

Strategies
To
Achieve
Reading
Success



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Product Development

Developers and Authors: Deborah Adcock, Mary Ellen Osowski

Contributing Writers: Christopher Forest, Patricia Delanie, Jeanine Farley, Jo Pitkin

Editorial Project Managers

Deborah Adcock, Dale Lyle

Design

Cover Designer: Matt Pollock

Book Designer: Pat Lucas

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NOT FOR RESALE

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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 putting together a bookcase include a series of steps you must follow in order to successfully complete the task. A movie or history program 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 five things you did yesterday.

2 Now 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 books or movies.
- Take turns telling about the beginning, the middle, and the ending of the movie. Try to use only one or two sentences to describe each part.

How Do You Find Sequence?

You can find sequence in many reading passages by thinking about the time order in which events are presented or by thinking about what happens first, second, third, and so on.

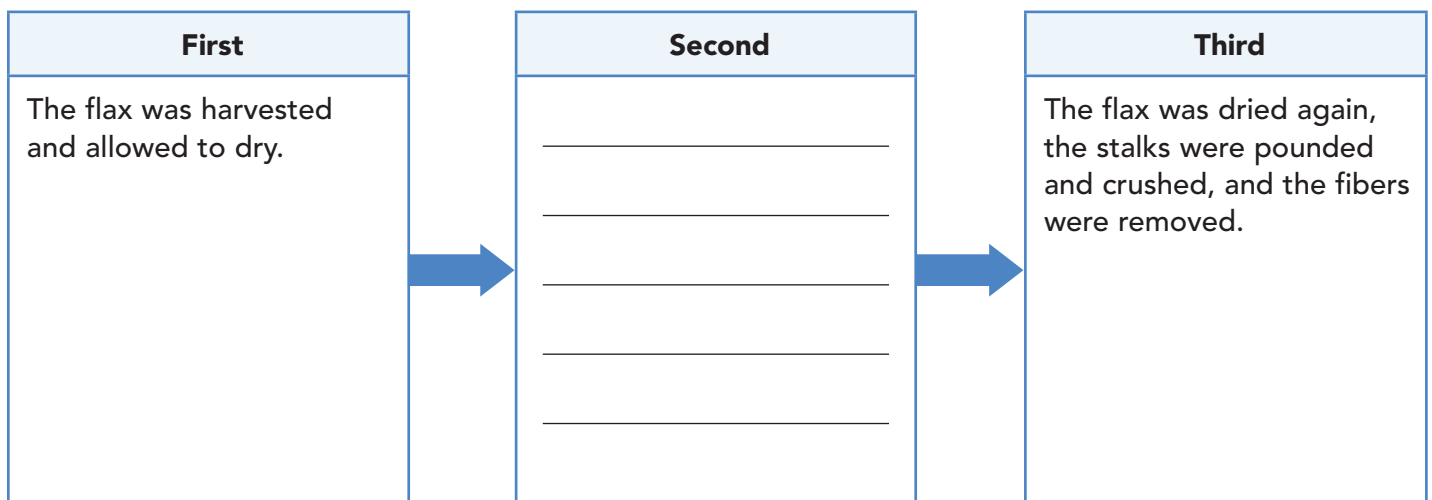
Read this passage about how colonists made thread from flax.
Pay attention to the order of the steps.

Many colonists used flax to weave cloth that could be used to make clothing. First, the flax was harvested and allowed to dry. Next, it was bundled into stalks and soaked in a stream for several days. The flax was then dried again, the stalks were pounded and crushed, and the fibers were removed. The fibers were used to spin into a linen thread on a spinning wheel.

1. Let's find the order of the steps by which flax was prepared before it was spun.
2. Look at the chart below.

The chart shows some of the steps that must be followed in order before flax can be spun into thread.

3. Fill in the missing information for the second step.



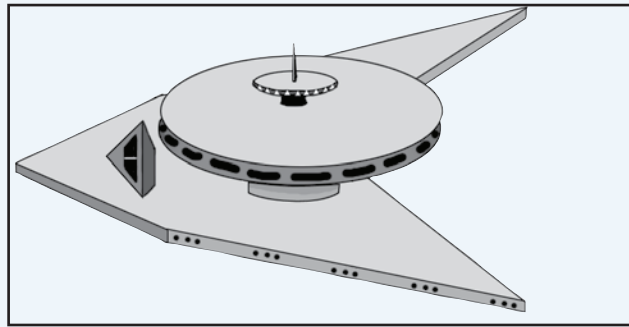

**WHAT
TO
KNOW**

The order in which things happen is called **sequence**. Stories are often told in the order in which the events occurred—from the beginning to the ending. Not all stories are told entirely in sequence, however. Sometimes events are presented out of order, as in the first paragraph of the selection below.

- Clue words such as *first*, *next*, *then*, *last*, *finally*, *before*, and *after* often suggest order.
- 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.
- When there are no clue words, think about what you already know about the order in which events would normally or logically happen or about how things work.

Read this selection from the first chapter of the science-fiction novel *Overlord of the Earth* by Lloyd Arthur Eshbach. As you read, think about the order in which things happen in the story.

Kerry Kord crouched in utter blackness, sensing rather than seeing the other eighteen men in the belly of the glider. Only Glenn Bodey, squatting at his back, strapped with him in the two-man parachute, could he definitely identify. Minutes before, the motor of the giant tow-plane had been killed, and Kerry knew that the fleet of twenty-five gliders must be in the vicinity of the Overlord's Throne.



Inhaling deeply, Kerry touched the emergency 'chute release with his left hand and his Ghormley automatic with his right. A matter of minutes now. Despite rigid self-control, he could feel his heartbeat quicken, and a constriction high in his chest made breathing difficult. He rose to his full six-foot height; felt Glenn's broad form rising with him.

"Cold up here," the latter growled heavily. "I could do with a little heat."

"It'll be warmer shortly," Kerry commented. "Much warmer, very shortly."

The order in which things happen in the story is

The motor of the tow-plane was killed, or shut off.

Kerry Kord crouched in utter blackness.

Kerry inhaled deeply and touched the emergency parachute release.

Kerry and Glenn stood up inside the glider.

Read the next part of the story. As you read, ask yourself, “What happens first? What happens next?” Then answer the questions.

Momentarily, a red light winked over the heads of the waiting men: the signal. A rustle of synthane swished through the silence. Then a great door slid aside in the wall of the glider, and a blast of frigid air whipped through the opening.

“Jump position!” Kerry barked. “Two and two. Remember your instructions.” He talked to fill in the gap before the actual leap into the dark. “We’ll try to land on the flying field in front of the Star Tower. If we miss it, we get there as fast as we can. We join the wedge that blasts its way into the tower, and then we head for the top of the tower, blasting everything before us.”

Kerry’s words came faster. Time was running out. “If I get mine, Glenn takes over. If he goes, Gill is in command. If Gill goes—you know the order. Only get through!”

Again that flash of red! And the first pair of men leaped into the night. On the heels of the first, the second pair—the third—split seconds between jumps, the cords attached to the rod overhead automatically opening the ‘chutes. Kerry and Glenn took their place in the line, the last to jump, save the pilot, who would abandon the glider and follow.

With a rush of thin, icy air, Kerry and his partner plummeted toward the Himalayan plateau far below.

1. What happened after the red light flashed the second time?
 - Ⓐ The door of the glider slid open.
 - Ⓑ The men got into jump position.
 - Ⓒ The first pair of men leaped from the glider.
 - Ⓓ Kerry repeated the men’s instructions.
2. Which clue word tells when Kerry and Glenn jumped from the glider?
 - Ⓐ first
 - Ⓑ last
 - Ⓒ before
 - Ⓓ after



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 that suggest order, such as *first*, *next*, *then*, *last*, *finally*, *before*, and *after*.
- 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 science article which describes the five steps in the soil cycle. As you read, think about the clue words that tell the order of the steps. Then answer the questions.

The Soil Cycle

Soil is a mixture of inorganic and organic materials—rock and minerals, as well as decaying animal and plant matter. The soil cycle explains how soil stays healthy by the recycling of nutrients in soil with the help of plants. Plants are key to the soil cycle.

During the warm months, the air, water, and nutrients in the soil promote plant growth. As water seeps into the ground, it breaks down soil particles, releasing nutrients. The nutrients remain dissolved in the water. Plants then absorb the nutrient-enriched water through their roots and grow new leaves.

When plants become dormant in the cold months, the leaves fall to the soil. This plant litter builds up and begins to decompose. Next, soil animals like beetles and earthworms eat the plant litter and digest it in their body. Finally, the animals' waste, called castings, becomes nutrients for the soil. The castings mix with soil to create humus, the nutrient-rich soil ideal for crops.

The soil cycle begins again, and new plant growth takes place in the soil. This way, the soil stays healthy, and plants can continue to grow. Humans can't survive without plants, so we can't survive without soil either!



- Which of these steps happens second in the soil cycle?
 - Leaves fall to the soil and begin to rot.
 - Soil animals digest the leaves, turning them into humus.
 - Water releases nutrients in the soil.
 - Plants absorb nutrients and grow new leaves.
- Which clue word indicates the fourth step in the soil cycle?
 - next
 - then
 - last
 - 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. Which of these steps happens second in the soil cycle?

- Ⓐ Leaves fall to the soil and begin to rot.

This answer is not correct because it describes the third step in the soil cycle, not the second step.

- Ⓑ Soil animals digest the leaves, turning them into humus.

This answer is not correct because it describes the fourth step in the soil cycle.

- Ⓒ Water releases nutrients in the soil.

This answer is not correct because it describes the first step in the soil cycle.

- Ⓓ Plants absorb nutrients and grow new leaves.

This answer is correct because it describes the second step in the soil cycle. The last sentence of paragraph 2 states that *“Plants then absorb the nutrient-enriched water through their roots and grow new leaves.”*

4. Which clue word indicates the fourth step in the soil cycle?

- Ⓐ next

This answer is correct because the clue word *next* begins the sentence in paragraph 3 that describes the fourth step in the soil cycle: *“Next, soil animals like beetles and earthworms eat the plant litter and digest it in their body.”*

- Ⓑ then

This answer is not correct because the clue word *then* indicates the second step in the soil cycle.

- Ⓒ last

This answer is not correct because the clue word *last* is not found in this article.

- Ⓓ finally

This answer is not correct because the clue word *finally* indicates the fifth step in the soil cycle. It is used at the beginning of the sentence in paragraph 3 that describes this step: *“Finally, the animals’ waste, called castings, becomes nutrients for the soil.”*


**MORE
TO
KNOW**

- Works of fiction, such as novels and short stories, often contain clue words or time clues to indicate sequence.
- Works of nonfiction, such as articles and directions, often contain steps or time lines to indicate sequence.

Read this passage from a history of West Africa. Then answer the questions.

Kingdoms of Salt and Gold

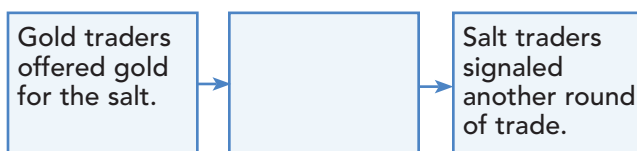
From about 300 to 1600 A.D., many small kingdoms rose and fell in West Africa on grasslands between the Sahara and the southern forests. This region is called the Western Sudan. Three kingdoms—Ancient Ghana, Mali, and Songhay—became large empires. The unique geography of the Western Sudan provided sources of salt and gold and gave these kingdoms great wealth and power.

To the south of the grasslands, in the forests, were rich gold mines. But the South lacked salt, which was as valuable as gold. To the north, in the Sahara, were vast salt mines. As a result, prosperous trade arose between gold merchants and salt merchants. Numerous trade routes sprang up across the Sahara, through the grasslands and into the forests.

Camel caravans of Muslim traders from the North picked up salt. They next traveled for months to reach a centrally located market town, such as Timbuktu, in the Western Sudan. West African gold merchants traveled south to trade with the miners for gold, and then north to the market town. Traders met there and exchanged gold and salt.

In some cases, trading was conducted without words. Salt traders laid out their salt, beat drums to announce the trading, and then withdrew. Gold traders came forward, checked the salt, and set out the amount of gold they would pay. Salt traders returned to see if the price was right. If not, they beat drums again to signal a second round of trade.

5. The boxes show some of the things described in the passage.



What belongs in the empty box?

- (A) Salt traders beat drums to announce trading.
 (B) Gold traders made another offer.
 (C) Salt traders decided whether to accept the offer.
 (D) Gold traders checked the salt.
6. From which direction had Muslim traders originally traveled on their way to centrally located market towns?
 (A) south (C) east
 (B) north (D) west
7. Before they traded with the salt traders, gold merchants traded with
 (A) Muslim traders of the North.
 (B) gold miners of the South.
 (C) merchants of Timbuktu.
 (D) nomads of the Sahara.
8. Which clue word tells what Muslim traders did after they picked up their salt?
 (A) before
 (B) after
 (C) finally
 (D) next

Read this posting from the website of a middle school. Then answer the questions.

Eisenhower Middle School Presents Third Annual Career-Exploration Day!

Saturday, January 21 • 8:00 A.M. – 4:00 P.M.

Some of the careers you can explore:

Astronaut, Building Contractor, Computer Programmer, Doctor, Website Designer, Lawyer,
Medical Technician, Paralegal, Reporter, Veterinarian

- 8:00 A.M.–8:45 A.M.** Guest speaker: Dr. Rosalyn Jenkins, career counselor
- 9:00 A.M.–12:00 P.M.** Morning sessions: Six 30-minute presentations by professionals in various careers. See your program for the schedule of each career presentation.
- 12:15 P.M.–12:45 P.M.** Lunch served in the cafeteria.
- 1:00 P.M.–3:00 P.M.** Afternoon sessions: Four 30-minute presentations by professionals in various careers. See your program for the schedule of each career presentation.
- 3:15 P.M.–4:00 P.M.** Informal question-and-answer session. Meet the professionals one-on-one, and enjoy refreshments in the cafeteria.

Register for the Career Day now! Many students were turned away last year.

Sign up in the learning center, and receive the presentation schedule.

No charge for the day, due to sponsorship by the Parent Teacher Organization. Thank you, PTO!

9. The sentences below describe some of the events planned for Career Day.
1. Students meet the professionals one-on-one.
 2. Lunch is served in the cafeteria.
 3. Professionals give their morning presentations.
 4. Dr. Jenkins speaks to the students.
- What is the correct order of the sentences?
- (A) 1, 2, 3, 4 (C) 4, 3, 2, 1
(B) 1, 3, 4, 2 (D) 4, 2, 3, 1
10. Which event will happen fourth during Career Day?
- (A) closing comments
(B) lunch will be served
(C) informal question-and-answer session
(D) afternoon sessions
11. Clues that tell about the sequence are
- (A) times of day.
(B) days of the week.
(C) the words *first*, *next*, and *then*.
(D) dates, in years.
12. How many career presentations are scheduled for the morning session?
- (A) one
(B) six
(C) four
(D) eight


**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 another selection from *Overlord of the Earth*. Then answer questions about the selection. Choose the best answer for Numbers 13 and 14.

Curiously, Kerry peered into the sky around him. As far as the eye could see, he and Glenn were alone in the blackness. So perfectly were the others concealed, Kerry could not see them floating through the frigid air. He thought, “I must not fail.”

In his mind’s eye, Kerry saw again the final assembly of The Remnant—the comparative few of all mankind who refused to yield to Andrev, the Overlord, and had chosen instead to live almost as beasts among the ruins of once mighty cities. He saw again the close-packed, waiting thousands facing the high platform upon which had [stiffly] stood the Chief, Jonathan Hardinger, in the trim gray synthane of The Remnant. Behind him had sat The Ten, the scientists, councilors, and strategists of The Remnant. All about the platform, in motionless rank upon rank, arranged with military precision, had stood five hundred men in lusterless black—Kerry Kord among them.

