

# **★ Texas Test Support**



**GRADE 3** 

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## **Introduction to Texas Test Support**

This book is designed to reinforce and provide additional practice for the Texas Essential Knowledge and Skills (TEKS) that are eligible for assessment on the Grade 3 STAAR Reading test and the Grade 4 STAAR Writing test.

The book includes sections that familiarize students with the types of passages and items they may encounter on the STAAR Reading and Writing tests. For additional practice with full-length tests, use the **Texas Treasures Benchmark Assessments.** 

The reading sections in this book are aligned directly with the TEKS that are eligible for assessment on the Grade 3 STAAR Reading test. The writing sections address Grade 3 Writing TEKS that closely correspond to the TEKS eligible for assessment on the Grade 4 STAAR Writing Test. Each section includes a review of the skill and a passage with items to practice the skill.

Each Reading section includes:

- A review of the skill
- Multiple-choice and/or short-response review items
- A practice reading selection in STAAR format and style
- Multiple-choice items in STAAR format and style

Each **Writing: Revising and Editing** section includes:

- A review of the skill
- Multiple-choice and/or short-response review items
- A practice selection that represents student writing with errors in STAAR format and style
- Multiple-choice items in STAAR format and style

The two **Writing: Written Composition** sections include:

- A review of composition skills with an introduction to the writing prompts found on the Grade 4 STAAR Writing test
- Short-response review items
- 4 personal narrative writing prompts in STAAR format and style
- 4 expository writing prompts in STAAR format and style

## How to Use This Book

Each section in *Texas Test Support* addresses a specific skill to provide students with a chance for review and practice. You may choose to follow the order in which the sections appear, or you may prefer to move between the Reading and Writing sections. Alternatively, when other *Treasures* assessments indicate a need for further instruction in specific skill areas, you may choose the sections of this book that address those needs.

This book is not intended to be used as an assessment tool. Rather, its purpose is to provide review and practice with specific isolated tested skills and to familiarize students with the skills and questions they may encounter on the Grade 3 STAAR Reading test and the Grade 4 STAAR Writing test. Its administration can therefore be viewed as instruction as opposed to formal assessment. Review Answer Keys begin on page 221.

#### **Practice Answer Keys** begin on **page 228.** Use the **Scoring Charts** on **pages viii and ix** to record your students' scores on the practice questions. These charts can help you track the sections the students have completed, as well as your students' overall mastery of each skill.

## Answer Sheets are provided on pages 216 and 217.

For the writing prompts, **Planning Pages** and an **Answer Document** are provided on **pages 218–220.** Please note that the Written Composition portion of the Grade 4 STAAR Writing test now allows only ONE page for student responses. If a student submits a longer composition, only the first page of content will be scored.

## **Reading Scoring Chart**

<b>READING Tested Skills</b>	Assessed ELAR TEKS	# Correct	Notes
Reporting Category I: Understanding Across Genres			
Prefixes and Suffixes	3.4(A)	/ 6	
Context Clues	3.4(B)	/ 6	
Multiple-Meaning Words	3.4(B)	/ 6	
Synonyms and Antonyms	3.4(C)	/ 6	
Homographs and Homophones	3.4(C)	/ 6	
Reporting Category 2: Und	lerstanding and Analysis	of Literary Te	cts
Ask and Answer Questions	3.2(B)	/ 6	
Theme	3.5(A)	/ 6	
Elements of Poetry	3.6(A)	/ 6	
Plot	3.8(A)	/ 6	
Character	3.8(B)	/ 6	
Elements of Literary Nonfiction	3.9	/ 6	
Sensory Language	3.10(A)	/ 6	
<b>Reporting Category 3: Und</b>	lerstanding and Analysis	of Information	nal Texts
Author's Purpose	3.12	/ 6	
Main Idea and Details	3.I3(A)	/ 6	
Draw Conclusions	3.I3(B)	/ 6	
Cause and Effect	3.13(C)	/ 6	
Text Features	3.13(D)	/ 6	
Graphic Features	3.15(B)	/ 6	
Reporting Categories 2 and 3: Cross-Category Skills			
Media Literacy	3.16	/ 6	
Make Inferences	Fig. 19(D)	/ 6	
Summarize	Fig. 19(E)	/ 6	
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## Writing: Revising and Editing Scoring Chart

