents, however, often couldn't read or write. In time, women began teaching in their homes. These first schools were called "dame schools." In 1647 a law was passed in the New England Colonies requiring towns with fifty or more families to set up elementary schools. By the 1700s, one-room schoolhouses were common.

1. Think about what the author wants you to know.

First, let's narrow down the choices.

Look at the chart below.

2. Check "yes" or "no" for each choice. You can check "yes" only once in this chart.

	Yes	No	
Does the passage mostly give descriptive details about a particular person, place, or thing?			Describe
Does the passage tell a humorous story or teach a lesson?			Entertain
Does the passage try to get you to do or buy something?			Persuade
Does the passage give facts about something or tell how to do something?			Explain

3. Write the choice that has a check mark under "yes."
-


**WHAT
TO
KNOW**

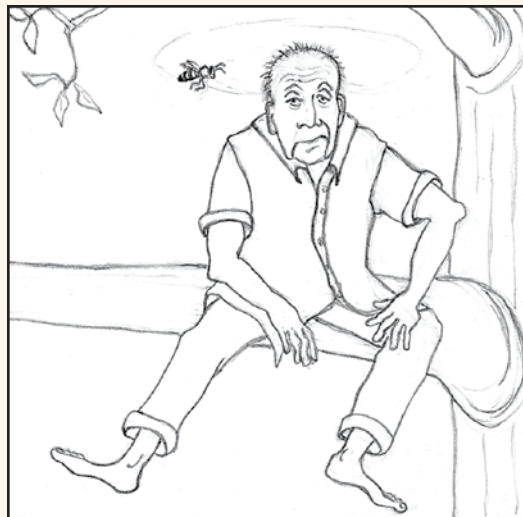
All authors write for a reason. The reason an author writes something is called the author's purpose. When you figure out why a reading passage was written, you are **identifying the author's purpose**. Authors write for one of four reasons—to describe, to entertain, to explain or inform, or to persuade.

- If a reading passage contains many descriptive details about a person, place, or thing, the author's purpose is to **describe**.
- If a reading passage is enjoyable to read, tells a personal story, or uses a story to teach a lesson, the author's purpose is to **entertain**.
- If a reading passage provides facts about a particular subject or tells readers how to do something, the author's purpose is to **explain** or **inform**.
- If a reading passage contains many opinions or tries to get readers to do something, buy something, or believe something, the author's purpose is to **persuade**.

Read this poem written by Edward Lear. As you read, think about why the author probably wrote the poem.

There Was an Old Man in a Tree

There was an Old Man in a tree,
Who was horribly bored by a Bee;
When they said, "Does it buzz?" he replied, "Yes, it does!
It's a regular brute of a Bee."



The author probably wrote the poem to make readers laugh or smile.
The author's purpose is to entertain readers with a humorous poem.

Read this selection from the novel *The Secret Garden* by Frances Hodgson Burnett. As you read, try to figure out the author's purpose for writing the selection. Then answer the questions.

When she opened her eyes in the morning it was because a young housemaid had come into her room to light the fire and was kneeling on the hearth-rug raking out the cinders noisily. Mary lay and watched her for a few moments and then began to look about the room. She had never seen a room at all like it, and thought it curious and gloomy. The walls were covered with tapestry with a forest scene embroidered on it. There were fantastically dressed people under the trees, and in the distance there was a glimpse of the turrets of a castle. There were hunters and horses and dogs and ladies. Mary felt as if she were in the forest with them. Out of a deep window she could see a great climbing stretch of land which seemed to have no trees on it, and to look rather like an endless, dull, purplish sea.

1. The author probably wrote this selection in order to
 - Ⓐ persuade readers to feel sorry for Mary.
 - Ⓑ entertain readers with an amusing story.
 - Ⓒ inform readers about life in England many years ago.
 - Ⓓ describe the scene that Mary saw when she woke up.
2. You know your answer to question 1 is correct because the passage mainly
 - Ⓐ contains many descriptive details about a person, place, or thing.
 - Ⓑ provides facts or tells readers how to do something.
 - Ⓒ tries to convince readers of something.
 - Ⓓ relates an enjoyable story.



Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about identifying author's purpose.



REVIEW

Authors write for different reasons, or purposes—to describe, to entertain, to explain or inform, or to persuade.

- As you read, ask yourself, “Does the reading passage contain many details that describe a person, place, or thing?” If so, the author’s purpose is to describe.
- As you read, ask yourself, “Does the reading passage contain a humorous or personal story? Does the author use a story to teach a lesson?” If so, the author’s purpose is to entertain.
- As you read, ask yourself, “Does the reading passage provide facts or tell readers how to do something?” If so, the author’s purpose is to explain or inform.
- As you read, ask yourself, “Does the reading passage contain opinions that try to convince readers to do something, buy something, or believe something?” If so, the author’s purpose is to persuade.

Read this folktale from Italy. As you read, ask yourself, “Why did the author probably write this folktale?” Then answer the questions.

Giufà lived with his mother, and the two of them were very poor. One time, Giufà went to a farm in the countryside to see if they would give him something for him and his mother to eat. The farmer and his family laughed at the dirty and poorly dressed Giufà and had their dogs chase him away.

When Giufà returned home and told his mother what had happened, she went and bought him a fancy coat, velvet pants, and a fine hat. Giufà went back to the farm dressed as a gentleman. This time, the farmer made a big fuss over Giufà and invited him to have dinner with his family.

When they sat down and the food was served, Giufà stuffed his mouth with food, but he also filled up his pockets and pushed food into his hat. “Eat up, my lovely clothes,” Giufà said, “for it is you that have been invited to dinner, not me.”



- The folktale was written mainly to
 - describe the Italian countryside.
 - entertain listeners with a story that teaches a lesson.
 - explain why some people are treated differently.
 - persuade readers to visit Italy.
- You know your answer to question 3 is correct because the folktale mainly
 - contains many details that describe a person, place, or thing.
 - provides facts or tells readers how to do something.
 - tries to convince readers of something.
 - relates an enjoyable story that teaches a lesson.