He heard again the final ringing words of the Chief. “We need not die—and shall not die! Men will again be free!” Jonathan Hardinger’s hand had indicated the ranks of the men in black. “Upon these men falls the greater task of the destruction of the Overlord himself. They are the pick of The Remnant, and they shall not fail!”

13. From the perspective of the storyteller, most of the events in the selection occur in

- (A) the present.
- (B) the future.
- (C) the past.
- (D) Kerry’s mind.

14. The boxes show some of the things that happened in the selection.

Kerry peered out at the blackness.		Kerry saw again the final assembly.	Kerry heard again the Chief’s final words.
------------------------------------	--	-------------------------------------	--

1

2

3

4

What belongs in box 2?

- (A) Kerry thought he must not fail.
- (B) Kerry stood with The Remnant.
- (C) The Chief stood on the platform.
- (D) The Remnant refused to give up.



Read this biography about Wilma Mankiller, a Cherokee leader. Then answer questions about the biography. Choose the best answer for Numbers 15 and 16.

Leader of the Cherokee

In 1945, Wilma Mankiller was born on the family farm in Stilwell, Oklahoma. In 1957, the farm failed after two years of drought. Wilma's family then relocated to San Francisco. The family still struggled. But Wilma went on to graduate from high school, attend college, and become a social worker.

As a young adult, Wilma Mankiller worked to help the Pit River tribe of California. This experience led her to work on behalf of the Cherokee. She returned to the family farm in the mid-1970s. There, Mankiller began working to rebuild the Cherokee Nation. She organized programs to build and renovate homes, as well as to improve water systems.

Wilma Mankiller was elected deputy principal chief in 1983. She created new programs to establish small businesses. Income to the tribe increased. When the principal chief resigned in 1985, Mankiller became principal chief.

In spite of objection from some tribal leaders, Mankiller was elected principal chief in 1987. She improved employment, education, and health care. She also founded the Institute for Cherokee Literacy, to preserve language and traditions. Mankiller was reelected principal chief in 1991 and served the Cherokee Nation until 1995.

Wilma Mankiller did not seek reelection. But she did continue in her public role by writing and giving speeches across the country.



15. Which of these events happened first?
- Ⓐ Wilma Mankiller began rebuilding the Cherokee Nation.
 - Ⓑ Wilma Mankiller was elected principal chief.
 - Ⓒ Wilma Mankiller worked to help the Pit River tribe.
 - Ⓓ Wilma Mankiller was elected deputy principal chief.

16. Which of these did Wilma Mankiller accomplish when she was principal chief?
- Ⓐ She founded the Institute for Cherokee Literacy.
 - Ⓑ She established small businesses.
 - Ⓒ She organized community development.
 - Ⓓ She became a social worker.

PART ONE: Read a Story

Read this retelling of a Hawaiian folktale. Then answer questions about the folktale. Choose the best answer for Numbers 1 through 6.

Long ago, the King of Sharks saw a beautiful woman swimming skillfully along the shore. He fell in love with the woman and followed her to her village. There he changed himself into a handsome chief wearing a feathered cape, and he walked into the village.

The people of the village were honored that a chief from another land had come to visit them. They put together an enormous luau, and the people danced, feasted, and played games until late into the night. All night long, the King of Sharks won every game he played, and as the night drew to a close, he asked the beautiful woman to marry him. The woman was delighted to say yes to such a handsome and clever chief.

The two were married the next day, and the King of Sharks and his wife moved into a house next to a deep lagoon. In his human form, the King of Sharks swam every day in the deep blue waters of the lagoon. Soon the couple had a son, whom they named Nanave. A few years after Nanave was born, the King of Sharks returned to the ocean and was never seen in the village again. But before he left, he gave his young son the feathered cape and told the boy to wear it always to hide the mark of a shark on his back. Always loyal, the son promised to do as his father told him.

As the boy grew to manhood, every morning he would stand beside the deep lagoon, the feathered cape draped across his back. He would casually ask the passing fishermen where they were going to fish that day. The fishermen always told the friendly boy where they planned to go. Then Nanave would dive into the lagoon and disappear for the rest of the day.

Over time, the people of the village became hungrier and hungrier because the fishermen were catching fewer and fewer fish. The chief of the village called the people together and said, "Something bad is happening—it seems someone in our village is telling the sharks where we go to fish."

Nanave became frightened that the villagers would figure out that he was to blame, and he ran away from the crowd. He had gone only a few steps, however, when he slipped on some wet leaves and fell to the ground. His cape slipped off his shoulders, and the villagers could see on his back a shape that looked like a shark's mouth. Then the people knew that Nanave was loyal only to the sharks. They chased Nanave out of the village to the banks of the deep lagoon. Nanave jumped into the lagoon and swam out to sea to join his father, the King of the Sharks.

Ever since that day, Hawaiian fishermen have never told anyone where they intend to fish, for they fear that the sharks will overhear the plans and chase away the fish.

Finding Main Idea

1. The main idea of this story is found
- Ⓐ in the first paragraph.
 - Ⓑ in the middle of the story.
 - Ⓒ in the last paragraph.
 - Ⓓ by thinking about the most important idea in the story.

Recalling Facts and Details

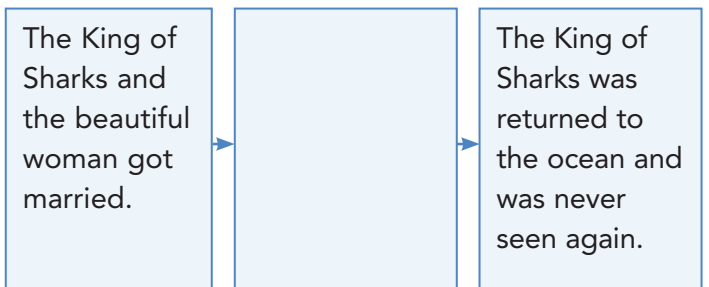
4. Nanave ran away from the crowd because
- Ⓐ he was frightened that the villagers would know he was to blame.
 - Ⓑ he wanted to catch fish for his dinner.
 - Ⓒ he wanted to hide the mark on his back.
 - Ⓓ he wanted the people to know he was loyal to the sharks.

Finding Main Idea

2. Which of these best explains the main idea of paragraph 6?
- Ⓐ Nanave slipped on some wet leaves and fell to the ground.
 - Ⓑ Nanave's mark was revealed, and the villagers chased him out of the village.
 - Ⓒ Nanave became frightened of the villagers.
 - Ⓓ Nanave decided to jump into the lagoon and join his father, the King of the Sharks.

Understanding Sequence

5. The boxes show some of the things that happened in the story.



What belongs in the empty box?

- Ⓐ The King of Sharks disguised himself as a handsome chief.
- Ⓑ Nanave swam out to the sea to join his father.
- Ⓒ Nanave was born.
- Ⓓ Nanave ran from the villagers.

Recalling Facts and Details

3. How did the King of Sharks first appear to the beautiful woman?
- Ⓐ as a chief
 - Ⓑ as a shark
 - Ⓒ as a fisherman
 - Ⓓ as a king

Understanding Sequence

6. Every day, after Nanave asked the fishermen where they were going to fish,
- Ⓐ Nanave draped the feathered cape across his back.
 - Ⓑ Nanave went back home and ate lunch with his mother.
 - Ⓒ Nanave dove into the lagoon and disappeared for the rest of the day.
 - Ⓓ Nanave stayed by the deep lagoon and watched the fishermen fish.



Read this article about lighthouses. Then answer questions about the article. Choose the best answer to Numbers 7 through 12.

Lighthouses are built on harbors, islands, and beaches. They act as guideposts for ships at night or in a storm. Their bright beams inform sailors that land is near and warn them of dangerous rocks and reefs.

The ancient Egyptians were probably the first people to use light as a way to guide ships. They kindled fires on the tops of hills at night to help sailors determine their positions. They later built lighthouses that also used fire as their light source. The Egyptians built the tallest lighthouse ever constructed. This one lighthouse stood 400 feet tall and guided ships for about 1,500 years.

The Romans also built lighthouses at a number of ports. In A.D. 43, they built light towers on both sides of the English Channel. The light beam from these towers was made by using a combination of fire and mirrors to reflect and illuminate the flames.

Early American lighthouses used oil lamps as a source of light. The first lighthouse in America was the Boston Lighthouse on Brewster Island in Boston Harbor. The lighthouse was first lit in 1716, but it was destroyed by the British during the American Revolution. Another lighthouse was built on the site in 1783 and still stands today.

Lighthouse keepers operated these early lighthouses. The keepers lived with their families in or near the lighthouse. The lighthouse keeper's duties included lighting the oil lamps, polishing the reflecting mirrors, and cleaning soot off the windows. The lighthouse keeper also replaced the fuel, rescued shipwrecked sailors, and sometimes fired a warning cannon during periods of fog.

In 1822, a Frenchman named Augustin Fresnel invented the first modern lighthouse lens. This lens increased the intensity of the light from the lamps by using prisms. Prisms in the lens reflected and strengthened the light. In 1841, the Fresnel lens was installed in a lighthouse for the first time.

Lighthouses today use electric lamps to show their light. Many also use the Fresnel lens, which has been improved upon over the years. Today, a Fresnel lens can project light for 20 miles. Electric motors provide the power to revolve the lens as lights flash from the lighthouse. Sometimes, however, ships cannot see the flashing lights due to fog or bad weather. Because of that, lighthouses have bells or signals to warn ships. Some lighthouses use sealed-beam lamps. Sealed-beam lamps swing around like a searchlight. These lamps can be seen through rain, fog, and snow.

Today, most lighthouses are fully automated and do not need a lighthouse keeper. The United States Coast Guard has maintained all the lighthouses in the United States since 1939.



Finding Main Idea

7. Which of these states the main idea of paragraph 2?
- Ⓐ The Egyptians were probably the first to use light to guide ships.
 - Ⓑ Fire was a common light source for most early lighthouses.
 - Ⓒ Lighthouses act as guideposts for ships at night or in storms.
 - Ⓓ Some lighthouses have lasted for over 1,000 years.

Recalling Facts and Details

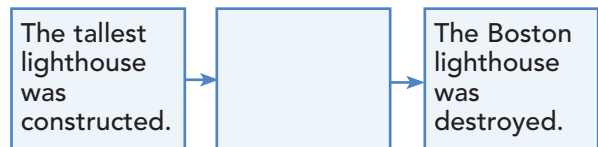
10. Which of these was not a duty of early American lighthouse keepers?
- Ⓐ replacing lenses
 - Ⓑ replacing fuel
 - Ⓒ rescuing sailors
 - Ⓓ polishing mirrors

Finding Main Idea

8. The article tells mainly about
- Ⓐ the construction of lighthouses.
 - Ⓑ the history of lighthouses.
 - Ⓒ how lighthouses have improved over the years.
 - Ⓓ the different lights used in lighthouses.

Understanding Sequence

11. The chart shows some of the events described in the article.



What belongs in the empty box?

- Ⓐ A lighthouse was built in Boston in 1783.
- Ⓑ A Frenchman invented a lighthouse lens.
- Ⓒ Light towers were built on both sides of the English Channel.
- Ⓓ Fires were lit on top of hills to help guide sailors.

Recalling Facts and Details

9. What did early American lighthouses use as a light source?
- Ⓐ fire
 - Ⓑ mirrors
 - Ⓒ electric lamps
 - Ⓓ oil lamps

Understanding Sequence

12. Which of these happened last?
- Ⓐ The Boston Lighthouse was first lit.
 - Ⓑ The Coast Guard began maintaining all U.S. lighthouses.
 - Ⓒ Romans built lighthouses at a number of ports.
 - Ⓓ The Fresnel lens was installed in a lighthouse for the first time.



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 a butterfly and a bird are alike.

2 Write how a butterfly and a bird are different.



Work with a Partner

- Take turns telling each other something that is the same about two things, such as animals, sports, 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 small farms in the past and large farms in the present. Think about how they are similar and how they are different.

Not very long ago, most farms were small and family owned. Crops were grown to provide for the family and to supply food to people in other parts of the country. Today, most farms are larger and are owned by big businesses. They grow more crops and are able to supply food to even more people, around the world. There are few family farms that can afford to compete against these large farms. Many small family farms have been forced out of business while the large farms thrive.

1. Let's think about the details that tell about the likenesses between small farms run by families and large farms run by big businesses.

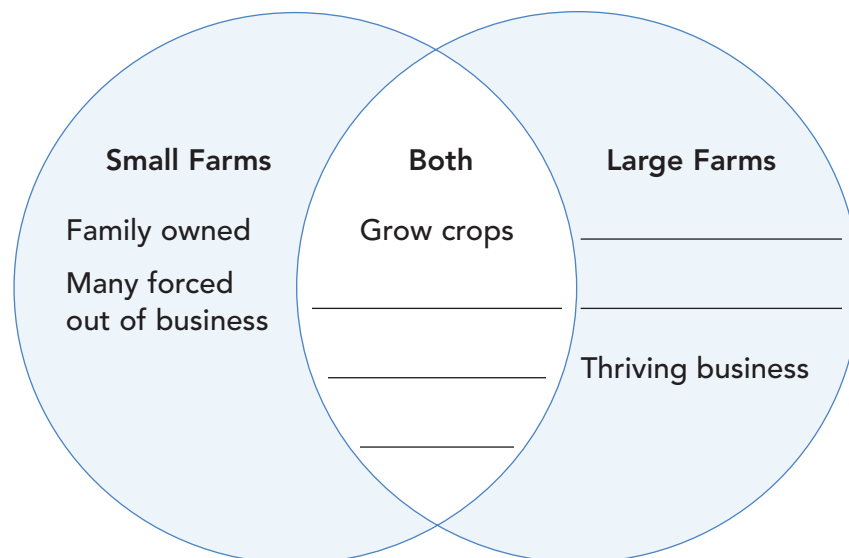
Now think about the details that tell about the differences between them.

2. Look at the Venn diagram below.

The shaded part of the first circle tells how small farms are different from large farms. The shaded part of the second circle tells how large farms are different from small farms. These are examples of *contrasting*.

The overlapping information tells how both kinds of farms 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 article about the kinds of sound musical instruments make. As you read, think about the ways these sounds are similar and the ways they are different.

Musical instruments make a variety of sounds—loud, soft, high, and low. The loudness or softness of a sound is called amplitude. The amplitude of sound produced by a musical instrument depends upon how hard it is blown, struck, plucked, or bowed. If a musical instrument is played lightly, it sounds soft. However, if the same instrument is played heavily, it sounds loud. Take the drum. If you strike the drum with a light touch, you will hear a soft, gentle tap; but if you strike it forcefully, you will hear a loud, thundering boom.

In addition to loud and soft, the sounds of a musical instrument may be high or low. The highness or lowness of a sound is called pitch. Most instruments make many sounds with a certain pitch. Musical sounds with a certain pitch are more commonly known as notes. Different musical instruments produce sounds with a different range of pitch—that is, a different set of notes. Generally, a tuba produces low-pitched notes, whereas a flute produces high-pitched notes. Some instruments are not limited in this way. The piano, for example, creates a wide range of notes from low pitch to high pitch.



Ways in which the sounds of musical instruments are similar:

- All musical instruments produce sounds with amplitude.**
- All musical instruments produce sound with pitch.**

Ways in which the sounds of musical instruments are different:

- Different instruments produce different kinds of amplitude.**
- Different instruments produce different ranges of pitch.**

Read this article about work. As you read, look for clue words that signal similarities and differences between a career and a job. Then answer the questions.

Is It a Career or a Job?

We often use the words *career* and *job* to discuss the same thing—work—but there is a difference between these two words. A career usually refers to the course or path of one's working life, while a job is just one part of the journey. In more practical terms, a career is a profession or an occupation. A job is a position of employment. For example, food services is a career, whereas grill cook is a job. Ideally, one can choose from many jobs within a career. But having this kind of choice requires preparation. It's never too early to begin thinking about and researching the kind of career you want.