<b>REVISING AND EDITING Tested Skills</b>	ELAR TEKS	# Correct	Notes
Reporting Category 2: Revision			
Revise for Organization	3.17(C)	/ 6	
Reporting Category 3: Editing			
Verbs	3.22(A)(i)	/ 3	
Nouns	3.22(A)(ii)	/ 3	
Adjectives	3.22(A)(iii)	/ 3	
Adverbs	3.22(A)(iv)	/ 3	
Prepositions and Prepositional Phrases	3.22(A)(v)	/ 6	
Possessive Pronouns	3.22(A)(vi)	/ 6	
Coordinating Conjunctions	3.22(A)(vii)	/ 6	
Transitions	3.22(A)(viii)	/ 6	
Complete Subjects and Predicates	3.22(B)	/ 6	
Subject-Verb Agreement	3.22(C)	/ 6	
Capitalizing Geographical Names and Places	3.23(B)(i)	/2	
Capitalizing Historical Periods	3.23(B)(ii)	/2	
Capitalizing Titles of People	3.23(B)(iii)	/2	
Apostrophes in Contractions and Possessives	3.23(C)(i)	/ 3	
Commas in Series and Dates	3.23(C)(ii)	/ 3	
Spelling	3.24	/ 6	
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**Grade 3** 



# Reading

# **Reporting Category 1 Understanding Across Genres**



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## Section 1: READING Review Prefixes and Suffixes

A **prefix** is added to the beginning of a word to make a new word. For example, the prefix *re*- means "again." Add this prefix to the word *view* and you have *review*, which means "view again." A **suffix** is added to the end of a word to make a new word. The suffix *-less* means "without." The word *painless* means "without pain."

Read each paragraph. Then answer the question.

Ms. Arroyo gathered the class in front of the entrance to the zoo. "Today we are going to see a butterfly garden," she said. "Hundreds of beautiful butterflies will be flying free, all around you."

- 1 The word beautiful in this paragraph means
  - A wanting beauty
  - B full of beauty
  - **C** without beauty
  - **D** losing beauty

Nahoko was home in bed with a cold. She would be <u>unable</u> to go to the birthday party.

- 2 The word unable in this paragraph means
  - A not able
  - **B** in a way that is able
  - C able again
  - **D** seeming to be able

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#### Read the selection. Then choose the best answer to each question.

### **A Perfect Match**

- 1 Every spring, Paul's school set aside one morning for a kite-flying competition. Paul was excited about this year's contest because he had made a special kite. It was red and black and shaped like a bat. Paul was good at working with his hands. He worked a long time on the kite and made sure it was perfect.
- 2 Jacob was the biggest and fastest boy in his class. He could outrun, outkick, and outclimb his classmates. He <u>quickly</u> threw together a kite made of newspaper at the last minute, finishing just in time for the contest.
- 3 When the big day came, everyone took a kite out to the playground. Paul and Jacob's teacher, Ms. Melvin, began pairing classmates. She paired Paul with Jacob. Paul looked at Jacob's messy kite. Jacob looked at Paul's perfect kite. Ms. Melvin sensed that the boys were unhappy. She explained to them that often the best partner is someone with talents different from your own.
- 4 Paul held up his kite, and a <u>powerful</u> gust of wind lifted it high into the air.
- 5 "Look how high my kite is!" he called to Jacob. "This is so much fun."

- 6 Jacob didn't say anything, but he seemed to <u>disagree</u>. Paul didn't understand why Jacob wasn't as excited as he was. Then he noticed Jacob's kite on the ground with its string tangled in knots. Paul reeled in his kite and went to help.
- 7 "It's no use," said Jacob. "It's a mess."
- 8 "No, it's not," said Paul in a cheerful voice. "I know how to untie tangles like this." He showed Jacob how to loosen the knots, and they got the kite string <u>untangled</u> in no time. A few minutes later, both kites were soaring higher than any of the others.
- 9 "Thanks," said Jacob, smiling at Paul. "You're a good teacher!"
- 10 As the kites soared higher and higher, Paul's kite began to dip and sway. Then it fell and got stuck in the branches of a tall tree. Paul stood by sadly. The tree was too tall for him to climb. The kite would tear if he tried to loosen it by tugging on the string.





- Jacob noticed that Paul's kite was not flying. He looked over and saw Paul standing under the tree and looking <u>hopeless</u>. Jacob reeled in his kite and ran to the tree. He grabbed the lowest branch, pulled himself up, and began to climb. When he reached the branch where the kite was stuck, he grabbed it and lifted slowly. When the kite was free from the branch, Jacob held it high above his head. The wind caught the kite and took it higher and higher.
- 12 At the end of the competition, Ms. Melvin pinned a first prize ribbon on Paul's shirt.
- 13 "I think this is a misunderstanding," Paul said softly, handing the ribbon back to Ms. Melvin. "If it weren't for Jacob, my kite would still be stuck in a tree."
- 14 Ms. Melvin looked at Jacob. "No," said Jacob. "If Paul hadn't untangled my string, my kite would still be on the ground."
- 15 Ms. Melvin looked at both boys and smiled. She told Paul and Jacob they could share the ribbon.
- 16 "You both win," she said. "You were a good team."
- 17 Jacob beamed. "Paul's good with his hands, and I'm good at climbing."
- 18 "What makes us different made us good partners," said Paul.