Which Answer Is Correct and Why?

Look at the answer choices for each question.

Read why each answer choice is **correct** or not correct.

3. The folktale was written mainly to

- Ⓐ describe the Italian countryside.

This answer is not correct because the folktale does not contain many details that describe the Italian countryside.

- Ⓑ entertain listeners with a story that teaches a lesson.

This answer is correct because the folktale uses a story to teach a lesson about how others should be treated.

- Ⓒ explain why some people are treated differently.

This answer is not correct because the folktale does not provide facts about a particular subject or tell readers how to do something.

- Ⓓ persuade readers to visit Italy.

This answer is not correct because the folktale does not contain any opinions that the author has about Italy.

4. You know your answer to question 3 is correct because the folktale mainly

- Ⓐ contains many details that describe a person, place, or thing.

This answer is not correct because the folktale does not primarily contain details that describe a particular person, place, or thing.

- Ⓑ provides facts or tells readers how to do something.

This answer is not correct because the folktale does not contain information that informs or explains how to do something.

- Ⓒ tries to convince readers of something.

This answer is not correct because the folktale does not contain any of the author's opinions. The author leaves it to readers to make up their mind about the lesson that the folktale tries to teach.

- Ⓑ relates an enjoyable story that teaches a lesson.

This answer is correct because the folktale is an entertaining story that teaches a lesson.




**MORE
TO
KNOW**

Different reading passages are written for different purposes. Knowing the kind of passage you are reading often helps you identify the author's purpose.

- Articles are usually written to describe or explain. Some articles describe a person, place, or thing. Others explain something, such as the difference between the many kinds of clouds or how to care for your pet.
- Directions are written to explain.
- Personal stories, riddles, and poetry are written to entertain.
- Ads and articles in which opinions are stated are written to persuade.

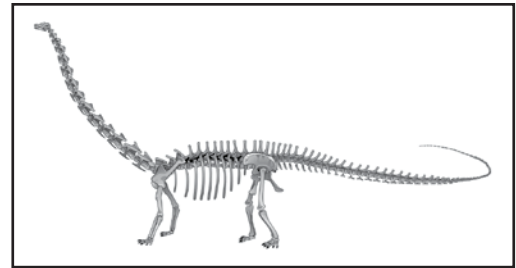
Read this article about a unique career. Then answer the questions.

What Is a Paleontologist?

Paleontologists study the life forms that existed during the different times of earth's history. They work mostly with fossils. Fossils reveal information about creatures that lived long ago, such as dinosaurs or woolly mammoths.

Do you want to be a paleontologist? If so, spend some time visiting museums with fossil displays. Read books or watch television shows about dinosaur digs. You should also take a lot of courses in science and math. It's probably wise to learn a foreign language, too. Knowing German, French, or Russian will be helpful when you travel to another country for a fossil hunt.

Many paleontologists in the United States are professors at colleges and universities. A small number work for museums, oil companies, or governments. Paleontology isn't just about dinosaurs. But if you want to know all about them, then paleontology is for you.



5. What is the author's purpose in the first paragraph?
 - (A) to persuade readers to become paleontologists
 - (B) to describe life on earth long ago
 - (C) to explain what a paleontologist is
 - (D) to entertain readers with a story of a fossil hunt
6. What is the author's purpose in paragraph 2?
 - (A) to describe the daily routine on a dinosaur dig
 - (B) to entertain readers with a story about fossils
 - (C) to explain what paleontologists need to know
 - (D) to convince readers to study a foreign language
7. The author's purpose in the last paragraph is to
 - (A) describe different kinds of careers.
 - (B) entertain readers with a personal story.
 - (C) persuade readers to learn more about dinosaurs.
 - (D) inform readers about the different places paleontologists work.
8. The article was written mainly to
 - (A) entertain readers with stories about dinosaurs.
 - (B) persuade readers to learn more about paleontology.
 - (C) describe what a paleontologist does each day.
 - (D) explain what is needed to become a paleontologist.



Read this advertisement for a new car. Then answer the questions.

The New MACHINA Has Arrived!

Is the new Machina a truck that thinks it's a sports car? Or is it a sports car that thinks it's a truck? Is there another truck that gives you a powerful V-8 engine along with fuel economy? Is there a sports car that allows you to tow over 6,500 pounds? Take the new Machina for a test drive. Answer these questions yourself. You'll find the precision, handling, and good looks you expect from a sports car. And you'll find the durability, carrying capacity, and power you want in a full-size pickup truck.

Machina sells for \$32,978. This includes air conditioning, power steering, anti-lock brakes, and power windows, locks, and mirrors. Taxes and license are extra. For more information, call 1-800-111-MACH, or visit us on the Internet.

PLEASE REMEMBER THIS SAFETY TIP: AIR BAGS DO NOT REPLACE SEAT BELTS. PLEASE, EVERYONE BUCKLE UP! CHILDREN UNDER THE AGE OF TWELVE SHOULD RIDE IN THE REAR PASSENGER SEAT.

9. What is the author's purpose in the first paragraph?
- (A) to entertain readers with an exaggerated story about a car
 - (B) to persuade readers to take a Machina for a test drive
 - (C) to describe what a Machina looks like
 - (D) to explain how an unusual car is made
10. What is the author's purpose in paragraph 2?
- (A) to explain what the price of a Machina includes
 - (B) to convince readers that pick up trucks are better than sports cars
 - (C) to describe the interior of a Machina
 - (D) to amuse readers with entertaining facts about cars
11. The author's purpose in the last paragraph is to
- (A) entertain readers with humorous information.
 - (B) describe how passengers should sit in a car.
 - (C) provide important safety information.
 - (D) persuade readers not to use air bags.
12. The advertisement was written in order to
- (A) describe the Machina's newest features.
 - (B) entertain readers with a personal story.
 - (C) inform readers that the new Machina is now available.
 - (D) persuade readers to buy a Machina.