Think carefully about a career path. You most likely will spend forty to fifty years of your life working, so personal satisfaction is essential. Get as much information as you are able about the career in which you are interested. What level of education do you need to enter and then advance in this career? Learn about the outlook of the career. What types of jobs will be available after you complete your education? There are many places to find information, including books, career or job fairs, interviews with family members or friends, and volunteer work.

1. What is one difference between a career and a job?
 - Ⓐ A career is a position, but a job is a profession.
 - Ⓑ A career is satisfying, but a job is essential.
 - Ⓒ A career is a profession, but a job is a position of employment.
 - Ⓓ A career requires education, but a job does not.
2. Which clue word signals the difference between food services and grill cook?
 - Ⓐ different
 - Ⓑ whereas
 - Ⓒ same
 - Ⓓ alike



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 similar.
 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 article about meteors and meteorites. As you read, ask yourself, “How are meteors and meteorites alike? How are they different?” Then answer the questions.

Many people think that meteors and meteorites are the same natural phenomena. Many people refer to meteors and meteorites as “shooting stars.” However, meteors and meteorites are not stars at all. Both meteors and meteorites share a common origin, but each has its own qualities.

Meteors are small particles of dust, left behind by a comet’s tail. When these particles of dust enter the earth’s atmosphere, they burn up before reaching the ground. In the night sky, meteors appear as streaks of light. Showers of meteors are visible several times a year.

Meteorites are large particles of rock and metal from a comet that has broken up. Meteorites crash through the earth’s atmosphere without burning up, and they strike the ground intact. Meteorites usually have little effect, but this depends upon their size and location. Occasionally, they destroy property or leave a crater in the earth’s surface.



3. What is one way meteors and meteorites are similar?
 - Ⓐ They both can be found on the earth’s surface.
 - Ⓑ They both cause little damage to the earth.
 - Ⓒ They both have a common origin.
 - Ⓓ They both fall through the sky in showers.
4. Which clue word signals this similarity between meteors and meteorites?
 - Ⓐ but
 - Ⓑ instead
 - Ⓒ alike
 - Ⓓ both

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 is one way meteors and meteorites are similar?

- Ⓐ They both can be found on the earth's surface.

This answer is not correct because the article states that only meteorites can enter through the atmosphere and hit the surface of the earth.

- Ⓑ They both cause little damage to the earth.

This answer is not correct because, according to the article, a meteorite can occasionally cause damage on the earth. The article states that meteors burn up before reaching the ground.

- Ⓒ They both have a common origin.

This answer is correct because this similarity is partially stated in the last sentence of the first paragraph: "*Both meteors and meteorites share a common origin . . .*" The definition of meteors in paragraph 2 and the definition of meteorites in paragraph 3 further explain this origin to readers.

- Ⓓ They both fall through the sky in showers.

This answer is not correct because the article only states that meteors fall through the sky in showers.

4. Which clue word signals this similarity between meteors and meteorites?

- Ⓐ but

This answer is not correct because the clue word *but* usually indicates a difference.

- Ⓑ instead

This answer is not correct because the clue word *instead* usually indicates a difference.

- Ⓒ alike

This answer is not correct because the clue word *alike* does not appear in the article.

- Ⓓ both

This answer is correct because the clue word *both* is used at the end of the first paragraph to signal the similarity between meteors and meteorites.


**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 article about the Olympics and the X games. Then answer the questions.

Let the Games Begin!

Contests of strength, speed, and skill have always attracted audiences. The first Olympic games took place in ancient Greece. The modern Olympics began in 1896. Nearly a century later, the first X Games took place in 1995.

The Olympics and its rookie counterpart, the X Games, are international athletic competitions. In both, talented athletes from different countries compete for gold, silver, and bronze medals. Medalists in the X Games also receive prize money.

The Olympic games and the X Games are held in winter and in summer. The Olympics take place every two years in different host cities around the world. The X Games are played every year in the United States.

At the Olympics, athletes compete in traditional sports. The summer games include track-and-field events, basketball, and swimming. Figure skating and cross-country skiing are standards at the winter games.

Athletes at the X Games compete in extreme action sports. These daredevil sports hold a higher level of danger. For example, the X Games feature snowmobiling in winter. They include skateboarding and rally car racing in summer.

Several X Games sports have crossed over to the Olympics. Snowboarding is now an official event at the Winter Olympics. Bicycle motocross (BMX) has been introduced at the Summer Olympics.

A number of athletes have competed in—and won medals at—both the Olympics *and* the X Games.

5. How are the Olympics and the X Games alike?
 - (A) Both award gold, silver, and bronze medals.
 - (B) Both take place every two years.
 - (C) Both take place in host cities around the world.
 - (D) Both began in the mid 1990s.
6. The Olympics differ from the X Games because they
 - (A) attract fewer athletes.
 - (B) are not held in winter months.
 - (C) have a much longer history.
 - (D) are played every year.
7. In the article, the X Games are compared to
 - (A) a veteran.
 - (B) a pinch hitter.
 - (C) a rookie.
 - (D) an all-star.
8. In what way are the X Games different from the Olympics?
 - (A) The X Games have figure skating, but the Olympics do not.
 - (B) The X Games have snowboarding, but the Olympics do not.
 - (C) The X Games have snowmobiling, but the Olympics do not.
 - (D) The X Games have basketball, but the Olympics do not.

Read this article about disposable and reusable grocery bags.
Then answer the questions.

What's Your Bag?

Do you carry groceries in disposable bags that are thrown away after one use? Or do you carry groceries in a reusable bag to be used multiple times? Both kinds of bags have benefits and drawbacks.

Disposable plastic and paper bags are lightweight. They can be recycled, or they can be reused around the home. For example, plastic bags can line trash cans, and paper bags can cover textbooks.

Despite these advantages, most experts agree that disposable bags harm the environment. Sea turtles and other marine animals choke on plastic bags drifting in oceans. In landfills, recycled plastic bags take hundreds of years to break down. As plastic breaks down, it releases poisonous materials into the soil and water. And disposable paper bags are not faultless. Millions of trees are cut down annually to make paper bags. Making paper bags uses more energy and creates more pollution than making plastic bags does.

Reusable cloth, nylon, or canvas bags are better for the environment. They reduce waste and save energy. Compared to flimsy disposable bags, they are stronger, last longer, and hold more items. Unlike disposables, reusable bags come in different sizes, colors, and styles.

However, reusable bags have disadvantages. Whereas most disposable bags are free, reusable ones cost money. In addition, reusable bags are less convenient. They can be bulky to store, and they have to be washed. Also shoppers may forget to bring them to the supermarket.

9. According to this article, the use of reusable bags protects the environment, while the use of disposable bags
- (A) negatively affects the environment.
 - (B) also protects the environment.
 - (C) improves the environment.
 - (D) has no impact on the environment.
10. How is the cost of reusable bags different from that of disposable bags?
- (A) Reusable bags do not cost any money.
 - (B) Reusable bags cost more than disposable bags.
 - (C) Reusable bags cost the same as disposable bags.
 - (D) Reusable bags cost less than disposable bags.
11. In what way are reusable bags and disposable bags alike?
- (A) They both are free.
 - (B) They both reduce waste.
 - (C) They both can be used in grocery supermarkets.
 - (D) They both are strong and sturdy.
12. One advantage reusable bags have that disposable bags do not have is that
- (A) reusable bags come in an assortment of styles and sizes.
 - (B) reusable bags don't require any energy to produce.
 - (C) reusable bags are made of lightweight paper or plastic.
 - (D) reusable bags don't take up a lot of room.


**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 this Celtic myth about the Morrigan. Then answer questions about the myth. Choose the best answer for Numbers 13 and 14.

Three Appearances of the Morrigan

Several Celtic myths about warriors feature the Morrigan, the war goddess. In one of these myths, the Morrigan appears to the hero, Cu Chulainn, at three different times in his life. Each time, Cu Chulainn fails to recognize her until it is too late, which eventually causes his doom.

The first time that the Morrigan appears to Cu Chulainn, she offers her love to him. She tells him that she has been aiding him in battle and will continue to do so. But, since he is in the midst of fighting a war, he refuses her love, saying he doesn't have the time for her and, besides, he doesn't need her help. Angered, the Morrigan vows to hinder him in battle instead. Cu Chulainn rushes at her with his sword. Just as the blade touches the Morrigan, she transforms into a crow and flies away. Only then does Cu Chulainn recognize her.

Later in his life, Cu Chulainn comes upon an old woman with several wounds who is milking a cow. He asks the old woman for a drink, which she gladly gives to him. In gratitude, he thanks her with a blessing. Upon receiving the blessing, her wounds are healed. Cu Chulainn continues on his way, without realizing that the old woman was the Morrigan and that he has healed the very wounds he had inflicted upon her years ago. Now the Morrigan's power is only greater.

At the end of his life, Cu Chulainn is visited by the Morrigan in the guise of a young woman washing his clothing and armaments at a river—for the Celts, a sign of coming death. Knowing he is about to face his enemies, Cu Chulainn feels overwhelmed by this sign. During the battle that follows, Cu Chulainn is severely wounded. When a crow lands on his shoulder, Cu Chulainn sees that it is the Morrigan and the hero dies quickly. The Morrigan has had her final victory.

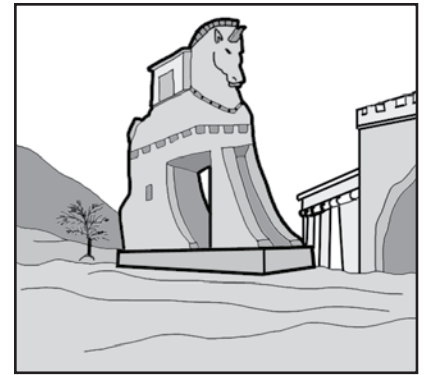
13. How are Cu Chulainn's three encounters with the Morrigan alike?
- (A) He disrespects and mistreats her.
 (B) He recognizes her too soon.
 (C) He recognizes her every time.
 (D) He doesn't recognize her until it's too late.
14. What was most different about the Morrigan's second appearance as compared to the first and third appearances?
- (A) She is healthy and young.
 (B) She transforms into a crow.
 (C) She is a woman.
 (D) She does not transform into a crow.

Read this article about an infamous war from ancient times. Then answer questions about the article. Choose the best answer for Numbers 15 and 16.

In about 800 B.C., Greeks would gather in the town square to listen to a blind storyteller named Homer. As he sang of past heroes and their great deeds, the listeners learned about honor and courage. In a long, epic poem called *The Iliad*, Homer related the story of a war that ravaged the city of Troy hundreds of years before he lived. This infamous war was called the Trojan War. In *The Iliad*, Homer told that the people of Troy, the Trojans, defended their city against Greek attackers for ten years during the Trojan War.

Homer explained the events that led to the war this way. Paris, son of King Priam of Troy, kidnapped Helen, queen of the Greek city of Sparta and wife of King Menelaus. According to the gods, Helen was the most beautiful woman in the world. Even though she was already married, Paris brought Helen to Troy to be his wife. But history gives another cause for the war. The Trojans and the Greeks were rival sea traders. Each group wanted to trade freely along the rich sea routes linking Europe and Asia. Perhaps the Trojans forced the Greeks to pay a toll on their way past Troy to and from the Black Sea.

The Trojan War ended in about 1250 B.C. Homer explained that in the tenth year of the war, the Greek army thought of a clever plan to defeat the Trojans. Knowing the Trojans loved horses, the Greeks tricked them with the gift of a horse, the Trojan Horse. The Greek army pretended to give up and sail off, leaving behind a gigantic wooden horse outside the city walls. Curious, the Trojans rolled the horse into their city without realizing the body of the horse was packed with armed Greeks. At night, the Greek soldiers climbed down from the horse and unlocked the city gates for their waiting army. The Greek army flooded through the gates. This surprise attack allowed the Greeks to easily defeat the Trojans.



15. Homer attributes the cause of the Trojan War to a kidnapping, but history indicates that
- Ⓐ the Trojans attacked the Greeks, beginning the war.
 - Ⓑ a Greek attack against the Trojans led to the war.
 - Ⓒ a trade dispute probably caused the war.
 - Ⓓ a family feud was responsible for the war.
16. In what way were the Greeks and the Trojans similar in their approach to the war?
- Ⓐ Both were fierce.
 - Ⓑ Both were clever.
 - Ⓒ Both were persistent.
 - Ⓓ Both were untrained.



What Is a Prediction?

A prediction is a good guess about something that will happen at a later time. A prediction is based partly 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 TV show or movie for which you saw previews before you watched it.

- 2 Write the clues you used to predict whether or not you would like the TV show or movie.

- 3 Was your prediction 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 the outcome of a sporting event that you had predicted or about how your pets actually liked the new food that you had predicted they would like.
- Explain what made you think this thing would happen.

How Do You Make a Prediction?

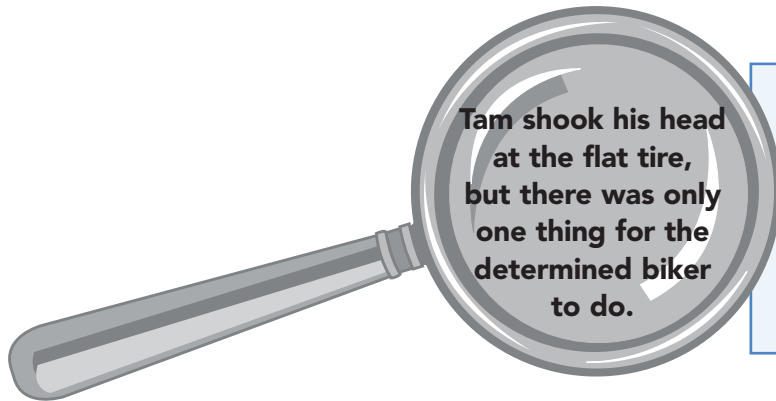
You can make a prediction about a reading passage before you begin reading. Sometimes the title of the passage gives you a clue about what you will be reading.

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

The Determined Biker

Tam had been looking forward to this bike trip all week. But his outing seemed doomed from the start. He hadn't traveled more than one mile before a sudden rainstorm soaked his clothes. He stopped under a bridge until the rain stopped. Once the rain passed, he hadn't traveled more than one more mile before trouble struck again. Tam heard a loud pop, and his bike was suddenly difficult to steer. Tam shook his head at the flat tire, but there was only one thing for the determined biker to do.

1. This title tells something about the character in the passage. You could figure out from the title that the story would be about a biker who, for one reason or another, was determined.
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 in the passage. See if you can predict what will happen next.



Predictions:

1. Tam will fix the tire and continue on the trip.
2. Tam will walk home with his bike in tow.

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 whole passage again. Also think about what you already know.
6. Which prediction do you think is best? Write it on the lines 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 story.
- 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 story about Jackson and his practice for a piano recital. As you read, think about what might happen next in the story.

Jackson had practiced the piece for at least two hours every day since his piano teacher, Mrs. Wilcox, had informed him about the recital. It was a difficult work by Chopin, and Jackson was still having trouble with the trills. It was only three hours until the recital. Jackson's parents and his friends would be there to hear him play. The pressure was building up, and Jackson did not perform well under stress. Jackson continued working on the piece, paying particular attention to the trills. But the more he practiced, the worse he played. And now it was time to get ready for the recital.



Think about what you read and what you already know about the things that might happen when people are nervous. Make a good guess about what might happen next. Then, continue reading to see how close your guess is to what actually happens.

Jackson walked onto the stage, the knot in his stomach turning tighter. He didn't look out at the audience as he took his seat. His hands trembled above the keyboard, and there was no controlling them. Jackson took a deep breath and began. As he played, even Jackson knew his performance was not great. He couldn't wait to leave the stage.

What happened next in the story was that **Jackson did not perform well at the recital.**

Read the first part of this Japanese folktale. As you read, look for clues that will help you make predictions about what might happen. Ask yourself, “What does the title tell me about what I will be reading? Which details provide clues about what will probably happen?” Then answer the questions.