- 1 In paragraph 2, the word quickly means
  - A in a slow way
  - **B** the quickest one
  - C in a fast way
  - D the best one

- 2 What does the word powerful mean in paragraph 4?
  - A Power again
  - B Without power
  - C Needing power
  - D Full of power

- 3 In paragraph 6, the word disagree means
  - A agree
  - B not agree
  - C agree badly
  - D agree slowly



- 4 In paragraph 8, what does the word untangled mean?
  - A Not tangled
  - B On an angle
  - C To try to untangle
  - D To tie in knots

- **5** What does the word hopeless mean in paragraph 11?
  - A Full of hope
  - **B** Hoping again
  - **C** Hoping badly
  - **D** Without hope

- 6 In paragraph 13, what does misunderstanding mean?
  - A A fight
  - B A mistake
  - **C** A joke

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D A lesson



When you read, you may come across a word that you do not know. If this happens, you can sometimes use **context clues** to figure out what the word means. Context clues are words or phrases around an unknown word. They can give you hints that help you to figure out the meaning of the word.

Context clues may take different forms. For example, authors sometimes include definitions and examples in a paragraph. They may also include synonyms or antonyms that can help you figure out the meaning of a word.

#### Read each paragraph. Then answer the questions.

I was sitting in the park one day last summer. I saw a small bird flying from flower to flower. It had rapidly <u>fluttering</u> wings. They moved so fast that they were hard to see. I was told that it was a hummingbird. Its wings beat 50 times per second.

- 1 In this paragraph, the word fluttering means
  - A leaping over something
  - B moving backward quickly
  - C waving or flapping quickly
  - **D** moving forward slowly

What context clues did you use to define fluttering?

One day, a hare challenged a tortoise to a race. Early in the race, the hare was far ahead. So he decided to take a nap. The tortoise trudged on. Soon, he slowly passed the sleeping hare.

- 2 In this paragraph, the word trudged means
  - A raced
  - B hopped
  - C walked quickly
  - **D** slowly moved

What context clues did you use to define trudged?

The people in our neighborhood have turned an empty lot into a very special place. First, we decided what kinds of flowers to grow. Then, we planted <u>daffodils</u>, daisies, and other flowering plants. During the summer, people came to visit our garden.

- 3 In this paragraph, the word daffodils means
  - A vegetables
  - **B** flowering plants
  - **C** large bushes
  - **D** flowering daisies

What context clues did you use to define daffodils?



Read the selection. Then choose the best answer to each question.

### Grandpa Needs My Help

- A funny thing happened the last time I visited my grandfather. He greeted me at the door, but he didn't even say hello. Grandpa always says hello and gives me a huge hug. Last time, though, all he said was, "Oh, Todd. Thank goodness you're here. I need your expert assistance!" Then he rushed me through the doorway and into his living room. He immediately asked me for help.
- 2 "You have had your computer for a long time, right?" he asked. "And you've had a cat for a couple of years too?"
- *3* I nodded. I used my computer at home all the time, and there were computers in my classroom as well. My cat was two years old now, and I was the one who made sure he had plenty of food to eat and water to drink. I wondered what my computer and my cat, Jack, had to do with what was bothering Grandpa.
- I looked around Grandpa's house. Everything looked the same. Then I walked into his den and couldn't believe what I saw. There was a computer sitting on Grandpa's desk. As I took a step, I noticed a fluffy kitten sitting on the desk beside the computer. The kitten was playfully pawing at some loose wires hanging out of a box.
- 5 Grandpa said that he had just <u>purchased</u> his computer and was eager to use it. He told me he had bought it yesterday in town and thought it would be easy to set up. He also had just adopted his kitten.