**TEST
TIPS**

- A test question about identifying the author's purpose may ask you why an author probably wrote a particular reading passage. This kind of question is asking about the purpose of the entire reading passage.
- A test question about identifying the author's purpose may ask you why a particular paragraph was written. This kind of question is asking about only one part of the reading passage.
- A test question about identifying the author's purpose may ask what you think the author wants readers to know. To help you answer this type of test question, think about why the author probably wrote the reading passage.

Read this article about stargazing. Then answer questions about the article. Choose the best answer for Numbers 13 and 14.

Each year, millions of people enjoy gazing at the stars in the night sky. Yet to the people who lived thousands of years ago, stargazing was an important part of their daily lives.

Early people believed that the stars ruled their life on earth. These people saw images of divine beings in the patterns that stars made. They thought these beings affected life on earth. Each night, people would search the skies for signs from these rulers. Anything unusual, such as a comet or meteor, was thought to be a warning that the rulers were upset about something.

Today one can look up into the night sky and locate the same star patterns in the various constellations. There are numerous stories about the constellations. But most people no longer take them seriously. Still, every time you study the patterns of the night sky, you are taking part in a stargazing practice similar to the kind that took place thousands of years ago.

13. What is the author's purpose in paragraph 2?
- Ⓐ to persuade readers to learn more about daily life long ago
 - Ⓑ to explain what ancient people believed about the night sky
 - Ⓒ to describe the unusual signs ancient people found in the night sky
 - Ⓓ to entertain readers with a story about ancient beliefs
14. The article was written mainly to
- Ⓐ persuade readers to study the constellations and learn their stories.
 - Ⓑ explain why most people no longer take the stories about constellations seriously.
 - Ⓒ describe what stargazing meant long ago compared to what it means today.
 - Ⓓ entertain readers with a tale of ancient life.

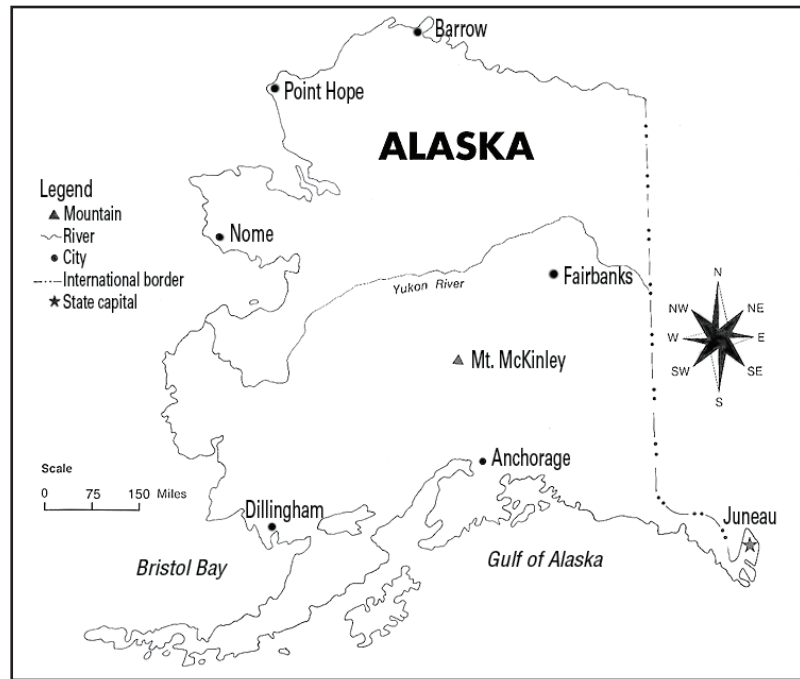
Read this article about maps. Then answer questions about the article.
Choose the best answer for Numbers 15 and 16.

Maps can help you do many things. With a map, you can find the best route to take on a trip, the location of Mumbai, or where to find your favorite music store in a local mall. Maps can be of the entire world or of just one country, one state, one town, or even one floor of a mall. No matter what you are doing, you enjoy things more if you know where you are. Knowing how to read a map might even help you find buried pirate treasure! Spend a few minutes now learning about maps. You'll be glad you did.

This map has a legend.

A map legend is a list of the symbols on the map, with an explanation of what they represent. In this map legend, a star is used to indicate the state capital.

This map also has a scale. The scale shows the relationship between distance on the map and real distance. On this map, $\frac{1}{2}$ inch equals 150 miles. Find Anchorage and Juneau on the map. They are approximately $1\frac{1}{2}$ inches apart. Therefore, the distance between Anchorage and Juneau is about 450 miles.



15. What is the author's purpose in the first paragraph?
- (A) to teach readers how to read a map legend
 - (B) to entertain readers with funny stories about maps
 - (C) to describe what a map looks like
 - (D) to persuade readers to learn about maps

16. The author probably wants readers
- (A) to know how to use a map.
 - (B) to take a trip to Alaska.
 - (C) to make a map.
 - (D) to read stories about buried treasure.

PART ONE: Read a Letter

Read this letter that Katie wrote to a friend she met at summer camp. Then answer questions about the letter. Choose the best answer for Numbers 1 through 6.

August 28, 2009

Dear Reina,

I hope this letter doesn't take too long to get to you. I was going to send you an e-mail, but my mom insisted that I use snail mail instead. She thinks I'm going to forget how to write with paper and pen.

We really missed you the last week of camp. Everyone felt bad that your dad lost his job. Needless to say, Red Cabin lost every canoe race because our ace paddler wasn't there. I hope that you will be able to come back to camp next year for the whole summer.

Can you believe we're going to be in seventh grade in a matter of days? It will be great not to be one of the youngest kids at King Philip Middle School for a change. Remember how LuLu Wilder was always giving us a hard time at camp? Well, one day after you left, she started making fun of the name of my school. She couldn't believe that a school in the United States would be named after a king! I had to explain the whole story about how King Philip was the chief of the Wampanoag Indians and how he fought in a war against the British that changed the course of American history! Well, all LuLu could do was swallow her pride. She never bothered me again.