The Straw Millionaire

One day, an honorable and thoughtful young man named Shobei was in a temple praying to a god for good luck. The god told Shobei that the next thing he touched would belong to him. When Shobei left the temple, he tripped over a stone and fell to the ground. As he dusted himself off, he realized that he held a single strand of straw in his hand. He said to himself, “It doesn’t seem like much, but the straw is mine,” and he carefully put the strand away for safekeeping.

1. What will most likely happen next?
 - Ⓐ The straw will bring good fortune to Shobei.
 - Ⓑ The god will punish Shobei for keeping the straw.
 - Ⓒ Shobei will forget about the straw.
 - Ⓓ Bad luck will befall Shobei.
2. Where did you find clues to help you make your prediction?
 - Ⓐ in the title of the story
 - Ⓑ in the things that Shobei said
 - Ⓒ in the details about the temple
 - Ⓓ in the details about why Shobei tripped



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 the rest of the folktale about Shobei. As you read, look for clues that will help you predict some of the things that will happen to Shobei. Then answer the questions.

As Shobei continued on his way, a dragonfly buzzed annoyingly around his head, so he caught it and tied the straw around its tail. Then he came upon a little boy who wanted the dragonfly. Shobei gently placed it in the curious boy’s hand. In return, the boy’s mother gave Shobei three juicy oranges for his journey.

Shobei walked farther on the path. He offered his oranges to a thirsty beggar. In gratitude, the beggar gave Shobei three pieces of silk cloth. Then a carriage carrying a lovely princess happened to roll by. When the princess asked Shobei for the fine cloth, he gladly gave it to her. She reciprocated with a sack full of gold.

Shobei used his money wisely by purchasing many fields, which he divided equally among the people of his village.



- Predict which of these will most likely happen.
 - Shobei will earn the respect of the villagers.
 - Shobei will cheat the villagers out of their property.
 - Shobei will become greedy for more wealth.
 - Shobei will request more gold from the princess.
- Which detail from the folktale helped you make your prediction?
 - In return, the boy’s mother gave Shobei three juicy oranges for his journey.
 - As Shobei continued on his way, a dragonfly buzzed annoyingly around his head, so he caught it and tied the straw around its tail.
 - Shobei used his money wisely by purchasing many fields, which he divided equally among the people of his village.
 - When the princess asked Shobei for the fine cloth, he gladly gave it to her.

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. Predict which of these will most likely happen.

- Shobei will earn the respect of the villagers.**

This answer is correct because the story tells you that Shobei used his gold to purchase fields, which he divided equally among the people of the village. It is likely the people will respect Shobei for his generosity.

- Shobei will cheat the villagers out of their property.**

This answer is not correct because there is nothing about Shobei's behavior that would indicate that he is anything but generous. There is nothing in the story to indicate that his behavior would change.

- Shobei will become greedy for more wealth.**

This answer is not correct because Shobei behaved generously with others, sharing his good fortune. There is nothing in the story to indicate that his behavior would likely change.

- Shobei will request more gold from the princess.**

This answer is not correct because there is nothing in the story to indicate that Shobei felt the need or desire for more wealth.

4. Which detail from the folktale helped you make your prediction?

- In return, the boy's mother gave Shobei three juicy oranges for his journey.**

This answer is not correct because it does not tell about the villagers. It tells about someone else's act in response to Shobei's generosity.

- As Shobei continued on his way, a dragonfly buzzed annoyingly around his head, so he caught it and tied the straw around its tail.**

This answer is not correct because it does not indicate anything about Shobei's actions toward the villagers.

- Shobei used his money wisely by purchasing many fields, which he divided equally among the people of his village.**

This answer is correct because it tells about Shobei's generosity toward the villagers. You can predict that this behavior will lead to a feeling of respect toward Shobei.

- When the princess asked Shobei for the fine cloth, he gladly gave it to her.**

This answer is not correct because it tells about Shobei's generosity toward the princess, not the villagers.



**MORE
TO
KNOW**

- In fiction, predictions can be about future events or a character's thoughts, feelings, words, and actions.
- In nonfiction, predictions can be about future events, people, places, and ideas.

Read this story about what happens to Cass during a power failure. Then answer the questions.

After finishing supper and loading the dishwasher, Cass retreated to her room to do homework. BANG! While logging in to check her assignments, Cass's computer screen went black.

"What was *that*?" cried Cass as she fumbled for a flashlight. While Dad checked the home's electric panel for tripped circuit breakers, Cass stepped on the porch and spotted an oak tree that had crashed into the O'Leary's front yard.

"I know what caused the neighborhood blackout," Cass declared.

After word processing her English essay, Cass had planned to shop online for her parents' anniversary gift and e-mail her friends to chat, but without electricity her personal computer wouldn't function. Illuminated by moonlight, she paced the house like a caged lion.

"How did people manage in the old days? My cell phone isn't charged, and my laptop hasn't been repaired yet," whined Cass.

"Your mother and I survived without high-tech electronics," laughed Dad.

Nodding, Cass realized that she could also survive without modern technology, and she devised a solution. Using a corded phone, she dialed a classmate and inquired about the essay topic. Then she rummaged around for a legal pad and pen and crowed, "Tonight won't be a total loss. And this assignment will not be late," she added confidently.

- Which prediction is probably the most accurate?
 - Cass will use a cell phone to call up her friends to chat.
 - Cass will use a corded phone to call up her friends to chat.
 - Cass will use a neighbor's computer to e-mail her friends.
 - Cass will write friendly letters to her friends.
- Predict what would most likely have occurred if the oak tree had not fallen.
 - Cass would have used her personal computer to write her English essay.
 - Cass would have used her laptop to write her English essay.
 - Cass would have gone to the movies with her friends.
 - Cass would have gone to a store to buy her parents' gift.
- Predict what would have occurred if Cass had lacked access to a working phone.
 - Cass would have walked to her classmate's house to get the English assignment.
 - Cass would have stayed home from school the next day.
 - Cass would have turned in her English assignment late.
 - Cass would have driven to the repair shop to get her laptop.
- Which of these will Cass most likely do next?
 - Cass will toss her cell phone.
 - Cass will handwrite her English essay on a pad of legal-sized paper.
 - Cass will decide not to get her parents an anniversary gift.
 - Cass will go next door to visit the neighbors.



Read this weblog entry written by a girl named Anne. Then answer the questions.

Anne's Blog



Wednesday, July 8

It seems like I have been at Camp Massapoag forever. The camp is on a big lake, and it has a long name that I can't spell—or even pronounce very easily. The camp is run by the Salvation Army and is for inner-city kids. My mom didn't want me hanging around the apartment all summer. She thought it would be good for me to get away and be on my own for two weeks, but I've never been so homesick in my life!

On my first day, I thought about running away. I told one of the other girls, but she was a blabbermouth and told one of the counselors, Miss Picket. I wasn't really going to run away, but Miss Picket still lectured me about how irresponsible it would be. She then let me send an e-mail to my mom to tell her to come get me. I think it was a trick, but I still did what she said.

This morning the counselors lined us up in pairs because they wanted us to have a buddy for our first day of swimming lessons. My buddy was a girl name Kiko, who was really nice. Then we went canoeing. The life jacket almost strangled me, but it was still fun. The girls in my canoe were also homesick, so I didn't feel quite so alone. In fact, I feel less homesick as each day goes by. Even the plan for stories around a campfire doesn't sound so bad anymore.

After lunch, we went for a nature hike. On the trail our leader explained all about the trees and the plants we saw. After the hike, it was time for arts and crafts. I made a picture frame for my mother, which looks hideous. But my mom is supportive of such efforts on my part.

It's been four days since I wrote my mom and she hasn't come for me yet, so I guess she's going to make me stick it out for another week. Even if she did come, she wouldn't recognize me. There was one plant our guide forgot to identify on our nature hike—poison ivy! Now I have a disgusting itchy rash over most of my body, and I have to wear this white lotion that makes me look like a walking statue. Maybe my mom will feel guilty and at least give me a choice about coming here again next year. But I doubt it.

9. Which of these is something Anne will most likely do at camp?
- Ⓐ tell stories around a campfire
 - Ⓑ run away
 - Ⓒ attend math classes
 - Ⓓ watch a movie at a local theater
10. Predict how Anne's mother will react when she sees the picture frame.
- Ⓐ She'll shriek that it is hideous.
 - Ⓑ She'll ask what it is supposed to be.
 - Ⓒ She'll exclaim how lovely it is.
 - Ⓓ She'll put it away and never mention it.
11. Which prediction is probably the most accurate?
- Ⓐ Anne will begin to enjoy camp more and more each day.
 - Ⓑ Anne will write her mother another e-mail.
 - Ⓒ Anne will beg Miss Picket to let her go home.
 - Ⓓ Anne will mope around the camp until it's time to go home.
12. What will Anne's mother probably do next summer?
- Ⓐ She'll tell Anne that she never has to go to camp again.
 - Ⓑ She'll sign Anne up for another two-week session at the camp.
 - Ⓒ She'll let Anne stay home and do nothing all summer.
 - Ⓓ She'll tell Anne that she can spend the whole summer at camp.


**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 poem by Walt Whitman. Then answer questions about the poem. Choose the best answer for Numbers 13 and 14.

I Hear America Singing

I hear America singing, the varied carols I hear,
Those of mechanics, each one singing his as it
should be blithe and strong,
The carpenter singing his as he measures
his plank or beam,
The mason singing his as he makes ready
for work, or leaves off work,
The boatman singing what belongs to him
in his boat, the deckhand singing on the
steamboat deck,
The shoemaker singing as he sits on his bench,
the hatter singing as he stands,

The wood-cutter's song, the ploughboy's on his
way in the morning, or at noon intermission
or at sundown,
The delicious singing of the mother, or of the
young wife at work, or of the girl sewing
or washing,
Each singing what belongs to him or her and
to no one else,
The day what belongs to day—at night the
party of young fellows, robust, friendly,
Singing with open mouths their strong
melodious songs.

13. Predict which of these statements the speaker of the poem would disagree with.
- (A) America is a rich country, full of people with diverse occupations.
 - (B) Each person has something unique to contribute to America.
 - (C) People who know a trade are more interesting than people who do not know a trade.
 - (D) Each person contributes what he or she knows best.
14. Predict which of these attitudes the speaker of the poem would most likely have toward people who perform a service for others.
- (A) narrow-mindedness
 - (B) compassion
 - (C) indifference
 - (D) disgust

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

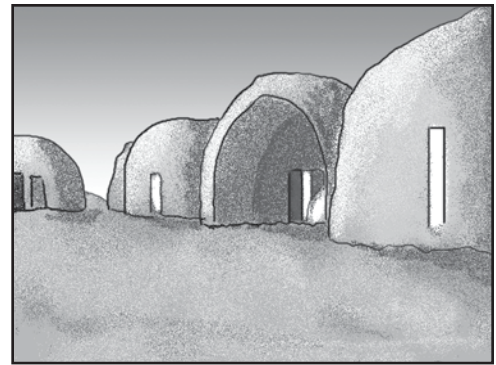
Imagine visiting a hotel made entirely of ice. Not only is the hotel made of ice, so are its tables, chairs, and even its beds! If you're brave enough, you can stay at this hotel located on the shores of the Torne River in Sweden. The hotel is located about 120 miles north of the Arctic Circle. The temperature outside is chilly. Inside the hotel isn't much better—the inside temperature is about 23 degrees Fahrenheit.

The hotel has to be built from scratch every year because each spring the hotel melts. Every fall, workers begin building the structure. Construction begins in October. Workers use cannons to blast 30,000 tons of snow sprayed onto specially made metal molds to make the different sections of the structure. Once the snow is hard, the molds are removed and more molds are made. After construction is complete, the hotel boasts about 60 rooms, an ice chapel, an ice art exhibition hall, and an ice theater.

So what's it like to stay in the Ice Hotel? Guests sleep in special thermal sleeping bags on a bed made of snow and ice. Some rooms even have a skylight from which you can view the Aurora Borealis. These rooms also have a television, a phone, and a private bathroom. Other rooms have outdoor bathrooms accessible from the inside. Brrr!

In the morning, you will be greeted with a cup of hot drink made of mountain berries, along with an invitation to dine at the breakfast buffet. Then you can choose to visit the sauna.

Still think you've got what it takes to brave the cold? You're not alone. Each year, about 15,000 adventurers flock to the Ice Hotel to experience a world made entirely of snow and ice.



15. Who would most likely want to visit the Ice Hotel?
- Ⓐ A person who enjoys spring and summer sports.
 - Ⓑ One who enjoys spending quiet time indoors by a warm fire.
 - Ⓒ Someone who enjoys a new adventure of any kind.
 - Ⓓ People who enjoy visiting museums and art exhibits.

16. Predict what will happen next April or May.
- Ⓐ The Ice Hotel will begin to melt.
 - Ⓑ Thousands of visitors will stay in the hotel.
 - Ⓒ Construction will begin on the Ice Hotel.
 - Ⓓ Snow will be sprayed into snow molds.

PART ONE: Read a Biography

Read this biography about Henry Bates, a scientist who spent many years studying insects. Then answer questions about the biography. Choose the best answer for Numbers 1 through 6.

Henry Bates, Explorer and Scientist

Henry Bates was born in England about 175 years ago. As a young man, he worked long hours in a sock-making factory. But his vocation was collecting insects and studying them. At the age of 22, Bates traveled to the Amazon rainforests of South America to study the fascinating creatures that lived there.

For 11 years, Bates explored the Amazon rain forests, collecting plants and insects. Living in the rain forest was extremely difficult. Bates was often ill and terribly lonely. Sometimes, he had no money for supplies. But he continued his studies because he was discovering insects that amazed and thrilled him. When Bates finally returned to England, he had collected about 15 thousand species of animals, mostly insects. More than 8 thousand of these species had never been seen by European scientists before.

Bates had many questions about the insects he had found. Why were there so many different ones? How was it possible for insects to look exactly like the rain-forest vegetation they were resting on? Similar to some known insects, these camouflaged insects were hiding from predators. But Bates wanted an explanation of how and why insects' bodies varied so much.

There were also insects that did not hide at all. They seemed to announce their presence with bold colors. Bates was particularly interested in the brightly colored butterflies. Many of them had flown slowly, too, making it easy for him to catch them. Why did they seem to draw attention to themselves? Why hadn't predators such as birds gobbled them all up?

In 1861, Bates presented a scientific paper about his discoveries. He explained that certain butterflies with bold colors and slow flights were poisonous. Predators were supposed to see them and avoid them. Butterflies with poisonous bodies and warning colors survived better than butterflies without warning colors. Those that survived produced offspring that looked and acted like them. Eventually, all the butterflies of a particular species had the same appearance and behaviors.



Recognizing Cause and Effect

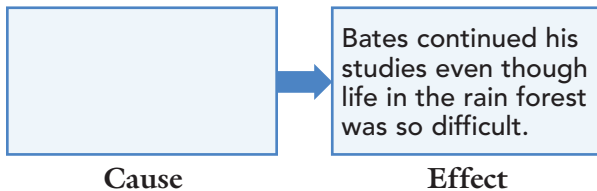
1. Some butterflies have bright colors and fly slowly in order to
- (A) attract predators.
 - (B) camouflage themselves.
 - (C) discourage predators.
 - (D) deceive scientists.

Comparing and Contrasting

4. In what way were the camouflaged insects and the brightly colored insects alike?
- (A) Both were eaten quickly.
 - (B) Both were endangered species.
 - (C) Both used color as a defense.
 - (D) Both rested on vegetation.

Recognizing Cause and Effect

2. The graphic organizer shows a cause-and-effect relationship.



What belongs in the empty box?

- (A) Bates did not want to return to England.
- (B) Bates was discovering insects that amazed him.
- (C) Bates feared he would have to return to work in the sock-making factory.
- (D) Bates had no money for a return trip to England.

Making Predictions

5. Predict Bates's next step upon his return to England.
- (A) He will abandon his study of insects.
 - (B) He will lecture at a university about his experience.
 - (C) He will organize the data he collected in the rain forest.
 - (D) He will write a story about his childhood.