- 6 "I thought the computer would keep me busy and the kitten could keep me company," said Grandpa. "But I don't understand either one of them."
- 7 I thought that the kitten looked a lot like Grandpa. It had gray hair just like his. He was smaller than Jack, but I thought about what Jack was like when he was little. I watched the kitten roll around on the desk and get tangled in wires and papers. Grandpa looked at me and shook his head.
- 8 "I didn't realize this little cat would be so happy playing with wires and paper. And I had no idea this computer didn't come <u>assembled</u>," said Grandpa. "I've been going crazy trying to figure out what goes where and how to put it all together. Half the words in the instructions make no sense to me."
- *9* Grandpa pointed to a few sentences in the booklet that came with the computer. "Please read that, Todd," he said.
- *10* I read the sentences aloud. "Plug in the mouse. Then turn on your hard drive."
- "I can't do it," he wailed. "I don't understand what a mouse has to do with a computer. And I didn't know you had to drive this machine. Also, every time I move the wires, the cat starts grabbing for them. Why won't that silly cat sit still?"
- 12 "Oh, Grandpa!" I said. "You have a lot to learn about computers and cats. I'd be glad to help you. But first, let's find something for your kitten to do."
- 13 I picked up the kitten and brought him into the kitchen. I filled a small bowl with pieces of dry cat food and put the cat down beside it. While he ate, I filled another small bowl with clean, cool water. Then I saw two small cat toys on the kitchen table. They were unopened.



- "I asked. "I think they will keep your new kitten's <u>concentration</u> while we are busy getting your computer set up." Grandpa agreed, and I pulled open the packages. As soon as I saw that the kitten was busy pushing the toys around the floor, I went into the den. "Now let's get your computer running," I said, smiling.
- 15 Within a few minutes, I was teaching Grandpa how to send an email and research kittens on the Internet. "This is a lot easier than I thought," he said happily. "And after I find and learn some facts about how to take care of my new cat, I will be ready for a puppy."
- 16 He winked at me, and we laughed. We both knew that the computer and his new kitten would be enough to keep Grandpa busy for quite a while.





- 1 What does the word assistance mean in paragraph 1?
  - **A** Difficulty
  - **B** Promise
  - C Help
  - **D** Clue

- **2** Which words in paragraph 5 help the reader understand the meaning of the word purchased?
  - A eager to use
  - **B** bought
  - c easy to set up
  - **D** adopted

- 3 In paragraph 8, the word assembled means
  - **A** put together
  - B took apart
  - **C** got for free
  - **D** paid for



- **4** Based on the words *machine* and *wires*, what does the word <u>mouse</u> mean in paragraph 11?
  - A An old friend
  - **B** A toy for a cat
  - C An easy game
  - **D** A computer tool

- 5 In paragraph 14, the word concentration means
  - A trouble
  - **B** attention
  - C disappointment
  - D announcement

- 6 In paragraph 15, which words help the reader understand the meaning of research?
  - A easier than I thought
  - B a few minutes
  - **C** will be ready for
  - D find and learn some facts

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## Section 3: READING Review Multiple-Meaning Words

Many words have more than one meaning. These words are called **multiple-meaning words.** Context clues in the words and sentences around a multiple-meaning word can help you decide which meaning is used.

Think about how the word is used. Is it a noun or a verb? **Homographs** are words that are spelled the same way but have different meanings. Sometimes they are also pronounced differently. You can *bow* in front of someone to show respect. You tie a *bow* on a box with ribbon. The first example is a verb. The second example is a noun. Remember, too, that sometimes you have to read an entire paragraph to find the clue. The clue may not be in the same sentence as the multiple-meaning word.

## Use clues in each paragraph to determine the meaning of the underlined word.

Danny was <u>present</u> when the members of our club decided to help out at the school library this Saturday. I remember seeing him. Now he cannot go. He says he promised a friend he would go to the movies with him.

- 1 In this paragraph, the word present means
  - A a gift
  - **B** happening now
  - C in a certain place
  - **D** to introduce someone

I always look forward to visits from Uncle Jack and Aunt Evelyn. They like to <u>shower</u> me with attention. Last year when they came, they took me to the zoo and a movie, all in the same day! Aunt Evelyn told me that when they arrive next week they are going to take me out to a baseball game. I can't wait!

- 2 In this paragraph, the word shower means
  - A to give generously
  - **B** a large number of meteors
  - **C** a light rain
  - D a party for someone

My cousins and I always have fun together. Sometimes we play checkers, and last week my cousin Juan taught me how to play chess. Today Juan told me he wanted to show me the rules for a new sport he had learned in school. I said, "I'm <u>game</u> for anything!" I listened and watched as Juan showed me how to hold the ball. Then I was ready to play. We played all afternoon at the park behind my house.

- 3 In this paragraph, the word game means
  - A a wild animal
  - **B** a scheme or trick
  - C a match between teams
  - D ready to act



Read the selection. Then choose the best answer to each question.