Good luck this year at Hamilton Middle School. Write me soon, and let me know how things are going.

Love,
Katie

Identifying Author's Purpose

1. The letter was written mainly to
- (A) convince Reina to come back to summer camp.
 - (B) describe what happened at camp when Reina wasn't there.
 - (C) teach Reina about King Philip.
 - (D) entertain Reina with exciting camp adventures.

Interpreting Figurative Language

4. What does the phrase *swallow her pride* mean?
- (A) accept a humiliation
 - (B) act shamefully
 - (C) ask a foolish question
 - (D) say something that was not true

Identifying Author's Purpose

2. You know your answer to question 1 is correct because the letter
- (A) contains many details that describe a person, place, or thing.
 - (B) provides facts or tells readers how to do something.
 - (C) tries to convince readers of something.
 - (D) relates an enjoyable story.

Summarizing

5. Why did Katie write to Reina?
- (A) She wanted to tell Reina about things that had happened at camp.
 - (B) She wanted to thank Reina for being such a good friend at summer camp.
 - (C) She wanted to encourage Reina to come back to camp next summer.
 - (D) She wanted to invite Reina to come to her house next summer.

Interpreting Figurative Language

3. In the first paragraph, the phrase *snail mail* refers to
- (A) mail that is delivered by a private delivery service.
 - (B) letters that are sent electronically, over the Internet.
 - (C) mail that is placed in an envelope.
 - (D) mail that is handwritten and sent via the postal service.

Summarizing

6. What is the best summary of the letter?
- (A) Two girls begin seventh grade in different towns.
 - (B) Because her father loses his job, a girl is forced to leave summer camp.
 - (C) A girl writes a letter to her friend, describing things that happened at summer camp.
 - (D) Two girls meet at summer camp and become friends.

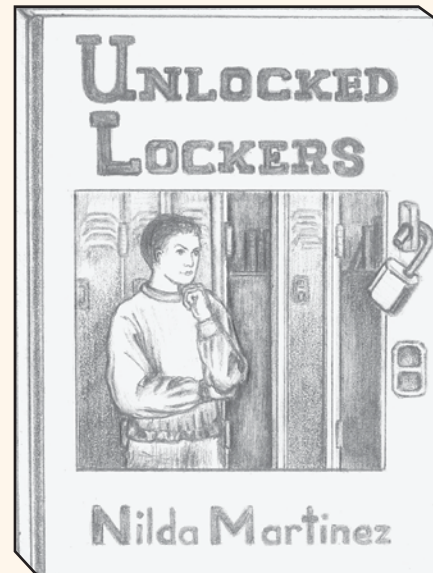


Read this review of a new book. Then answer questions about the book review. Choose the best answer for Numbers 7 through 12.

What is going on at Thomas Jefferson Middle School? This is the question that ace detective and seventh-grade math whiz Ricky Lopez tries to answer in *Unlocked Lockers*. This is the latest book in the Ricky Lopez series, by noted young-adult author Nilda Martinez.

Unlocked Lockers opens with students at Thomas Jefferson meeting their newest classmate, Martin Bauer. It seems that as soon as Martin arrives, strange things begin to happen at the school. Cryptic messages suddenly appear in documents stored on the math center's computer. Some students notice that things in their lockers have been rearranged. Has someone been going through their stuff? Like a wet spring snow, suspicion falls heavily upon Martin. After all, everything was fine until he arrived. Martin's secretive behavior doesn't help. It seems that everyone is jumping to conclusions about Martin.

Ricky, however, isn't convinced that Martin is the culprit. Ricky's efforts to untangle the mystery form the heart of this novel. Readers will enjoy Ricky's antics as he tries to find answers while, at the same time, he prepares for the big math-a-thon. If you enjoy good writing, a fast-paced story, and non-stop humor, you'll enjoy this latest effort by Nilda Martinez.



Identifying Author's Purpose

7. What was the author's purpose in paragraph 2?
- Ⓐ to entertain readers with a suspenseful mystery
 - Ⓑ to describe Thomas Jefferson Middle School
 - Ⓒ to persuade readers to read *Unlocked Lockers*
 - Ⓓ to provide readers with information about the plot of *Unlocked Lockers*

Interpreting Figurative Language

10. You can tell that *jumping to conclusions* means
- Ⓐ "taking a short trip."
 - Ⓑ "having a head start."
 - Ⓒ "leaving one place for another."
 - Ⓓ "arriving at an answer too quickly."

Identifying Author's Purpose

8. The review was written in order to
- Ⓐ persuade readers to read *Unlocked Lockers*.
 - Ⓑ explain to readers what life is like in middle school.
 - Ⓒ entertain readers with amusing stories about middle school.
 - Ⓓ inform readers about newly published books.

Summarizing

11. What is the main problem in *Unlocked Lockers*?
- Ⓐ A new student displays secretive behavior.
 - Ⓑ Students at a middle school won't accept a new student.
 - Ⓒ Cryptic messages appear on a school's computer.
 - Ⓓ Strange things begin to happen after a new student arrives.

Interpreting Figurative Language

9. The phrase *like a wet spring snow* is an example of
- Ⓐ a simile.
 - Ⓑ an idiom.
 - Ⓒ a metaphor.
 - Ⓓ personification.

Summarizing

12. Which of these best summarizes the information in the book review?
- Ⓐ Seventh-grader Ricky Lopez is an ace detective and also a math whiz.
 - Ⓑ Nilda Martinez once again shows why she is one of today's most popular writers.
 - Ⓒ Martin Bauer receives a chilly welcome from the students at Thomas Jefferson Middle School.
 - Ⓓ In her latest work featuring middle-school detective Ricky Lopez, Nilda Martinez creates a story that will interest young-adult readers.