Comparing and Contrasting

3. Which clue word signals how the insects of the rain forest are like other, known insects?
- (A) however
 - (B) similar
 - (C) same
 - (D) alike

Making Predictions

6. Where or how did you find clues to help you make your prediction?
- (A) in the title of the story
 - (B) in the pictures included with the story
 - (C) in the details about the number of insect species Bates collected
 - (D) by thinking about whether I like insects or not



Read this selection from a mystery novel. Then answer questions about the selection. Choose the best answer for Numbers 7 through 12.

When I awoke that morning and gazed upon my gloomy surroundings, I felt the cold fingers of dread pass over my body. How had I arrived in this unfamiliar chamber? I couldn't remember the events of last night. My head throbbed; my limbs ached; I groaned. Where was I exactly? I didn't recognize the four-poster bed with its heavy velvet curtains that enclosed me. When I peeked between the curtains, all was dark except for a crack of light gleaming beneath the chamber door.

Then I heard a gentle yet persistent rapping upon it. My troubled heart skipped a few beats, but I quickly caught my breath and called, "Who's there?"

"Your host," a deep, even voice responded to my inquiry.

"My host? But who are you?" I asked again, rising from my bed.

"Please permit me to enter and I will explain as best I can," my host replied sincerely.

Gathering my composure, I opened the door.

The sight before me was quite extraordinary. My host was exquisitely dressed in black coat-and-tails, but his face was as white as alabaster, perhaps accented by his long, gray hair. His fire-red eyes were fixed on me.

"I found you slumped over the steering wheel of your car alongside the highway," he explained. "You must have fallen asleep and swerved off the road. You're fortunate to be alive. The front end of your car caved in completely when you hit the oak tree."

"I can't believe this has happened . . . it's no wonder I feel so terrible," I replied.

"So sorry to be rude. I'm James Fielding. Thank you for your kind assistance, Mr. . . .?"

"Talbot, Henry Talbot. You may, of course, remain here at my estate as long as you require," he added.

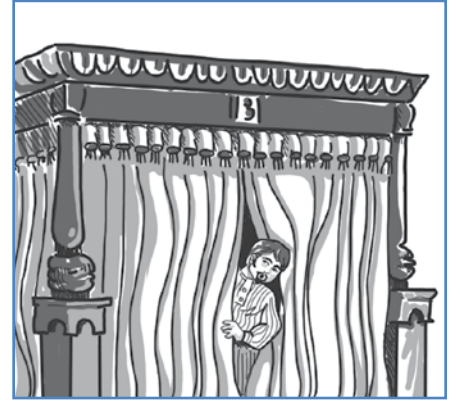
"I think I have a concussion," I said, cradling my forehead in my hand. "I must see a physician. Is there someone nearby who would make a house call?"

"I don't think that will be necessary. My private nurse has already examined you thoroughly. Please rest until this evening, and then if you are faring no better, my chauffeur will convey you to the hospital."

"I must insist that he take me now, Mr. Talbot," I gripped the doorframe as a wave of dizziness came over me. Stars glimmered in my vision until, suddenly, their light dimmed. As I began to sink, my host grasped me by the arm.

"Fielding, you are in no condition to go anywhere," he insisted.

I tried to insist again, but my voice failed me along with my limbs. My host dragged me back into the dark chamber and hoisted me into that magnificent bed. The last thing I recall before slipping into unconsciousness was his strange face and the awful smirk upon it.



Recognizing Cause and Effect

7. According to Talbot, how did Fielding arrive at his estate?
- Ⓐ After accidentally hitting Fielding in the head, Talbot drove him there.
 - Ⓑ After accepting Talbot's invitation, Fielding drove there.
 - Ⓒ After falling ill, Fielding collapsed on Talbot's doorstep.
 - Ⓓ After rescuing Fielding from an accident, Talbot brought him there.

Comparing and Contrasting

10. What was most noticeable about Talbot's clothing as compared to his physical appearance?
- Ⓐ He wore the clothes of a gentleman, but he looked like a ghoul.
 - Ⓑ He sounded human when he spoke, but his appearance was that of a beast.
 - Ⓒ He wore a wrinkled old suit, but he looked healthy.
 - Ⓓ His words seemed insincere, but his appearance was honest.

Recognizing Cause and Effect

8. Talbot saw no need to take Fielding to a hospital because
- Ⓐ Fielding's car was inoperable.
 - Ⓑ Fielding appeared to be overreacting.
 - Ⓒ Talbot's chauffeur was not available.
 - Ⓓ Talbot's nurse had already examined him.

Making Predictions

11. What will most likely happen next in the story?
- Ⓐ Fielding will never regain consciousness.
 - Ⓑ Talbot will try to prevent Fielding from leaving again.
 - Ⓒ Fielding will awaken and drive away in his car.
 - Ⓓ Talbot will take Fielding to the hospital right away.

Comparing and Contrasting

9. Fielding compares Talbot's face to
- Ⓐ stars.
 - Ⓑ velvet.
 - Ⓒ alabaster.
 - Ⓓ putty.

Making Predictions

12. Predict what the nature of Talbot's intentions for Fielding will prove to be.
- Ⓐ disorganized
 - Ⓑ nurturing
 - Ⓒ treacherous
 - Ⓓ beneficial



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 magazine article about technology over the past ten years

The author's purpose is to _____.

- 2 A humorous story about an embarrassing experience

The author's purpose is to _____.

- 3 An advertisement for a spring clothing sale

The author's purpose is to _____.

- 4 A blog entry about a visit to a beautiful lake

The author's purpose is to _____.



Work with a Partner

- Take turns talking about some of the programs 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 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 Puritans. See if you can figure out the author's purpose.

The Puritans who settled in New England colonies had strict rules about their clothing. They did not wear bright colors or clothing with ruffles or lace. They also wore no jewelry. Women wore long-sleeved gray dresses with large white collars and cuffs. They also wore a white apron and cap. Men wore baggy pants made of leather and long, woolen stockings. Children dressed in the same styles as their parents.

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 give facts about something or tell how to do something?			Explain
Does the passage try to get you to do or buy something?			Persuade

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 article about bicycles. As you read, think about why the author probably wrote the article.

There are several types of bicycles available today. There are mountain bikes, racing bikes, hybrid bikes, and cruiser bikes. The mountain bike, with its sturdy frame and wide, tough-treaded tires, is the ideal bike for riding on rough terrain. The racing bike, with its lightweight frame, narrow tires, and drop handlebars, is designed for long-distance rides on smooth, paved roads. The hybrid bike is a cross between the mountain bike and the racing bike. It's suited for leisure riding and commuting. Best for short rides, the cruiser bike is the workhorse of today's bike, similar to old single-speed bikes.



The author probably wrote the article to provide information.
The author's purpose is to inform readers about different kinds of bicycles.

Read this article about Japan’s Himeji Castle. As you read, try to figure out the author’s purpose for writing the article. Then answer the questions.

Himeji Castle in Japan is a popular site. It is located on a hill above the Harima plains. Its construction began in 1346 and was completed by 1618. The exterior of the castle features massive stone foundations and curving tile roofs. At the roof corners, statues of tiger-headed fish stand guard.

Unlike other medieval castles, Himeji Castle is made of wood. Shimmering white-plastered wood walls give it the appearance of a bird about to take flight. For this reason, it was nicknamed White Heron Castle.

In wartime, Himeji Castle was well defended by three moats, many gates, and strong outer walls. Holes shaped like circles, rectangles, squares, or triangles were cut into the walls. Each hole was created for a different kind of weapon. For example, archers would have shot arrows from the rectangular holes.

The castle’s interior was also cleverly designed to protect its inhabitants. The castle has a main tower and three smaller ones. The lord and his family lived in the main tower. The route to the main tower is a complicated maze. It consists of winding passageways, hidden doors, and dead ends meant to confuse intruders. It is no wonder that this exquisite castle was never invaded—except by tourists.

1. The author wrote the article in order to
 - Ⓐ explain about warfare in medieval Japan.
 - Ⓑ describe Himeji Castle in Japan.
 - Ⓒ persuade readers to learn more about Japanese history.
 - Ⓓ entertain readers with a suspenseful story.
2. You know your answer to question 1 is correct because the article mainly
 - Ⓐ provides facts or tells readers how to do something.
 - Ⓑ contains many details that describe a person, place, or thing.
 - Ⓒ 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

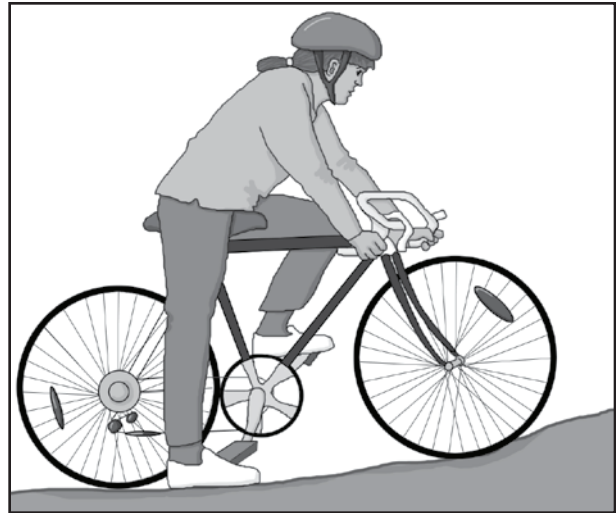
Authors write for four main reasons—to describe, to entertain, to explain or inform, or to persuade.

- 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 notice about wearing a bicycle helmet. As you read, ask yourself, “Why did the author probably write this notice?” Then answer the questions.

Wear Your Helmet

Always wear your helmet whenever you ride your bicycle, even if it’s just a short ride around the block. Wearing a bicycle helmet may not be cool. But it is essential to your health and safety. If you should crash and fall to the pavement, your helmet will protect your head from a serious injury. The most common head injury is a concussion, which can lead to a coma or even death. Riding your bicycle without a helmet is simply not worth the risk of injury or death.



- The main purpose of the notice is to
 - describe what a bicycle helmet looks like.
 - explain how a bicycle helmet protects.
 - persuade readers to wear a bicycle helmet.
 - entertain readers with a story about a bicycle helmet.
- You know your answer to question 3 is correct because the notice 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.

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 main purpose of the notice is to

- Ⓐ describe what a bicycle helmet looks like.

This answer is not correct because the reading passage does not contain any details that describe a bicycle helmet.

- Ⓑ explain how a bicycle helmet protects.

This answer is not correct because the reading passage does not contain facts or other information that explain how a bicycle helmet protects.

- Ⓒ persuade readers to wear a bicycle helmet.

This answer is correct because the reading passage contains several of the author's opinions about why bicycle helmets are important.

- Ⓓ entertain readers with a story about a bicycle helmet.

This answer is not correct because the reading passage does not contain a humorous or personal story, nor does it use a story to teach a lesson.

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

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

This answer is not correct because the notice does not contain details that describe bicycle helmets.

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

This answer is not correct because, even though the notice does contain facts about bicycle helmets and concussions, this information is used to support the author's opinion about wearing a bicycle helmet.

- Ⓒ tries to convince readers of something.

This answer is correct because the notice contains the opinions of the author. The author uses these opinions to try to make readers wear a helmet when riding a bicycle.

- Ⓓ relates an enjoyable story.

This answer is not correct because the notice does not contain a humorous or personal story, nor does it use a story to teach 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 how the water cycle works or what is the latest fad.
- Directions are written to explain.
- Personal stories, riddles, and poetry are written to entertain.
- Ads and articles in which an opinion is stated are written to persuade.

Read this article about mosaics. Then answer the questions.

Mosaics are pictures that are formed by arranging small pieces of glass, stone, or other materials. Fixed against a hard surface, these individual pieces combine to form a whole.

Thousands of years ago, mosaic art developed in Egypt, Persia, India, and other parts of the world. In Mexico, Aztecs made colorful mosaic masks. In ancient Rome and Greece, mosaics decorated walls, floors, and ceilings of homes and public buildings.

Exquisite mosaics were discovered in the ruins of Pompeii, an Italian city that was buried under ash after the eruption of Mount Vesuvius in 79 A.D. One floor mosaic in Pompeii depicts a battle between the armies of Alexander the Great and Darius III. More than one million colored tiles were arranged to portray a vivid scene of lifelike soldiers and horses.

Making your own mosaic is a fun arts-and-crafts project. You'll need these materials: heavy cardboard, a pencil or colored marker, glue, and an assortment of colorful seeds and beans such as pumpkin seeds and pinto beans. If you prefer, use broken tile, pebbles, sea glass, or shells in place of seeds and beans. Follow these numbered directions.

1. First, draw a simple pattern or picture on the cardboard.
2. Then choose seeds and beans and arrange them on the cardboard.
3. Next, glue the seeds and beans on the cardboard, following your design.
4. Allow your mosaic to dry.

5. The author's purpose in paragraph 2 is to
 - (A) describe mosaic masks.
 - (B) entertain readers with a story about making a mosaic.
 - (C) persuade readers to decorate their homes with mosaics.
 - (D) explain ways in which mosaics were created in ancient civilizations.
6. What is the author's purpose in paragraph 3?
 - (A) to convince readers to travel to Italy
 - (B) to explain how a volcano erupts
 - (C) to describe an example of mosaics found in Pompeii
 - (D) to entertain readers with an adventure story
7. What is the author's purpose in the last paragraph?
 - (A) to entertain readers with a creative story
 - (B) to describe a mosaic made of sea glass
 - (C) to tell readers how to make their own mosaic
 - (D) to persuade readers to take an arts-and-crafts class
8. The article was written mainly to
 - (A) persuade readers to make mosaics.
 - (B) inform readers about mosaic art.
 - (C) describe examples of Greek mosaics.
 - (D) explain how mosaics were made in ancient times.



Read this movie review. Then answer the questions.

Deranged Dinosaurs Destroy Dallas

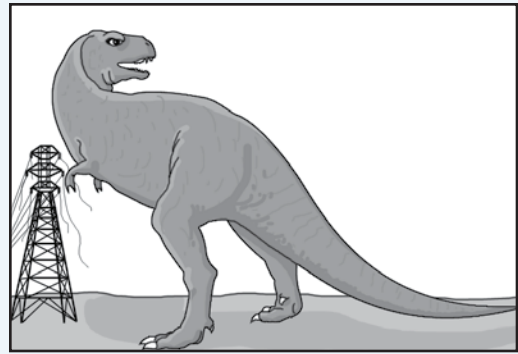
Last night, I attended the opening of the latest action-adventure film from director Randy Rock. Rock spent over 50 million dollars creating *Deranged Dinosaurs Destroy Dallas*. This was money poorly spent.

Deranged Dinosaurs Destroy Dallas does open with fantastic special effects. In the first scene, T. Rex, the antihero, munches on a transformer tower in downtown Dallas as 100 Texas Rangers, led by Commander Steele (played by actor Brad Buckley), stand by helplessly. Nothing they try can stop T. Rex. He marches through the city, trampling cars, buildings, and trains while citizens flee in horror.

Unfortunately, this seven-minute scene is the best the movie has to offer. Not even the dazzling special effects can save this movie. The story line is weak and predictable. Half

of the audience left the theater during the first hour. The dialogue is so ridiculous that most audience members laughed when Commander Steele fell victim to the jaws of T. Rex.

Deranged Dinosaurs Destroy Dallas is now playing at the Metro Multiplex Theater. But save yourself some money, and wait a month for the video to arrive at your local rental store.