### **Breakfast for Bernie**

- Marcella hurried to the kitchen as soon as she woke up. She stood by the open window and took a long, deep breath. The air here smelled more clean and fresh than the air at home. It was aromatic and smelled like fresh-baked bread, flowers, and grass. Even the sunlight was different here. It seemed brighter and more golden. Marcella was spending the summer at her cousin Lupe's farm, and she couldn't wait to help feed the animals.
- 2 "We can take these to Bernie after we finish eating breakfast," said Lupe. On the floor beside the table was a bucket filled with table scraps. In the soupy mush, Marcella could see ears of corn, yellow squash, meat scraps, and leftovers from last night's dinner.
- *3* "Yuk!" said Marcella, wrinkling her nose. "Who's Bernie?"
- 4 Lupe laughed. "He's our spotted hog. He loves this stuff."
- 5 After they ate, Marcella and Lupe carried the heavy bucket together. As they walked, Marcella looked at all the animals. She spotted a baby calf peeking out from behind its mother. She gazed at two small lambs walking unsteadily across the grassy field. She saw a <u>litter</u> of baby kittens in a large basket near the barn. Beautiful fields of wheat stretched for miles. The sky was a shade of deep blue, almost purple. It was a color Marcella had never seen in the sky before. The farm was very different from the ten-<u>story</u> apartment building where she lived in the city.



- 6 "This is Bernie," said Lupe as they neared a huge hog in a wooden <u>pen</u>. The hog stood quietly waiting for his breakfast. He flicked his ears when flies buzzed around him. He wrinkled his nose and snorted as he anticipated, or awaited, his breakfast.
- 7 "Wow! He's really big," exclaimed Marcella.
- 8 "Don't get too <u>close</u> to the pen," warned Lupe. "Bernie weighs over 400 pounds, and he would squash your toes flat if he stepped on them."
- 9 The girls emptied the bucket into the pen, and Bernie began munching happily. The hog ate so quickly that he only had time to let out a few joyful snorts of thanks between huge gulps of breakfast slop. As they headed to the barn to get feed for the chickens, Marcella thought of her older brother Arturo. He stayed home because he had a summer job at the grocery store.





- 10 "Arturo would really like it here. I'd like to write to him later and tell him all the fun things we're doing," she told Lupe. "Can you lend me a pen and some paper?"
- 11 "Sure," said Lupe. "I'll help you think of things to write. You could even send him the recipe for Bernie's special breakfast!"
- 12 After a morning of meeting and taking care of all the animals, Marcella sat on the back steps of the house and rested. Stretching in the shade and leaning against the kitchen screen door, she began to write to her brother about her first morning on the farm. Lupe came out of the kitchen with two glasses of cold milk and joined Marcella. Together they drew pictures of the animals to send with the letter. The best picture was made by taping six pieces of paper together to make a giant-sized drawing of Bernie and his breakfast.
- "Well, if Arturo can't come to the farm," said Marcella, "then we will send a part of the farm to him! And maybe someday he will be able to come for a visit, too."



- 1 Which meaning of the word fresh is used in paragraph 1?
  - A Newly made or gathered
  - B Crisp or refreshing
  - **C** Not salty
  - D Rude or impolite

- 2 In paragraph 5, the word litter means
  - A bits or scraps of paper or other garbage
  - **B** a stretcher for carrying a sick or injured person
  - C a group of animals born at the same time
  - D to scatter bits of garbage around an area

- **3** Which meaning of the word story is used in paragraph 5?
  - A A lie
  - B A telling of something that happened
  - C A tale made up to entertain people
  - D A level or floor of a building



**4** Read the dictionary entry below for the word pen.

pen \pen\ noun

- I. a fenced yard for animals
- 2. any small closed area
- **3.** a thin tool for writing
- 4. a female swan

Which definition best fits the meaning of the word pen as it is used in paragraph 6?

- A Definition I
- **B** Definition 2
- **C** Definition 3
- D Definition 4
- 5 In paragraph 8, the word close means
  - A end
  - B shut
  - **C** near
  - D crowded
- 6 In paragraph 12, which words help the reader know that the word glasses means "containers for liquid"?
  - A of cold milk
  - B After a morning
  - **C** six pieces of paper
  - **D** Together they drew



# Section 4: READING

#### **Synonyms and Antonyms**

**Synonyms** are words that have the same or similar meanings. **Antonyms** are words that have opposite meanings. Antonyms and synonyms can help you figure out unfamiliar words. Use context clues to figure out if an unfamiliar word is a synonym or antonym of a word you already know.