PART ONE: Read an Autobiography

Read this selection from the autobiography of Frederick Douglass, who was born into slavery but escaped to freedom in 1838. Then answer questions about the selection. Choose the best answer for Numbers 1 through 12.

I have no accurate knowledge of my age. By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I do not remember to have ever met a slave who could tell of his birthday.

My mother was named Harriet Bailey. . . . My mother and I were separated when I was but an infant.

I never saw my mother, to know her as such, more than four or five times in my life; and each of these times was very short in duration, and at night. She was hired by a Mr. Stewart, who lived about twelve miles from my home. She made her journeys to see me in the night, travelling the whole distance on foot, after the performance of her day's work. She was a field hand, and a whipping is the penalty of not being in the field at sunrise, unless a slave has special permission from his or her master to the contrary.

She was with me in the night. She would lie down with me, and get me to sleep, but long before I waked she was gone.

Very little communication ever took place between us. Death soon ended what little we could have while she lived, and with it her hardships and suffering. She died when I was about seven years old, on one of my master's farms, near Lee's Mill. I was not allowed to be present during her illness, at her death, or burial. She was gone long before I knew any thing about it. Never having enjoyed, to any considerable extent, her soothing presence, her tender and watchful care, I received the tidings of her death with much the same emotions I should have probably felt at the death of a stranger.



Finding Main Idea

1. The selection mainly describes
- Ⓐ the practice of slavery that once took place in the American South.
 - Ⓑ the childhood of Frederick Douglass.
 - Ⓒ the death of Frederick Douglass's mother.
 - Ⓓ the relationship between Frederick Douglass and his mother.

Recognizing Cause and Effect

4. What would happen to Harriet Bailey if she wasn't in the field at sunrise?
- Ⓐ She would be whipped.
 - Ⓑ She would miss breakfast.
 - Ⓒ She would not work that day.
 - Ⓓ She would have to work late.

Recalling Facts and Details

2. Douglass's mother died when he was about
- Ⓐ 4 years old.
 - Ⓑ 7 years old.
 - Ⓒ 2 years old.
 - Ⓓ 12 years old.

Comparing and Contrasting

5. Douglass compares the death of his mother to the death of a
- Ⓐ field hand.
 - Ⓑ dear friend.
 - Ⓒ stranger.
 - Ⓓ master.

Understanding Sequence

3. The boxes tell some things that happened in the life of Frederick Douglass.

Douglass is born.	Douglass is separated from his mother.		Douglass's mother dies.
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1 2 3 4

Which of these belongs in box 3?

- Ⓐ Douglass learns his mother is ill.
- Ⓑ Douglass's mother visits her son at night.
- Ⓒ Douglass visits his dying mother.
- Ⓓ Douglass escapes to the North.

Making Predictions

6. Predict which of these probably happened in the life of Frederick Douglass.
- Ⓐ Douglass's master treated him kindly after his mother died.
 - Ⓑ Douglass grew up and fought against slavery.
 - Ⓒ Douglass had a long and happy life on the plantation.
 - Ⓓ Douglass was kidnapped and held prisoner.

Finding Word Meaning in Context

7. In paragraph 3, *penalty* means
- Ⓐ “punishment.”
 - Ⓑ “a reward or gift.”
 - Ⓒ “a sum of money.”
 - Ⓓ “something shaped like a pencil.”

Identifying Author’s Purpose

10. The selection was written in order to
- Ⓐ entertain readers with a suspenseful story about one man’s escape from slavery.
 - Ⓑ describe how slavery affected a man’s relationship with his mother.
 - Ⓒ persuade readers to learn more about the life of Frederick Douglass.
 - Ⓓ describe how southern plantations were run.

Drawing Conclusions and Making Inferences

8. A reader of the selection could conclude that Frederick Douglass
- Ⓐ never met his mother.
 - Ⓑ did not appreciate his mother.
 - Ⓒ regretted not knowing his mother better.
 - Ⓓ had a close relationship with his mother.

Interpreting Figurative Language

11. The phrase *slaves know as little of their ages as horses know of theirs* is an example of
- Ⓐ a simile.
 - Ⓑ a metaphor.
 - Ⓒ hyperbole.
 - Ⓓ an idiom.

Distinguishing Between Fact and Opinion

9. Which of these expresses an *opinion*?
- Ⓐ Frederick Douglass did not see his mother often.
 - Ⓑ Frederick Douglass was a brave man and a loyal son.
 - Ⓒ Frederick Douglass and his mother were separated when he was an infant.
 - Ⓓ Frederick Douglass never met a slave who knew his birthday.

Summarizing

12. What is a good summary of the selection?
- Ⓐ Slave owners were reluctant to allow slaves to know when their birthday was.
 - Ⓑ Frederick Douglass describes how slavery prevented him from knowing his mother.
 - Ⓒ Harriet Bailey is hired by Mr. Stewart, who lives about 12 miles from Frederick Douglass’s home.
 - Ⓓ Frederick Douglass did not feel much emotion when he heard that his mother had died.



Read this science experiment. Then answer questions about the experiment. Choose the best answer for Numbers 13 through 24.

It would seem that rocks are an indestructible fortress. However, rocks are often broken down into smaller sizes through weathering. Weathering can be caused by two kinds of agents, physical or chemical. Physical agents mechanically break rock into smaller pieces. Abrasion, for example, breaks down rocks as they hit and scrape against one another. Chemical agents change rock into different chemical substances.