9. What is the author's purpose in paragraph 2?
- (A) to inform readers about a new movie that just opened
 - (B) to describe the opening scene of a movie
 - (C) to entertain readers with background information about the movie's director
 - (D) to persuade readers to see the whole movie
10. The author's purpose in paragraph 3 is to
- (A) describe how audience members reacted to the movie.
 - (B) explain why the movie is not worth seeing.
 - (C) entertain readers with a story about the audience's reaction to the movie.
 - (D) convince readers to view the movie if they like humor.
11. The author's purpose in the last paragraph is to
- (A) persuade readers to view the movie at home, rather than at the theater.
 - (B) inform readers that the movie is not worth viewing at all.
 - (C) describe in detail how to best view the movie.
 - (D) entertain readers with an amusing joke.
12. The review was written mainly to
- (A) inform readers about a new movie.
 - (B) entertain readers with an amusing story about a new movie.
 - (C) persuade readers that a new movie is not worth seeing at a movie theater.
 - (D) describe how a new movie was made.


**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 you 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 retelling of a Hispanic folktale from the Southwest. Then answer questions about the folktale. Choose the best answer for Numbers 13 and 14.

When the world was still young, there were only four basic elements on the earth—Water, Fire, Wind, and Honor. The elements all worked together to create the world and the heavens above. When their work was done, they decided to break out on their own, each seeking a different path.

As they began their parting, Water spoke to the other elements and said, “Now that our work is done and we have decided to go our own way, always know that you can call upon me should you ever need to. All you have to do is look at the oceans and the lakes and you will find me.”

Fire then spoke to the others and said, “You can call upon me as well should you ever need to. All you need to do is look to the power and strength of the sun.”

Wind spoke next and said, “Should any of you need me at any time, you will find me in the sky among the birds and the clouds.”

Honor spoke last and said, “Hold onto the bond I have given you, for if ever you lose me, you will never find me again.”

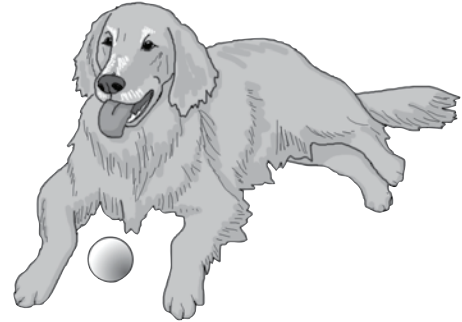
13. The author’s purpose in the first paragraph is to
- (A) convince readers that the four elements are real.
 - (B) entertain readers with a joke about the four elements.
 - (C) provide background information about the four elements.
 - (D) describe the origins of a story.
14. The main purpose of the folktale is to
- (A) explain facts about the four elements.
 - (B) entertain readers with a story that teaches a lesson.
 - (C) persuade readers to look for the elements, when needed.
 - (D) describe for readers where the four elements are found.

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

Elderly Dogs with Alzheimer's Disease

One survey found that 62 percent of dogs between the ages of 11 and 16 suffer from cognitive dysfunction. This condition is a kind of canine Alzheimer's disease. Elderly dogs with cognitive dysfunction forget their house-training, have difficulty sleeping, and are less sociable. They become disoriented in their own home. Eventually they may not even recognize their owners.

Two hundred dogs with cognitive dysfunction were part of a clinical trial. They were given a human Alzheimer's drug to treat the problem. Dog owners reported that 70 percent of the dogs showed improvement in their behavior. They also seemed less distressed. This improvement, which occurred within a week to a month, gave the dogs a new lease on life.



15. What is the author's purpose in the first paragraph?
- Ⓐ to explain what cognitive dysfunction is
 - Ⓑ to entertain readers with an amusing study about elderly dogs
 - Ⓒ to persuade readers to have their pets checked for cognitive problems
 - Ⓓ to describe cognitive problems in elderly dogs
16. The author probably wants readers to know
- Ⓐ what kinds of animals can develop a cognitive problem.
 - Ⓑ how they might help a dog who has Alzheimer's disease.
 - Ⓒ where to have their elderly dogs treated for cognitive problems.
 - Ⓓ why elderly dogs develop cognitive dysfunction.



What Is Figurative Language?

Has anyone ever told you that something would be a piece of cake? If so, that person used figurative language to tell you that something would be easy to accomplish. Figurative language is the use of words to mean something different from their usual dictionary meaning.

1 Read this sentence.

You'll have to work very hard to get that floor clean.

2 Now read the next sentence. It uses different words, but has the same meaning as the first sentence.

You'll have to use a lot of elbow grease to get that floor clean.

3 Write which sentence is more interesting, the first one or the second one. Tell why you think this is so.



Work with a Partner

- Talk about some of the words you have used or heard that have a meaning different from their usual meaning. A relative might say, "You are the apple of my eye." That means you are one of your relative's favorite people.
- See how many examples of figurative language you can think of.

How Do You Understand Figurative Language?

Usually you can use word meaning in context to help you understand figurative language. Look for context clues in a reading passage to help you figure out what new meaning the words could have. Clues might be in the sentence where the words are found. Clues may also be in the sentence just before or just after the one where the words are found.

Read this passage about a school play. See if you can figure out what the phrase *rolling in the aisles* mean.

We went to our school’s play last night, “The Man from Wayhill.” It was supposed to be a serious story about minutemen during the American Revolution. But during the first act, the lead actor’s little brother ran onto the stage. Some of the actors tried to coax him off the stage, but he ran away from them. Things turned comical as they chased him across the stage, knocking over props while the boy shouted, “Ha, ha! You can’t catch me!” The audience was rolling in the aisles! The actors finally got the boy off the stage and tried to continue, but by now even they were giggling.

1. Let’s narrow down the context clues to figure out what the phrase *rolling in the aisles* means.

Look at the chart below. It shows three sentences: the one that comes before the phrase *rolling in the aisles*, the one that contains the phrase *rolling in the aisles*, and the one that comes after the phrase *rolling in the aisles*.

Think carefully about the sentences that come before and after the phrase *rolling in the aisles*.

Things turned comical as they chased him across the stage, knocking over props while the boy shouted, “Ha, ha! You can’t catch me!”	The audience was rolling in the aisles!	The actors finally got the boy off the stage and tried to continue, but by now even they were giggling.
Before		After

2. Now think about what the context clues in these sentences tell you:

Things turned comical when a little boy ran onto the stage.

The actors finally got the boy off the stage, but even the actors were now giggling.

Think about what often happens if something is comical and people have started giggling.

3. The phrase *rolling in the aisles* probably means

**WHAT
TO
KNOW**

Similes, metaphors, and idioms are types of figurative language. Authors use figurative language to help readers create pictures in their mind. When you understand the meaning of a simile, a metaphor, or an idiom, you are **interpreting figurative language**.

- Look for things that are compared in a reading passage. Try to find examples of similes or metaphors.
- Look for phrases whose words have a meaning different from their usual meaning. Try to find examples of idioms.
- Figurative language usually brings a picture to a reader's mind. Use that picture to help you understand the meaning of the figurative language.

Read this sentence. As you read, think about the two things being compared.

Rico's face turned as white as snow.

The two things being compared are Rico's face and snow.

The writer used a **simile** to help readers picture the color of Rico's face.

A simile uses the word *like* or *as* to compare two different things.

Read this sentence. As you read, think about the two things being compared.

Amy is a walking encyclopedia.

The two things being compared are Amy and an encyclopedia.

The writer uses a **metaphor** to show how smart Amy is.

A metaphor compares two different things but does not use the word *like* or *as*.

A metaphor says that one thing *is* another thing.

Now read this sentence. As you read, think about the meaning of the underlined phrase.

Mel passed the test by the skin of his teeth.

The underlined phrase means that Mel barely passed the test.

The phrase is an **idiom**.

An idiom is a phrase whose words have a meaning different from their usual meaning.

Read this web log entry about a hike through the wilderness. As you read, look for examples of figurative language.

Brad's Blog

July 18

Today, I took an early morning hike through the wilderness behind my rural home. I needed the hike to take my mind off my troubles.

As the sunlight glimmered on the horizon, songbirds warbled like a chorus of singers. The perfect morning for a hike. I headed across the meadow to the trailhead, where the edge of the wilderness meets my land. From there, I entered the dense forest, careful to stay on the trail.

After I hiked uphill for about a mile, the sound of the rushing waters of Granite Falls filled my ears. With another turn in the trail, I was on the ledge overlooking the falls. The sparkling waters cascaded over the rocks to the stream below. A sense of peace began to fill me. I sat on the ledge in quiet meditation for a few hours, and then returned home refreshed.

This made my day.

1. In the first paragraph, what does the phrase *take my mind off* mean?
 - (A) “become separate from”
 - (B) “seek a distraction from”
 - (C) “lose control of”
 - (D) “involve oneself in”
2. The writer compares the warble of the songbirds to
 - (A) a musician.
 - (B) sunlight.
 - (C) a chorus.
 - (D) a melody.



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 interpreting figurative language.



REVIEW

Similes, metaphors, and idioms are types of figurative language. Authors use figurative language to help readers create pictures in their mind.

- Look for things that are compared in a reading passage. See if the word *like* or *as* is used, or if a sentence says that one thing is another thing. Think about what the things being compared have in common.
- Look for phrases whose words have a meaning different from their usual meaning.
- Think about any pictures that come to mind as you read. Use those pictures to help you understand what is being described.

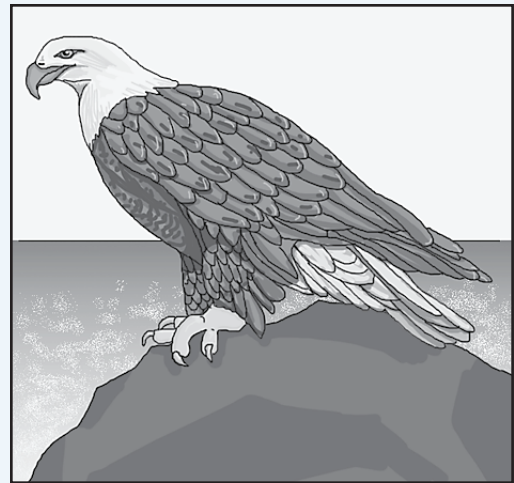
Read this part of a poem about an eagle. As you read, ask yourself, “What pictures come to mind?” Then answer the questions.

The Eagle

by Alfred, Lord Tennyson

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.



3. *The wrinkled sea beneath him crawls* describes the
 - (A) depth of the sea.
 - (B) size of the ocean below the eagle.
 - (C) appearance and movement of the sea.
 - (D) features of the mountain walls.
4. In stanza 2, the poet compares the eagle’s flight to a
 - (A) ship.
 - (B) wall.
 - (C) mountain.
 - (D) thunderbolt.

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 wrinkled sea beneath him crawls* describes the

Ⓐ **depth of the sea.**

This answer is not correct because the words do not suggest anything about the depth of the sea.

Ⓑ **size of the ocean below the eagle.**

This answer is not correct because the words do not suggest anything about the size of the sea below the eagle. The words describe features of the sea other than its size.

Ⓒ **appearance and movement of the sea.**

This answer is correct because the surface of the sea is described with the word *wrinkled* and the slow movement of the sea is described with the word *crawls*.

Ⓓ **features of the mountain walls.**

This answer is not correct because the words describe something about the sea, not the mountain walls where the eagle is perched.

4. In stanza 2, the poet compares the eagle's flight to a

Ⓐ **ship.**

This answer is not correct because there is nothing in the poem to suggest that a ship or other vessel can be seen on the sea.

Ⓑ **wall.**

This answer is not correct because the only wall mentioned in stanza 2 is the mountain wall; and this describes where the eagle is perched, not how he is flying.

Ⓒ **mountain.**

This answer is not correct because the mountain is where the eagle is perched, not how he is flying.

Ⓓ **thunderbolt.**

This answer is correct because the last line is "*And like a thunderbolt he falls.*" The word *like* signals that two things are being compared in a simile.



**MORE
TO
KNOW**

- Look at the sentences near an idiom. Use context clues to help you figure out its meaning.
- Personification is another kind of figurative language. Personification gives human characteristics to animals, things, or ideas. *The stars winked in the sky.*
- Hyperbole is exaggeration used to make a point. *She leapt as high as the clouds when she heard the good news.*

Read this article about the city of Freiburg, Germany. Then answer the questions.

Germany's "Green" City

Freiburg (FRY berg) is located in Germany's Black Forest near the borders of France and Switzerland. During World War II, this city was bombed and nearly destroyed. But Freiburg is like a mythical phoenix that is consumed by fire but lives again. It has been purposefully restored.

Today, Freiburg is the environmental capital of Germany. Its practices are a blueprint for other cities. Residents recycle and compost most household waste. They live in energy-efficient homes powered by solar energy. Some people even have green roofs, or roofs covered in living plants, that keep buildings cool.

Freiburg's success makes other cities green with envy. How did Freiburg ever become so "green"? One reason is that city officials adopt policies that benefit the environment. For example, new housing must meet strict low-energy standards. Also, the old city center has a car-free pedestrian zone. One neighborhood does not allow any cars at all. In addition, the city boasts a network of bicycle paths. People bike, walk, or ride trams and buses that link business and residential areas. These efforts save energy, reduce waste, and promote a better environment.

- The phrase *like a mythical phoenix that is consumed by fire but lives again* is an example of
 - personification.
 - hyperbole.
 - a simile.
 - a metaphor.
- Which of these is a metaphor?
 - Freiburg is located in Germany's Black Forest near the borders of France and Switzerland.
 - Its practices are a blueprint for other cities.
 - One neighborhood does not allow any cars at all.
 - New housing must meet strict low-energy standards.
- The phrase *green with envy* means
 - "furious."
 - "generous."
 - "dishonest."
 - "jealous."
- The city boasts a network of bicycle paths* is an example of
 - hyperbole.
 - personification.
 - a metaphor.
 - an idiom.

Read this Roman myth about a sculptor. Then answer the questions.

Pygmalion's Only Love

According to Roman myth, Pygmalion was a talented young sculptor whose only devotion was his art. He vowed to the gods that he would never fall in love with nor marry any woman. Ironically, Pygmalion set himself the task of creating the perfect statue of a woman.

Working feverishly day and night, Pygmalion crafted his statue from the smoothest of stone. When he finished, he had sculpted the finest figure of a woman yet made. But Pygmalion wasn't satisfied with his work. So he labored at the statue until, at last, he felt that he had achieved perfection. Indeed, the exquisite figure appeared to be flesh and blood rather than stone.

Now Pygmalion had devoted so much of himself to the statue of the woman that he had, much to his dismay, fallen in love with her. He was wise to the fact that she was not real, and at first it didn't matter to him. Pygmalion courted her anyway. He held her hand and kissed her, but her touch was hard and her lips cold. Eventually, Pygmalion despaired. The statue could never return his love.

Pygmalion thought that maybe if he fell in love with a beautiful young woman, he might be able to forget his creation. So Pygmalion begged Venus, the goddess of love, to help him. Venus took pity on poor Pygmalion. She granted the sad young man more than he had asked for. The next time Pygmalion gazed on the statue, she seemed even more lifelike to him. He grasped her hand, and it was warm. He touched her wrist and felt a strong pulse beating there. She was alive!

Overjoyed, Pygmalion embraced her, giving his only true love the name Galatea. Galatea whispered in his ear that she loved him too. With Venus's blessing, Pygmalion and Galatea soon married and spent many happy years together.



9. The phrase *working feverishly day and night* is an example of
- Ⓐ hyperbole.
 - Ⓑ an idiom.
 - Ⓒ a simile.
 - Ⓓ personification.
10. In paragraph 3, the phrase *was wise to* means
- Ⓐ “was doubtful of.”
 - Ⓑ “was fully aware of.”
 - Ⓒ “was somewhat uncertain of.”
 - Ⓓ “was unwilling to admit.”
11. What does *flesh and blood* refer to?
- Ⓐ a living human body
 - Ⓑ a statue of a human figure
 - Ⓒ a dead human body
 - Ⓓ a drawing of a human figure
12. From the phrase *took pity on*, readers can tell that
- Ⓐ Venus thought highly of Pygmalion.
 - Ⓑ Venus was upset by Pygmalion's devotion.
 - Ⓒ Venus acted kindly toward Pygmalion.
 - Ⓓ Venus felt sorry for Pygmalion.