#### Read the paragraph. Find the synonym for the underlined word.

- 1 Even though I attempted to win the race, I still lost. Oh, well. I guess I'll have to practice and enter again next year.
  - A Failed
  - **B** Tried
  - **C** Ran
  - **D** Won

#### Read the paragraph. Find the antonym for the underlined word.

- 2 We had a great time at the beach. Tanya thought up a contest to see who could find the most shells in 15 minutes. Sunita won. She collected the most shells in the <u>smallest</u> amount of time.
  - A Mixture
  - **B** Small
  - C Least
  - **D** Largest



#### Read the selection. Then choose the best answer to each question.

### Save the Pond!

- When Sonia was a little girl, she loved to play at Davis Pond. Her <u>favorite</u> time of the year was spring because that was when she and her mother could visit the pond and see all the fuzzy baby ducklings that had been born. Now that Sonia was a little older, the pond was still the best place to go for walks.
- 2 "Look!" Sonia cried out. "Ducklings!"
- *3* "Oh, they are so cute," said Sonia's friend, Russell. "Look at them following their mother."
- 4 "Mama! Come see!" Sonia shouted.
- 5 Mama had a frown on her face as she looked at a sign planted in the grass. The huge, red letters on the sign announced: "COMING SOON: NEW FAIRSIDE TOWN POOL!"
- 6 "That sign wasn't there before," said Sonia. "Why does the town want to put a pool here?"
- 7 "What will happen to our pond?" asked Russell.
- 8 "It will have to be filled in," said Mama. "People cannot swim in this water. It's muddy, and there are too many plants."
- 9 Sonia looked over at a small duck waddling near the edge of the water. "Ducks need water, too!" she cried. "It's not fair! We can go somewhere else to swim, but this pond is home for the ducks."
- 10 Sonia's mother suggested that Sonia and Russell talk to their teacher. So on Monday, Russell and Sonia told their teacher, Mr. Wendell, about the sign at Davis Pond. He thought they could write letters to the mayor of the town.

- 17 "We will tell him how the kids in our class feel," he said.
- 12 That afternoon, all of the students wrote letters to the mayor. They said they thought the pond was more important than a swimming pool. They said they wanted the ducks to keep their home. Mr. Wendell wrote a letter, too. So did the principal, Ms. Scott.
- 13 One week later, they got a reply.
- 14 The mayor thanked the students for writing letters about the pond. He told them he thought the people in town wanted a new pool. He told the students they could write a petition, or a special letter, asking that the pond be saved.
- 15 "In your petition," said the mayor, "ask the town not to build the pool. If other people agree with you, they can sign the petition."
- 16 The mayor told Mr. Wendell that the students would need to get 500 people to sign it. Some should be children, and some should be adults.
- 17 "Bring me the petition when it is finished," said the mayor. "That would show me that the people in town would rather keep Davis Pond than have a new swimming pool."





- 18 Mr. Wendell looked at the class after he read them the letter. "I think writing a petition is a great idea, but getting 500 people to sign it will be a lot of work. Do you think you can do it?"
- 19 Everyone in class nodded.
- 20 That day, the students wrote the letter together. Mr. Wendell typed the petition and added spaces where people could sign their names. Then, during recess for the next few days, Sonia and Russell <u>hurriedly</u> brought the petition around the school. Many students and teachers added their names. After that, students brought home copies and asked more people to sign. Sonia's mother even took it to the office where she worked. The people she worked with signed it, too.
- 21 After a few weeks, Sonia counted 485 names. They just needed 15 more people to sign.
- 22 After school, Sonia and her mother went to visit some of their neighbors. More people added their names.
- 23 "We just need two more people," said Sonia. "Who else?"
- 24 Sonia couldn't think of anyone who did not sign the petition. Suddenly she looked up at Mama and smiled. "Can we go to Russell's house?"
- 25 When they got to Russell's house, Sonia talked fast.
- 26 "Our petition is incomplete. We need two more names and I know two names that are missing," she said. She handed the letter to Russell. "Yours and mine. How could we forget?" she said. "Let's add our names so the letter will be finished."
- When the mayor got the petition, he kept his word. Davis Pond was saved, and the town pool was built in a different place. The ducks still live at the pond today.



- 1 Which word in paragraph I means almost the same as favorite?
  - A visit
  - B best
  - **C** spring
  - **D** fuzzy

- 2 Which word is a synonym for the word looked in paragraph 9?
  - A Hid
  - B Walked
  - C Reached
  - D Glanced

- **3** Which word in paragraph 16 is an antonym for adults?
  - A children
  - **B** mayor
  - **C** people
  - D should



- 4 Which word is closest in meaning to the word hurriedly in paragraph 20?
  - A Slowly
  - **B** Quickly
  - C Carefully
  - **D** Mostly

- 5 Which word in paragraph 26 means the opposite of incomplete?
  - **A** missing
  - **B** finished
  - **C** letter
  - D forget

- 6 Which word is a synonym for the word saved in paragraph 27?
  - A Rescued
  - **B** Ruined
  - C Built
  - **D** Discovered



# Section 5: READING Review Homographs and Homophones

**Homographs** are words that are spelled the same but have different meanings, such as the noun *bat* (a flying animal) and the verb *bat* (to hit something). **Homophones** are words that sound the same but are different in meaning and spelling. For example, *to, too,* and *two* have the same pronunciation but are spelled differently and have different meanings. Use context clues to figure out the meanings of homographs and homophones.