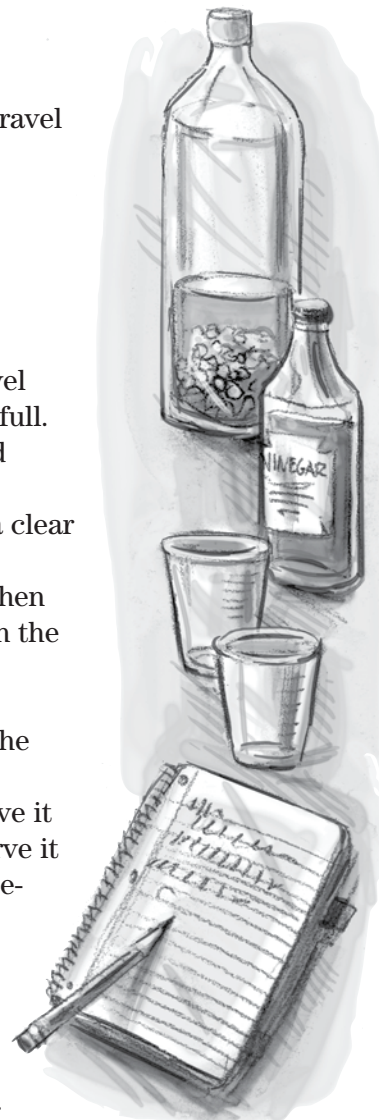
Try this experiment to see how different agents affect rocks. Spread the experiment over several days.

Materials:

- measuring cup
- 1 two-liter plastic bottle with cap, rinsed and dried
- 500 mL, or about $2\frac{1}{4}$ cups, of well-washed, small-sized limestone gravel (available from garden-supply centers)
- 2 clear plastic cups
- water
- 1 bottle of 5% white vinegar
- paper and pencil

Procedure:

1. Put aside about $\frac{1}{4}$ cup of the gravel. Pour the rest of the clean gravel into the plastic bottle. Add water to fill the bottle about one-third full.
2. Shake the bottle about 1,000 times. If you want, do 100 shakes and then rest before doing the next 100, and so on.
3. Immediately after the last shake, pour water from the bottle into a clear plastic cup so that the cup is about three-fourths full.
4. Closely observe the water in the cup over the next five minutes. Then let the cup of water sit undisturbed overnight, and observe it again the next day. Write your observations.
5. Add vinegar to fill the second clear plastic cup about one-half full.
6. Place about half of the limestone gravel previously set aside into the vinegar. Write your observations.
7. Let the cup with the vinegar and gravel sit undisturbed, and observe it again several hours later. Then let the cup sit overnight, and observe it again the next day. Add fresh vinegar so that the cup is about three-fourths full. Let the cup remain undisturbed.
8. Observe the vinegar and gravel two days later. Write your observations. Add more fresh vinegar until the cup is almost full. Let the cup remain undisturbed.
9. Observe one last time two days later. Then empty the cup, remove the gravel, and compare it to the gravel that you set aside. Write your observations.



Finding Main Idea

13. This experiment mainly explains
- Ⓐ why vinegar has a chemical effect on rocks.
 - Ⓑ when weathering is most likely to occur.
 - Ⓒ how rocks can be broken down.
 - Ⓓ where to find examples of weathered rocks.

Recognizing Cause and Effect

16. One possible cause of weathering is
- Ⓐ odors.
 - Ⓑ thoughts.
 - Ⓒ chemicals.
 - Ⓓ evaporation.

Recalling Facts and Details

14. How many times should you shake the bottle with the gravel and the water?
- Ⓐ about 10 times
 - Ⓑ more than 100 times
 - Ⓒ less than 100 times
 - Ⓓ about 100 times

Comparing and Contrasting

17. How is weathering by chemical agents different from weathering by physical agents?
- Ⓐ Chemical agents work more quickly than physical agents.
 - Ⓑ Chemical agents can break down limestone, whereas physical agents cannot.
 - Ⓒ Chemical agents break rock down into smaller pieces, whereas physical agents change rock into a different substance.
 - Ⓓ Chemical agents change rock into a different substance, whereas physical agents break rock down into smaller pieces.

Understanding Sequence

15. After you add the gravel to the vinegar in the second plastic cup, the first thing you should do is
- Ⓐ shake the cup.
 - Ⓑ add water to the cup.
 - Ⓒ let the cup sit undisturbed.
 - Ⓓ add more fresh vinegar to the cup.

Making Predictions

18. Predict what will most likely happen to the gravel in the plastic cup filled with vinegar.
- Ⓐ The gravel will break down into smaller pieces.
 - Ⓑ The gravel will break down into a different substance.
 - Ⓒ The gravel will remain unchanged.
 - Ⓓ The gravel will become larger.

Finding Word Meaning in Context

19. In the first paragraph, what does the word *abrasion* mean?
- Ⓐ “a rubbing away”
 - Ⓑ “not working”
 - Ⓒ “a chemical change”
 - Ⓓ “a chemical agent”

Identifying Author’s Purpose

22. The author’s purpose in the first paragraph is to
- Ⓐ describe a variety of different rocks.
 - Ⓑ explain how rocks are broken down.
 - Ⓒ entertain readers with interesting facts about rocks.
 - Ⓓ persuade readers to try an interesting experiment.

Drawing Conclusions and Making Inferences

20. The information in the experiment suggests that
- Ⓐ water will break rock down faster than vinegar.
 - Ⓑ limestone can be broken down only by chemical agents.
 - Ⓒ wind and rain have no weathering effect on rock.
 - Ⓓ vinegar is a chemical agent that will change rock.

Interpreting Figurative Language

23. Which of these is a metaphor?
- Ⓐ Chemical agents change rock.
 - Ⓑ Rocks are an indestructible fortress.
 - Ⓒ Spread the experiment over several days.
 - Ⓓ Physical agents break rock into smaller pieces.

Distinguishing Between Fact and Opinion

21. Which of these is an *opinion*?
- Ⓐ Weathering is the breakdown of rock into smaller pieces.
 - Ⓑ Different agents affect rocks in different ways.
 - Ⓒ Everyone should learn about how weathering affects the environment.
 - Ⓓ Limestone can be broken down by chemical and physical means.

Summarizing

24. Which of these best summarizes what the experiment sets out to prove?
- Ⓐ Several easy-to-find materials are needed to perform an experiment.
 - Ⓑ Many acids found in nature cause the breaking down of rock.
 - Ⓒ Rocks can be broken physically by scraping against one another or other surfaces.
 - Ⓓ Rocks can be broken down through either physical or chemical agents.