**TEST
TIPS**

- A test question about interpreting figurative language may ask you about the meaning of a particular comparison or phrase.
- A test question about interpreting figurative language may ask you to identify a particular type of figurative language, such as a simile, a metaphor, or an idiom.

Read this ad from a newspaper. Then answer questions about the ad. Choose the best answer for Numbers 13 and 14.

Attention Teachers, Students, and Crafters!

The Recycle Shop is now open every day
from 8:00 a.m. to 4:00 p.m.

The Recycle Shop is a gold mine for anyone with just a little imagination. Are you a teacher in the market for materials to supplement your classroom art projects or science curriculum? Are you a crafter who likes to paint T-shirts or make quilts? Or maybe you're a student working on a school project. If you are any of these, then The Recycle Shop is just the place for you! Think about all the things you can create with safe industrial leftovers. We carry everything from ribbons to rubber, tubes to bottle tops, game pieces to camera cases, as well as a variety of fabrics and paints. Come browse the barrels. Buy materials by the bagful for just a few dollars.

The Recycle Shop also carries all kinds of prefabricated items, which are sold by the piece. These range in cost between 5¢ and \$2.00. Individual items include game pieces, fabric paint, foam, wooden beads, and plastic frames.

Materials sold in the shop change weekly, so drop by often. Some of things you may find this week include:

- Cardboard boxes
- Wooden shapes in a variety of sizes
- Plastic discs, bottles, cones, and lids
- Soft foam in various shapes and colors
- Assorted paper, including oak tag, craft paper, and contact paper

13. The words *in the market for* mean

- (A) "willing to sell."
- (B) "looking to buy."
- (C) "able to create."
- (D) "searching everywhere."

14. Which of these is a metaphor?

- (A) The Recycle Shop is a gold mine . . .
- (B) Come browse the barrels.
- (C) Think about all the things you can create . . .
- (D) . . . by the bagful for just a few dollars.

Read this selection from *The Wind in the Willows* by Kenneth Grahame. Then answer questions about the selection. Choose the best answer for Numbers 15 and 16.

A Midsummer's Night

The Willow Wren was twittering his thin little song, hidden himself in the dark selvedge of the river bank. Though it was past ten o'clock at night, the sky still clung to and retained some lingering skirts of light from the departed day; and the sullen heats of the torrid afternoon broke up and rolled away at the dispersing touch of the cool fingers of the short midsummer night. Mole lay stretched on the bank, still panting from the stress of the fierce day that had been cloudless from dawn to late sunset, and waited for his friend to return. He had been on the river with some companions, leaving the Water Rat free to keep an engagement of long standing with Otter; and he had come back to find the house dark and deserted, and no sign of Rat, who was doubtless keeping it up late with his old comrade. It was still too hot to think of staying indoors, so he lay on some cool dock leaves, and thought over the past day and its doings, and how very good they all had been.

15. The phrase *no sign of Rat* means that
- Ⓐ Rat didn't leave a message for Mole.
 - Ⓑ there wasn't a sign posted about rats.
 - Ⓒ there wasn't any indication that Rat had been home.
 - Ⓓ Mole was upset that Rat wasn't home yet.
16. The phrase *the dispersing touch of the cool fingers of the short midsummer night* is an example of
- Ⓐ a metaphor.
 - Ⓑ a simile.
 - Ⓒ hyperbole.
 - Ⓓ personification.



What Is Summarizing?

A summary is a short statement that tells the main points or important ideas of something you have read or watched, such as a play, a movie, or a documentary. When you restate the important ideas, you are summarizing.

- 1 Write the name of a movie or documentary that you watched in the past few weeks.

- 2 Write three of the important events from the movie or documentary.

- 3 Write one sentence that tells how you would answer someone who asked you what the movie or documentary was about. Include information about all the important events in your sentence.



Work with a Partner

- Take turns summarizing books, movies, or different programs you have watched on TV.
- Make sure to tell about the most important ideas in one sentence.

How Do You Know What Makes a Good Summary?

A good summary of a reading passage depends on the kind of passage you are reading. If you are reading fiction, usually you will read about a character that has a problem. Your summary should tell about the character, the problem, and the solution. If you are reading nonfiction, your summary should tell about the main idea of the passage, as well as the important points contained in the paragraphs.

Read this passage about some customs in the Middle Ages. Think about what would make a good summary of this nonfiction passage.

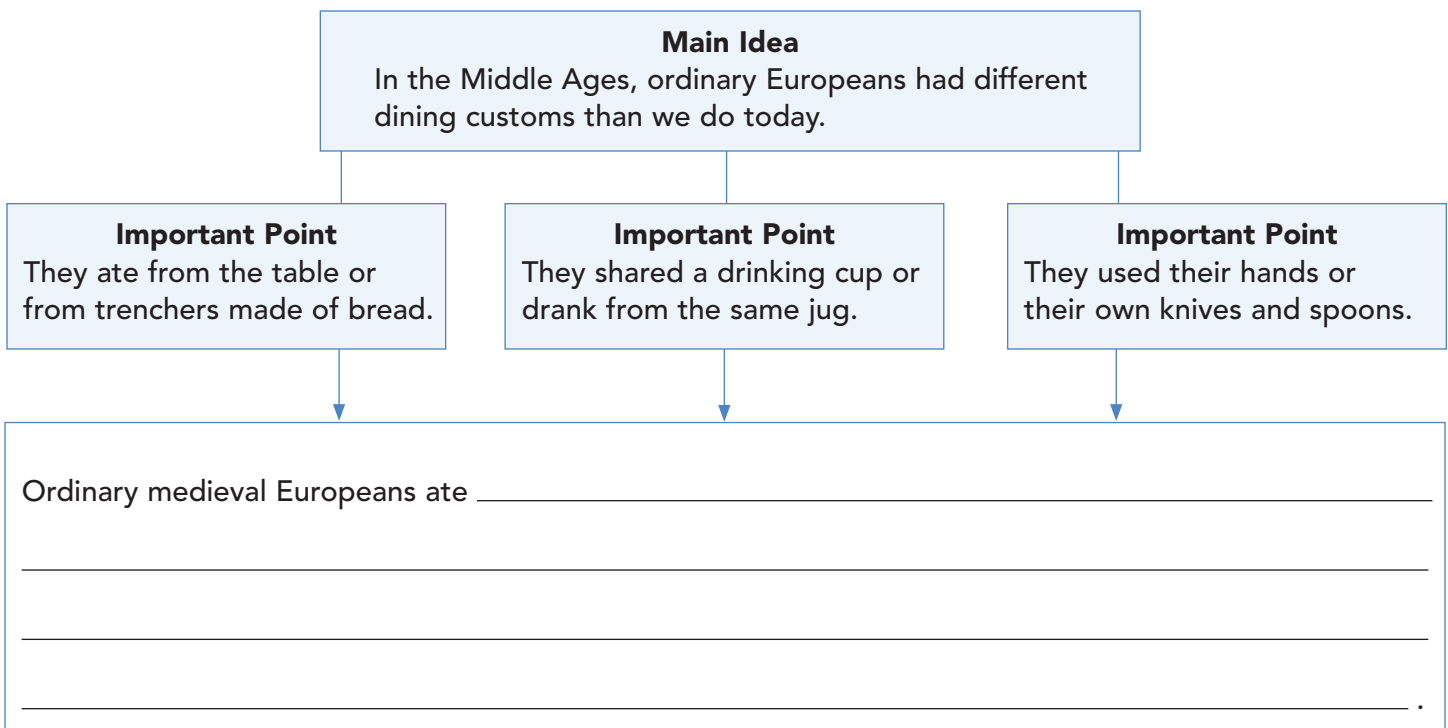
In the Middle Ages, ordinary Europeans had different dining customs than we do today. They served meals on platters or in stew pots from which all the members of a household took their portions. Then diners either ate straight off the table or placed the food on trenchers. Trenchers were usually plate-like squares cut out of a loaf of stale bread. After use, bread trenchers were given to peasants or fed to dogs and pigs. Pairs of diners shared a single drinking cup unless a jug from which everyone drank was passed around the table. Some medieval diners ate with their bare hands, whereas others supplied their own knives and spoons. With the exception of Italy, the use of forks in Europe was uncommon.

1. Let's narrow down the main idea and the important points in the nonfiction passage.

Look at the chart below.

The first box shows the main idea. The next three boxes show the important points about the main idea.

2. Use the main idea and important points to finish the one-sentence summary in the last box.




**WHAT
TO
KNOW**

A summary is a short statement that tells the main points or important ideas of a reading passage. When you use a short statement to restate the important ideas, you are **summarizing**.

- A summary is not stated in a reading passage. You must think about and restate the most important ideas to create a summary.
- A good summary of fiction tells about the main character's problem and its solution.
- A good summary of nonfiction tells about the main idea of the reading selection, as well as the main idea of each paragraph.

Read this article about therapy animals. As you read, think about the most important ideas in the article. Then think about what you might tell someone who asks what the article is about.

Therapy animals have been used in the United States since the 1970s. These animals—and their handlers—all receive special training. Then they visit hospitals, nursing homes, and other facilities.

Many kinds of animals are therapy animals. Common therapy animals include cats, dogs, monkeys, birds, pigs, and rabbits. In some places, even horses and elephants are therapy animals.

Therapy animals help with both physical and emotional problems. They can cheer people up. They can calm people down. They might help patients improve their balance and strength. For example, a stroke patient might brush a cat. This act of grooming brings enjoyment. But it also works the patient's muscles. Therapy animals can make an important difference in a patient's recovery.



The most important ideas in the article are:

Therapy animals have been used in the United States since the 1970s.

Common therapy animals include cats, dogs, monkeys, birds, pigs, and rabbits.

Therapy animals help with both physical and emotional problems.

Here is what you might tell someone who asks what the article is about:

Since the 1970s, therapy animals including cats, dogs, monkeys, birds, pigs, and rabbits have been used in the United States to help patients recover from physical and emotional problems.



Read this article about the country of Laos. As you read, think about the main idea of the reading selection, as well as the main idea of each paragraph. Then answer the questions.

Laos is a land of many divisions. It is a long, narrow country wedged between Vietnam and Thailand. The two dominant groups of people are the Lao, from the lowlands of the south, and the Hmong, from the northern highlands.

The Lao became split politically into the Royal Lao and the communist Pathet Lao. During the 1950s, civil war broke out between the two groups. By the 1960s, the Vietnam War had extended into Laos. The North Vietnamese supported the Pathet Lao, and the United States government gave assistance to the Royal Lao. The United States also enlisted Hmong help in fighting against the communists.

In 1975, the victorious Pathet Lao gained control of Laos. Fearing for their lives, thousands of Royal Lao and Hmong fled to Thailand. In time, many left the crowded refugee camps there and came to the United States.



1. What is the main idea of the article?

- Ⓐ Laos is located between Vietnam and Thailand.
- Ⓑ Laos is a land of many divisions.
- Ⓒ In 1975, the victorious Pathet Lao gained control of Laos.
- Ⓓ The Lao are split politically into the Royal Lao and the communist Pathet Lao.

2. Which of these best summarizes the article?

- Ⓐ Laos is a country located between Vietnam and Thailand.
- Ⓑ The Lao and Hmong live in different regions and hold different views.
- Ⓒ Laos is a country with geographical, cultural, and political divisions.
- Ⓓ Civil War and the Vietnam War tore up Laos.



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 summarizing.



REVIEW

A summary is a short statement that tells the main points or important ideas of a reading passage.

- A summary is not stated in a reading passage. Use the most important ideas in a reading passage to create a summary.
- A good summary of fiction tells about the main character's problem and its solution.
- A good summary of nonfiction includes the main ideas of the selection.

Read this story about a girl who moved to a new home. As you read, ask yourself, "What does a good summary of fiction include?" Then answer the questions.

My New Home

When my parents first told me that we would be moving from New York City to Las Cruces, New Mexico, I doubted that I would like it. New York may be concrete, but it's the center of the universe. Las Cruces sounded like the desert, somewhere in the middle of nowhere. When they added that we would be living in a rammed earth house, I felt really apprehensive.

"A dirt house!" I exclaimed. "You're trading our high-rise apartment overlooking Central Park for a dusty burrow in the ground?" This was too much. Had my parents lost it?

My father tried to calm me down. "Megan, we won't be living in a burrow. Your mother, the architect, can tell you more about it." I wasn't convinced, and my face must have showed it.

So Mom explained, "A rammed earth house is like one huge adobe brick. It's made of a mixture of earth, cement, and water. The mixture is poured into a wooden frame of hollow walls and pounded until it becomes compact. The frame around the compressed walls is removed, and a roof is put on. That's the basic design of our new home."

I felt a little better when I saw the house in Soledad Canyon for myself. I had to admit that we do have a wonderful view of the Mesilla Valley, but I'm not quite ready to call it home. I still miss the city skyline and my friends at Parker Junior High too much.



3. What is Megan's problem in the story?
- Ⓐ She does not like living in the desert.
 - Ⓑ She longs for the views of Central Park.
 - Ⓒ She misses her home and friends in New York.
 - Ⓓ She does not like living in a rammed earth house.

4. What is the best summary of the story?
- Ⓐ Megan thinks New York City is better than Las Cruces.
 - Ⓑ Moving from New York to New Mexico wasn't as bad as Megan expected.
 - Ⓒ Leaving New York was very difficult for Megan.
 - Ⓓ Living in Las Cruces is worse than Megan expected.

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 is Megan's problem in the story?

- Ⓐ **She does not like living in the desert.**

This answer is not correct because it does not tell the main character's problem. Megan does not state that she does not like the desert, only that she's not ready to make it home.

- Ⓑ **She longs for the views of Central Park.**

This answer is not correct because it tells only part of the problem that Megan thought she would face when she moved.

- Ⓒ **She misses her home and friends in New York.**

This answer is correct because it tells about the main character's problem. Megan misses her home as well as her friends. This problem is stated in the last sentence of the last paragraph.

- Ⓓ **She does not like living in a rammed earth house.**

This answer is not correct because it does not tell the main character's problem. Megan does not state that she does not like living in the earth house, only that, at first, she wasn't sure she wanted to live in one.

4. What is the best summary of the story?

- Ⓐ **Megan thinks New York City is better than Las Cruces.**

This answer is not correct because it does not tell the main character's problem and its solution. This answer is an opinion of Megan's implied in the story.

- Ⓑ **Moving from New York to New Mexico wasn't as bad as Megan expected.**

This answer is correct because it tells the main character's problem and its solution. This answer tells the most important idea in the story.

- Ⓒ **Leaving New York was very difficult for Megan.**

This answer is not correct because it does not tell the main character's problem and its solution. This answer only states one of the important ideas in the story.

- Ⓓ **Living in Las Cruces is worse than Megan expected.**

This answer is not correct because it does not tell the main character's problem and its solution. This answer is not stated or implied in the story.


**MORE
TO
KNOW**

- A good summary of fiction often includes a statement of the theme.
- A good summary of nonfiction answers *who*, *what*, *when*, *where*, *why*, and *how* questions.

Read this biographical sketch of Maya Angelou. Then answer the questions.

Maya Angelou was born Marguerite Johnson in St. Louis, Missouri, in 1928. Growing up, Angelou had a difficult home life. Her love of literature, as well as her relatives and neighbors, helped sustain her.

After graduating from high school in 1945, Maya Angelou gave birth to a son. As a single mother, she struggled to make ends meet. She held a variety of low-paying jobs. Notably, she became the first African American streetcar conductor in San Francisco.

Angelou later moved to New York City to study drama and dance. From 1954 to 1955, she performed in the opera *Porgy and Bess*. For the next five years, she performed in several plays. She then worked as a journalist in Egypt and Ghana from 1961 to 1966.

Angelou returned to the United States. She began teaching at the University of California at Los Angeles. She also began writing her first autobiographical book. By 1970, Angelou had published *I Know Why the Caged Bird Sings*. This was probably her best-known work. It describes her triumphs over the challenges of her life. By 1986, Angelou had written four more books. In one, she told of her experiences living in Ghana. In another, she told about her work in the civil-rights movement.