#### Read each paragraph. Then answer the question.

After she lays her eggs, a mother duck sits <u>down</u> in her nest. Her soft down keeps the eggs warm.

- 1 The underlined words are examples of
  - A synonyms
  - **B** homographs
  - **C** homophones
  - **D** antonyms

Many people like to <u>buy</u> bread and take it to a duck pond. Then, as the ducks swim <u>by</u>, the people throw pieces of bread into the water.

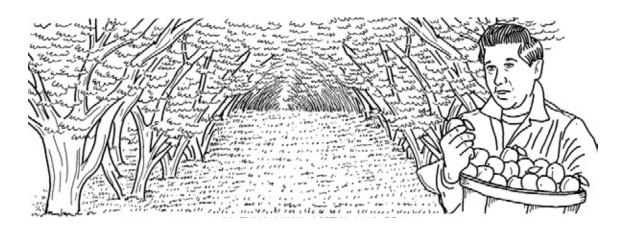
- 2 Are the underlined words homophones or homographs?
- 3 Which of the two underlined words means "to purchase at a store"?



### The Harvest

- 1 Fall is an exciting time for many reasons. In some parts of the country, the leaves change color and fall to the ground. Then people rake the leaves into piles and play in them.
- 2 Another exciting thing about autumn is that it is harvest time. This is when people gather and pick all of the vegetables and fruits that ripened over the spring and summer. From backyard gardens to large farms, people are hard at work—and ready to eat some of what they pick!
- 3 It is important to harvest fruit when it is ripe but not *too* ripe. For example, pears must be picked before they are completely ripe. Otherwise, they are too mushy by the time they get eaten. Farmers have a few ways to tell if a pear is ripe enough to be picked. If they twist the pear and the stem snaps right off the branch, it is time to pick the pears. If pears start falling off the tree on their own, they have probably gotten too ripe. If you need to pull hard on the pear, or if you need to use a pair of scissors to cut it off, the pears are not ripe enough.
- 4 The beet is a nutritious vegetable. It can be harvested until late fall, right until the frost starts. You can't beat the variety of a beet's colors, from deep red to bright yellow to red-and-white striped. Common types of beets have fun names like ruby queen, early wonder, gladiator, and red ace.

- 5 Apple picking is a favorite fall activity across the country. Nothing says "fall" like the smell of an apple pie or the crisp feel of a bite into a raw apple. There are hundreds of types of apples, and more are being invented each year. If you go to an orchard, you can pick apples by the pail or by the bag.
- 6 The best way to tell if an apple is ripe is by its color. Some types of apples become deep red when ripe, while others are medium red, <u>pale</u> green, or yellow. If you are in doubt, ask the person in charge of the orchard. If you are going to eat the apples right away, you can let them ripen on the tree first. If you are going to save them for later, however, you have to pick them before they are completely ripe.
- Z Like beets, broccoli can be harvested as late as the first light frost. Types of broccoli include the green comet, the green goliath, and the cruiser. If you plant each kind, you will figure out which one you like most. Broccoli should be planted about 55 days before harvest time. It should be harvested before the plant begins to flower.
- 8 This is just a brief introduction to the many plants that finish their life cycles—and end up on our plates—in the fall. The next time September comes around, get outside and be part of the harvest!





- 1 In paragraph I, the underlined words are homographs. In the phrase "fall to the ground," the word fall means
  - **A** to turn around quickly
  - **B** a big gush of water
  - C to move downward
  - D the season before winter

- 2 The word <u>sum</u> is pronounced the same as the word <u>some</u>, which appears in paragraph 2. This means that some and <u>sum</u> are
  - A homophones
  - **B** nouns
  - C homographs
  - D spelled the same

- 3 In paragraph 3, what does the word pear mean?
  - A set of two
  - **B** A fruit
  - C To cut off
  - **D** Unripe



GO

- 4 In paragraph 4, what is one way that the words <u>beet</u> and <u>beat</u> are different?
  - A Beet is a synonym, but beat is only an antonym.
  - **B** Beet means "to win over," and beat means "a vegetable."
  - **C** Beet and beat come from two different languages.
  - **D** Beet is a noun, and beat is a verb.