Read this article of a little-known baseball player. Then answer questions about the article. Choose the best answer for Numbers 25 through 36.

The Sounds of Silence

There are many stories about great baseball players. Yet there is one great ballplayer few people have heard of today. He was an athlete with amazing abilities. He also overcame challenges that few of us face. This baseball player was William Hoy.

Hoy was born in Ohio on May 23, 1862. Due to a case of meningitis, he lost his hearing at the age of three. When he was older, Hoy spent many weekends playing baseball on amateur teams. During the week, Hoy was being trained as a shoemaker at the Ohio School for the Deaf. He returned home after graduation and helped his father on the family farm. After a few years, he set up his own shoe-repair shop. But those weekends spent playing baseball still called to Hoy. So, when he was 24, Hoy closed his shop and boarded a train to Wisconsin to play for a minor league team. Hoy was the first deaf player in the game's history.

Since Hoy could not hear the umpire's calls, pitchers took advantage of him. So in order to know what had been pitched to him, he asked his third base coach to raise his left arm if the pitch was a ball and his right arm if the pitch was a strike. Despite his small size and his hearing disability, Hoy impressed his teammates with his lightning speed and powerful throwing. After two years in the minor leagues, Hoy caught the attention of the Washington Senators. They signed him to a contract in 1888.

In his rookie year, Hoy led the National League with 82 stolen bases. During his 14-year career, he played for a number of teams. He also stole 597 bases, a record that still ranks 17th. Hoy's best-known fielding achievement was throwing out three runners at the plate—in the same inning. He also hit the first grand slam in the history of the American League. Hoy threw right-handed and batted left-handed. Besides being an outstanding player, the hand signals umpires use today to signify balls, strikes, out, and safe can be traced back to Hoy. But visitors to the National Baseball Hall of Fame in Cooperstown, New York, will find little mention of Hoy's legacy or his contributions to the game of baseball. Bill Klem, an umpire from 1905 to 1940, is the one credited for creating the hand and arm signals used today.

For many years, people talked about Hoy's last ball game in 1903. That year he was playing for Los Angeles, a Pacific Coast Winter League team. It was a championship game played on a night so foggy that it was almost impossible to see the ball. But in the ninth inning, with two men out, Hoy managed to catch a fly ball, despite the fog that was as thick as pea soup. His catch made the third out to end the game. Hoy never heard the roar of the crowd that day when Los Angeles defeated their opposition and won the pennant for the year.

Finding Main Idea

25. Paragraph 3 tells mostly about
- Ⓐ how Hoy lost his ability to hear.
 - Ⓑ how Hoy made up for his loss of hearing while playing in the minor leagues.
 - Ⓒ why Hoy was chosen to play for the Washington Senators.
 - Ⓓ when Hoy decided to travel to Wisconsin to play baseball.

Recognizing Cause and Effect

28. Because Hoy could not hear an umpire's calls,
- Ⓐ he was never able to tell if a pitch was a ball or a strike.
 - Ⓑ pitchers often took advantage of him.
 - Ⓒ he often made mistakes when he was at bat.
 - Ⓓ umpires had to tell him whether each pitch was a ball or a strike.

Recalling Fact and Details

26. At school, Hoy was trained to be
- Ⓐ a baseball player
 - Ⓑ a shoemaker.
 - Ⓒ an umpire.
 - Ⓓ a farmer.

Comparing and Contrasting

29. In the article, Hoy's speed is compared to
- Ⓐ a train.
 - Ⓑ a fast pitch.
 - Ⓒ a roaring crowd.
 - Ⓓ lightning.

Understanding Sequence

27. The boxes tell about some of the things that happened in the article.



What belongs in the empty box?

- Ⓐ Hoy closed his shoe-repair shop.
- Ⓑ Hoy was signed by the Washington Senators.
- Ⓒ Hoy returned home to help his father on the family farm.
- Ⓓ Hoy helped a Los Angeles team win the pennant.

Making Predictions

30. Which of these is something Hoy most likely believed throughout his life?
- Ⓐ Find what you enjoy doing and then find a way to do it.
 - Ⓑ Physical challenges are rarely overcome.
 - Ⓒ The greatest baseball players are tall and fast.
 - Ⓓ Work hard at whatever skill you are trained to do, even if that skill is not satisfying.

Finding Word Meaning in Context

31. In the article, the best meaning of *signify* is
- Ⓐ “be a sign or symbol of something.”
 - Ⓑ “make something easier to understand.”
 - Ⓒ “communicate a message to somebody.”
 - Ⓓ “provide necessary information.”

Identifying Author’s Purpose

34. What is the main purpose of the article?
- Ⓐ to inform readers about the challenges overcome by a little-known baseball player.
 - Ⓑ to entertain readers with a humorous story.
 - Ⓒ to get readers to learn more about baseball.
 - Ⓓ to describe what a career in major-league baseball is like.

Drawing Conclusions and Making Inferences

32. From the article, you can figure out that
- Ⓐ Hoy’s record for stolen bases has never been broken.
 - Ⓑ no deaf players had played in a minor-league team before Hoy.
 - Ⓒ visitors to the Hall of Fame can learn a lot about Hoy’s legacy.
 - Ⓓ no other players with physical challenges have played baseball.

Interpreting Figurative Language

35. The phrase *as thick as pea soup* is an example of
- Ⓐ hyperbole.
 - Ⓑ a simile.
 - Ⓒ a metaphor.
 - Ⓓ personification.

Distinguishing Between Fact and Opinion

33. Which statement from the article tells an *opinion*?
- Ⓐ He also overcame challenges that few of us face.
 - Ⓑ His catch made the third out to end the game.
 - Ⓒ He was an athlete with amazing abilities.
 - Ⓓ Hoy was being trained as a shoemaker at the Ohio School for the Deaf.