Maya Angelou has also written several volumes of poetry. And she has written nonfiction essays, as well as screenplays for television and film. She delivered her poem “On the Pulse of the Morning” at President Clinton’s 1993 inauguration. Recently, she has been a professor of American studies at Wake Forest University, in North Carolina.

- What is the biographical sketch mostly about?
 - the early life of Maya Angelou
 - the works of Maya Angelou
 - the career of Maya Angelou
 - the achievements of Maya Angelou
- Which of these is *fact* from the biographical sketch?
 - Maya Angelou is the most talented writer of the twentieth century.
 - Maya Angelou overcame the struggles in her life.
 - Maya Angelou excels at various talents.
 - Maya Angelou is a universally respected and gifted writer.
- What did Angelou do when she began teaching in California?
 - She traveled to Ghana as a journalist.
 - She published her first volume of poetry.
 - She began writing her first autobiographical book.
 - She went to New York City to study drama and dance.
- Which of these best summarizes the biographical sketch?
 - Maya Angelou has excelled as a writer, performer, and professor.
 - Despite many hardships, Maya Angelou became highly accomplished and well-known.
 - Maya Angelou performed in several plays and toured around the world.
 - Maya Angelou has faced a variety of hardships in her life.

Read this story about a basketball game. Then answer the questions.

The basketball game had been going well for the Allentown Cougars. They were doing better than expected against their top-ranked opponents, the Freemont Marauders.

With ten minutes left to play, however, events took an abrupt turn for the Cougars. One of their key players, Anthony Roberts, had fallen and injured his head on the hardwood court. There was a hush in the stands as the team doctor, Dr. Ruiz, helped the dazed athlete to the locker room.

As the game continued without Anthony, the Marauders were able to take control. Their high scorer, Joe Fuentes, scored another basket. The Cougars' coach called a time-out. As the players gathered around the bench, Anthony emerged from the locker room. A thunderous applause erupted from the crowd as Anthony rushed to ask his coach if he could return to the game. The team doctor assured Coach Reed that Anthony had suffered only a slight bump from the fall.

Anthony's unexpected return inspired his teammates to attempt a comeback, resulting in ten unmatched points. However, as the buzzer sounded, it was apparent that the Cougars hadn't managed to score enough points to win the game.

As the Marauders began their victory celebration, Anthony lingered on the court, clearly disappointed. His teammates, however, were not. They crowded around a surprised Anthony, cheering as they lifted him up over their shoulders. Though the Cougars could not celebrate a win, they could celebrate their teammate's display of determination and team spirit.



9. What is the main problem in the story?
- Ⓐ An injured player might affect the outcome of a basketball game.
 - Ⓑ A coach isn't sure that he should let an injured player return to a basketball game.
 - Ⓒ A basketball game might be postponed because of an injured player.
 - Ⓓ A basketball team struggles to keep its lead against an opposing team.
10. Things took an abrupt turn for the Cougars because
- Ⓐ the doctor helped Anthony off the court.
 - Ⓑ the high scorer for the Marauders scored another basket.
 - Ⓒ a key player for the Cougars fell and injured his head.
 - Ⓓ the Cougar's coach called a time-out.
11. Why did Anthony's teammates cheer for him?
- Ⓐ They wanted to encourage him.
 - Ⓑ They wanted to prove that winning wasn't important to them.
 - Ⓒ They wanted to show their admiration for Anthony.
 - Ⓓ They wanted to share in the Marauders' victory celebration.
12. What is the best summary of this story?
- Ⓐ Members of a basketball team are depressed over a loss.
 - Ⓑ A basketball team plays better than expected against a top-ranked opponent.
 - Ⓒ A team loses a game but shows great team spirit.
 - Ⓓ A player makes a dramatic comeback.

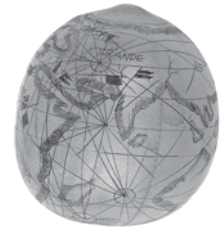

**TEST
TIPS**

- A test question about summarizing may ask you to choose the best summary of a reading passage. When you answer questions about summarizing, first determine if the reading passage is a work of fiction or nonfiction. Then think about what is included in a good summary of fiction and a good summary of nonfiction.
- The answer to a test question about summarizing will not be directly stated in the reading passage. You must think about the most important ideas to determine the best summary.

Read this article about the American sport of footbag. Then answer questions about the article. Choose the best answer for Numbers 13 and 14.

A Sport with a Kick

In 1972, two Americans invented the sport of footbag. Footbag is played with a small, round bag that is kicked and passed with the feet. Players do not touch the bag with their hands or arms. Footbag is similar to popular sports in Vietnam, Japan, China, and other Asian countries.



Footbag requires balance and flexibility. It helps develop one's coordination and concentration. Footbag kicks include the toe kick, the outside kick, the inside kick, and the knee kick. Footbag tricks mix these different kicks with moves such as stalls, spins, ducks, dives, and cross-body moves. Many footbag tricks have imaginative descriptive names like the mirage, the flying clipper, and the cloud delay.

There are several competitive footbag games. In freestyle footbag, players perform a sequence of tricks in a timed routine set to music. They are judged on the basis of artistic and technical merit. In the game of footbag net, players use their feet to kick a footbag over a five-foot net, as in volleyball or tennis. In footbag golf, players kick a footbag around hazards and into a hole.

13. What is the article mostly about?

- (A) the rules of footbag golf
- (B) the sport of footbag
- (C) the sports played in Asian countries
- (D) the types of kicks used in footbag

14. What is the best summary of the article?

- (A) Footbag tricks involve kicks and moves such as stalls, spins, and ducks.
- (B) Freestyle footbag, footbag net, and footbag golf are three competitive games.
- (C) Footbag is an American sport in which players use only their feet to kick a small, round bag.
- (D) Asian countries have sports that are similar to American footbag.

Read this story about a girl with a problem. Then answer questions about the story. Choose the best answer for Numbers 15 and 16.

Paula Bergland had always been an avid swimmer and considered herself an expert at any water activity. She had even recently become a certified lifeguard. However, when Paula's brother asked her to join him in scuba-diving classes at nearby Echo Lake, Paula declined. Paula did not want to admit that the idea of spending so much time underwater frightened her.

"Come on, Paula. You'll have fun," encouraged Brian.

"For the fifth time, no thanks," Paula firmly replied. Brian's constant nagging was beginning to frustrate his younger sister.

"How about just trying the first class?" Brian pressed. "If you don't like it, I promise I won't bother you again." Paula reluctantly agreed, believing that attending one class would be worthwhile if it quieted her brother.

The instructor began the first lesson with an introduction to scuba diving. She explained how a diver named Jacques Cousteau had invented scuba-diving equipment. She then demonstrated how the equipment was worn and used.

Paula found the first class so intriguing that she returned for the second session. Eventually, she accompanied Brian to all ten sessions. By the end of the final class, Paula realized that she had learned not only how to scuba dive, but something else as well. Paula learned that some things are not so frightening once you learn more about them.



15. What is the main problem in the story?

- Ⓐ A girl worries that she won't enjoy a scuba-diving class.
- Ⓑ A girl who is an avid swimmer is suddenly afraid of the water.
- Ⓒ A girl is frightened by the idea of learning how to scuba dive.
- Ⓓ A girl is frustrated by the constant nagging of her older brother.

16. Which of these best summarizes the story?

- Ⓐ A boy learns that nagging can be a useful means of encouragement.
- Ⓑ A brother and sister work together to help each other master a new skill.
- Ⓒ A girl comes to accept that she doesn't have to be the best at everything she does.
- Ⓓ A girl learns that trying something new may be frightening, but it can also be fun.

PART ONE: Read a Story

Read this story about a basketball game. Then answer questions about the story. Choose the best answer for Numbers 1 through 6.

Throwing in the Towel

It was the last basketball game of a long, losing season, and Rachel Lewis could take no more. She couldn't wait for the game-ending buzzer to go off and end this torturous game.

"Pass the ball! Pass it, pass it!" Rachel yelled, her voice snippety as she maneuvered under the net so she could take a shot. Tia, her teammate, did manage to pass the ball in Rachel's direction, but Rachel was too far under the net to make an easy catch. As Rachel lunged awkwardly for the ball and knocked it out of bounds, she shook her head and rolled her eyes. "Great pass," she murmured to herself.



"Rachel, get in the game," shouted her coach and older sister, Carla.

Rachel's eyes darted to her coach, then to Number 12, the player she was supposed to defend. Number 12 raced up the court, received a pass, launched the ball, and scored three points all in the blink of an eye. Rachel sighed heavily, her shoulders sagging, as she lumbered down the court. "Lucky shot," she whispered as Number 12 went back down the court.

On the next possession, Rachel got the ball and ran down the court dribbling. But as she prepared for a superstar shot, Number 12 reached and dislodged the ball from Rachel's hands. As the ball bounced down the court, Number 12 raced down the court in full pursuit, lassoed the ball, dribbled to the basket, and scored two more points.

"Time out," Carla called to the referee as she shot a concerned look at her sister. The referee blew his whistle and the two teams went to the sidelines. Rachel kicked her team jacket that rested on the floor by the team's bench.

Carla approached her younger sister quietly. "Rachel, what's going on with you? You're not playing well at all. In fact, you look as if you're ready to throw in the towel."

Rachel kicked the jacket again, her left shoe squeaking across the floor. "Well, I'm not sure, but it might have something to do with the fact that this is the last game of the year and we've only managed to win two games all season."

"Well, if you decide to adopt a losing attitude to go with the losing record, then you will never learn to win," Carla said. "And, I know a thing about losing. Remember my high school team? We didn't win a single game in two years. It feels lousy when you lose, but when you win, all those feelings about losing go away." Carla paused a moment and laughed. "You can trust me on that."

A cautious smile inched across Rachel's face. She wasn't too sure about her sister's advice, but after listening to her she did realize one thing—winning two games for the season would be better than winning none. If ending the year on a positive note helped build that optimism for next year, then Rachel would give a last ditch effort.

Identifying Author's Purpose

1. What is the author's purpose in the first paragraph?
- Ⓐ to show why Rachel was frustrated
 - Ⓑ to persuade readers that Rachel was an excellent player
 - Ⓒ to explain why Rachel wasn't playing well
 - Ⓓ to describe Rachel's attitude

Interpreting Figurative Language

4. What does *throw in the towel* mean?
- Ⓐ "get in the way"
 - Ⓑ "come to an end"
 - Ⓒ "become annoyed"
 - Ⓓ "give up"

Identifying Author's Purpose

2. The story was written mainly to
- Ⓐ describe how a basketball game is played.
 - Ⓑ entertain readers with a story that teaches a lesson.
 - Ⓒ explain the role of a coach in a basketball game.
 - Ⓓ convince readers that losing doesn't matter.

Summarizing

5. What is the main problem in the story?
- Ⓐ A girl is frustrated that her basketball team has had a losing season.
 - Ⓑ A coach is very upset that one of her players is not playing up to her ability.
 - Ⓒ A team tries to adopt a winning attitude for the final game of the season.
 - Ⓓ A basketball player makes one mistake after another on the court.

Interpreting Figurative Language

3. A *last ditch effort* is
- Ⓐ a final attempt.
 - Ⓑ a losing attitude.
 - Ⓒ a sudden awareness.
 - Ⓓ thoughtful advice.

Summarizing

6. Which of these best summarizes the story?
- Ⓐ A basketball team suffers one loss after another.
 - Ⓑ A coach becomes upset with a basketball player who is not playing up to her ability.
 - Ⓒ A girl decides to change her losing attitude during a frustrating basketball game.
 - Ⓓ A basketball player almost loses a game for her team because she has a losing attitude.



Read this history article about the struggle for women’s rights. Then answer questions about the article. Choose the best answer for Numbers 7 through 12.

In the United States, the fight for women’s rights, particularly the right to vote, was a long struggle. It began as an organized movement in 1848 in Seneca Falls, New York. The first Women’s Rights Convention met there to discuss the social, civil, and religious rights of women. Elizabeth Cady Stanton was one of its organizers. She presented the Declaration of Rights and Sentiments. This document established the goals of the women’s rights movement well into the twentieth century.

The Declaration of Rights and Sentiments stated that women were equal to men and deserved to be treated as such under the law. It demanded women’s equality in education, commerce, industry, the professions, and public affairs. It demanded that women have equality in marriage, including the right to own property and keep their wages. Most of all, the declaration stressed women’s right to vote.

When the Declaration of Rights and Sentiments was presented to the convention, not everyone agreed with it. Some didn’t believe that women should have certain rights at all. The right to vote was the most controversial.

By 1860, Susan B. Anthony and other women had won some rights for married women. But this was in the state of New York, not on a national level. Married women had the right to own property, control their own money, and have charge over their children. Several other states passed similar laws. However, women still had not obtained the vote, and some women feared that obtaining this right was an eternity away.

During the Civil War, women’s rights leaders focused on the abolition of slavery and the rights of African Americans. In the process, some of the legal gains that women had achieved on the state level were lost.

After the war, two amendments were proposed to the Constitution. The amendments extended rights to former slaves. In 1868, the Fourteenth Amendment recognized all persons born or naturalized in the United States as citizens. It also protected the right to vote of all male citizens. Two years later, the Fifteenth Amendment guaranteed African Americans the right to vote.

Anthony, Stanton, and their supporters refused to support the Fifteenth Amendment because it did not include women. Other women’s rights leaders, including Lucy Stone and Julia Ward Howe, believed that they should bide their time. They believed that women would not gain the vote until African American men had gained it.

As a result, the women’s rights movement split into two organizations with differing goals. Anthony led the National Woman Suffrage Association. This group pressed for voting rights on the federal level. Stone led the American Woman Suffrage Association. This group sought voting rights state by state. But by 1890, only a handful of states had approved the ballot for women. The two organizations merged into one movement, the National American Woman Suffrage Association.

As the nineteenth century came to a close, younger women, including Carrie Chapman Catt and Alice Paul, took the place of earlier leaders. These strong women persevered. Finally, in 1920, Congress passed the Nineteenth Amendment, granting all women the right to vote.



Elizabeth Cady Stanton

Identifying Author's Purpose

7. The article was written mainly to
- Ⓐ describe life for women during the nineteenth and twentieth centuries.
 - Ⓑ inform readers about major events in the fight for women's rights.
 - Ⓒ entertain readers with enjoyable stories about brave leaders.
 - Ⓓ persuade readers to join the women's rights movement.

Interpreting Figurative Language

10. The phrase *was an eternity away* is an example of
- Ⓐ hyperbole.
 - Ⓑ personification.
 - Ⓒ a simile.
 - Ⓓ a metaphor.

Identifying Author's Purpose

8. The author's purpose in paragraph 2 is to
- Ⓐ provide background information about women's rights in education.
 - Ⓑ explain the content of the Declaration of Rights and Sentiments.
 - Ⓒ convince readers that women and men are equal.
 - Ⓓ share a personal story about Elizabeth Cady Stanton.

Summarizing

11. What happened next after the Fifteenth Amendment was passed?
- Ⓐ African Americans began to fight for the right to vote.
 - Ⓑ Two women's rights organizations merged into one movement.
 - Ⓒ The women's movement split into two separate groups.
 - Ⓓ Women won the right to vote in all states.

Interpreting Figurative Language

9. In the article, *bide their time* means
- Ⓐ "do without hurrying."
 - Ⓑ "act before a certain date."
 - Ⓒ "wait until the right moment to carry out a plan."
 - Ⓓ "delay action until everything is planned and everyone is ready."

Summarizing

12. What is the best summary of the article?
- Ⓐ Political movements eventually lead to conflict.
 - Ⓑ After a long struggle, the women's movement eventually achieved voting rights for women.
 - Ⓒ Voting rights were the most controversial issue of the women's movement.
 - Ⓓ Everyone involved in the women's movement agreed that voting rights were important.