Summarizing

36. Which of these best summarizes the information in the article?
- Ⓐ A baseball player devises a system of hand signals for umpires to use.
 - Ⓑ A deaf man impresses his teammates when he goes to Wisconsin to play baseball.
 - Ⓒ The hand signals used today in major-league baseball can be credited to a deaf baseball player.
 - Ⓓ A man successfully pursues his dream of playing baseball, despite being deaf.



Read this story about a mysterious legend. Then answer questions about the story. Choose the best answer for Numbers 37 through 48.

The Legend of Sanborn Hill

“Henry, come here,” Samuel shouted, his voice brimming with excitement. “I found something.” Samuel was pointing to a large impression made in an area of soft mud.

Henry rushed toward his friend, his blue eyes flashing in the late afternoon sun.

“What did you find?”

Samuel wrinkled his nose. “I’m not quite sure, but I think it’s a footprint.”

Henry bent down to inspect the indentation in the soft mud. His mind raced as he gazed down at the large footprint. He and Samuel had spent many weekends looking for evidence just like this.

“I’d say that it was made recently, too. Otherwise, it would have washed away in last night’s rainstorm.”

Samuel crouched down and let his backpack slide off his shoulders. He removed a tape measure from the front pouch. He stretched out the tape and aligned it with the massive footprint.

“Twenty-three inches long by ten inches wide,” he shrieked. “I think we definitely found some type of evidence.”

Henry chuckled slightly. “Either an extremely large basketball player has been roaming the area, or the creature of Sanborn Hill really exists. What else could leave a footprint nearly two feet long?”

Samuel shook his head in disbelief. For the past eight years, he had heard intriguing stories about the mysterious Sanborn Hill creature that some people believed roamed the thick oak forest. While no one had ever found proof of the shy creature, several hikers, campers, and tourists claimed to have seen the Sasquatch-like beast. According to eyewitnesses, the Sanborn Hill creature was half-gorilla and half-human, and nearly eight feet tall, covered with thick, brown hair. Its yellow eyes and red pupils often made those who had seen it up close vow never to enter the forest again.

“What do you think we should do next?” Henry asked, interrupting Samuel’s thoughts.

Just then, a strange, almost eerie chill filled the late autumn air and the sun hid behind a swift rush of clouds. Samuel looked at the sky and felt the hair on his neck stand on end. His excitement about finding the creature suddenly disappeared like the noontime sun.

“Well, I don’t know about you,” said Samuel, “but I think we should get out of here and tell someone about what we found. If the Sanborn Hill creature really is nearby, I know I don’t want to run into it.”



Finding Main Idea

37. Which of these tells the main idea of the story?
- Ⓐ A strange creature wanders a thick oak forest.
 - Ⓑ Two friends think they've found evidence supporting a local legend.
 - Ⓒ A legend about a strange creature frightens two boys.
 - Ⓓ Two friends prove that a mysterious creature exists.

Recognizing Cause and Effect

40. The boys believe that the footprint was made recently because
- Ⓐ it was left in mud that was still soft.
 - Ⓑ it wasn't washed away by the rain.
 - Ⓒ they had been in the same area the day before and hadn't seen it.
 - Ⓓ the creature had recently been spotted in the same area.

Recalling Fact and Details

38. The footprint the boys found measures about
- Ⓐ two inches wide.
 - Ⓑ two yards long.
 - Ⓒ two feet wide.
 - Ⓓ two feet long.

Comparing and Contrasting

41. A legend is most like a
- Ⓐ lie.
 - Ⓑ fable.
 - Ⓒ biography.
 - Ⓓ poem.

Understanding Sequence

39. Which of these happens first in the story?
- Ⓐ A chill fills the air.
 - Ⓑ Henry inspects the footprint.
 - Ⓒ Samuel measures the footprint.
 - Ⓓ The sun disappears behind the clouds.

Making Predictions

42. What will probably happen next?
- Ⓐ Henry stays in the forest while Samuel runs home to get help.
 - Ⓑ The boys will continue to look for more evidence.
 - Ⓒ The boys will return home to find an adult who will check out the footprint.
 - Ⓓ The boys will encounter the strange creature and solve the mystery once and for all.

Finding Word Meaning in Context

43. As used in the story, you can tell that an *impression* is
- Ⓐ an imitation of someone.
 - Ⓑ a lasting mental image of someone or something.
 - Ⓒ a belief or understanding about something.
 - Ⓓ a pattern or mark made by something hard being pressed onto something softer.

Identifying Author's Purpose

46. The story was written mainly to
- Ⓐ explain how legends are passed down to others.
 - Ⓑ convince readers that a strange creature exists.
 - Ⓒ entertain readers with an enjoyable story.
 - Ⓓ describe in detail a creature that is believed to roam in a forest.

Drawing Conclusions and Making Inferences

44. You can figure out that
- Ⓐ the creature of Sanborn Hill is real.
 - Ⓑ Samuel and Henry have searched the forest for the creature many times before.
 - Ⓒ no one has ever claimed to have seen the creature of Sanborn Hill.
 - Ⓓ Samuel and Henry are too frightened to enter the forest again.

Interpreting Figurative Language

47. The story says that Samuel *felt the hair on his neck stand on end*. This means that Samuel felt
- Ⓐ enthusiastic.
 - Ⓑ uneasy.
 - Ⓒ convinced.
 - Ⓓ energized.

Distinguishing Between Fact and Opinion

45. Which statement tells a *fact*?
- Ⓐ "I found something."
 - Ⓑ "I'm not quite sure, but I think it's a footprint."
 - Ⓒ "I think we definitely found some type of evidence."
 - Ⓓ "I'd say that it was made recently, too."

Summarizing

48. What is the best summary of the story?
- Ⓐ A mysterious creature wanders the oak forest where two friends are hiking.
 - Ⓑ Two friends solve a mystery about a legendary creature.
 - Ⓒ Two friends believe they found evidence to support a local legend.
 - Ⓓ Two friends spend their free time trying to convince people that a strange creature exists.