- **5** The underlined words in paragraphs 5 and 6 are homophones. What does the word pale mean in paragraph 6?
  - A Mature or ripe
  - **B** A container
  - C To become white
  - D Light in color

- 6 In paragraph 7, the underlined words are different in
  - A meaning
  - B length
  - C spelling
  - **D** pronunciation



Grade 3



# Reading

# **Reporting Category 2**

# **Understanding and Analysis** of Literary Texts



Graw Macmillan/McGraw-Hill

# Section 6: READING Review Ask and Answer Questions

It is helpful to **ask and answer questions** about what you read. This helps you to stay interested, to remember important information, and to tell other people about what you have read. Try asking and answering *who, what, where, when, why,* and *how* questions as you read.

### Read the selection. Then answer the questions.

Serena's dog, Max, greeted her every morning. Usually he would bark with excitement. One day, however, there was no sound. After Serena dressed, she began looking all over the house. Finally, Serena opened the back door. "Max!" she called. There was no answer.

Then Serena remembered how much Max loved the park. Serena and her father drove to the park. As Serena ran toward the spot where she walked Max, she saw a small dark form under a nearby tree.

1 What are two questions you would ask about this story?

- **2** Which question is answered in the story?
  - A How long has Serena had Max?
  - B Where does Serena go after looking out the back door?
  - C How often does Max go to the park?
  - **D** What happens after Serena sees a dark form in the park?



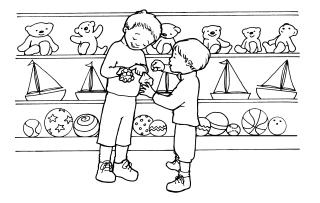
## Alex and the Toy Shop

- 1 Alex Koval walked into Mr. Howell's toy shop.
- *2* "Here to look at those roller skates again, Alex?" Mr. Howell asked.
- 3 "Yes, Mr. Howell." Alex had first seen the roller skates soon after his family came from Russia. Since they had been in New York, Alex did the same thing every day. On his way home from school, he ran past the fruit and fish carts until he arrived at the toy shop. He would always visit Mr. Howell and look at all the toys in the shop. The roller skates were his favorite.
- 4 "How was school today?" Mr. Howell asked.
- 5 "It was good, Mr. Howell," said Alex. "I have made many new friends."
- 6 "That is great," said Mr. Howell. "And how are your parents?"
- "They are very well," Alex said. He told Mr. Howell about Papa's tailor shop. Many customers were coming to have their clothes adjusted. Papa made the changes his customers asked for, and they were happy with his work.
- 8 Things really were good for Alex's family. They had arrived in the winter of 1906, just like many other families. Papa had started a business, and Mama did the washing for some of the neighbors. The Kovals had everything they needed.

- 9 In Russia, Alex had earned some money by delivering eggs. Now he wanted a job after school to buy things for himself.
- 10 All he really wanted was the roller skates. Summer was coming in a few short months. Alex pictured himself rolling through the neighborhood on the skates. If he could buy them, he could use them for a long time. The skates were just metal platforms with wheels under them that he could put on his shoes. They came with a key that he could turn to make them bigger. He could use them even after his feet grew. If he was careful, they could last for years!
- 11 How could he buy them? He had asked shop owners if they needed someone to help out. No one was hiring. Even Mr. Howell said he was doing fine on his own.
- 12 Suddenly, the bell attached to the door chimed. A woman came into the shop. She was holding the hand of a little boy. Alex thought the boy might be five years old. They were speaking Russian to each other.
- 13 "You can choose one toy for your birthday," the woman said to the little boy.
- 14 The boy looked around. "I don't know what to choose."
- 15 Mr. Howell was usually good at helping people buy toys, but now he stood quietly. Alex understood why. Mr. Howell did not understand what they were saying. He did not speak Russian.
- 16 "The marbles are a lot of fun," Alex said in Russian to the boy and pointed to the jar on the shelf. "They are very shiny, too." The boy looked at the sparkly, colorful balls. Alex explained the games that the boy could play with them.
- 17 "These are what I want, Mama!" the boy said. His mother paid for the marbles, and the two left the store happily.
- 18 "What did you say to the boy?" Mr. Howell asked.



- 19 "I just explained how to have fun with marbles," said Alex. "I thought he would like them."
- 20 "You just helped me make a sale," said Mr. Howell. "I have had other customers who did not speak much English. Sometimes it is hard for them to ask questions about things they want to buy. Thank you for your help."
- 21 "You're welcome, Mr. Howell." Alex was glad he had helped the boy and Mr. Howell, too.
- 22 "You know, maybe I could use some extra help in the afternoons," said Mr. Howell. "I would need someone who knew the store very well. It would have to be someone very polite. He would help me with the customers. He would have to speak English and Russian, though. Do you know anyone like that? Is there someone you know who would like a job?"
- 23 Mr. Howell looked at Alex and winked.
- 24 Alex grinned back at him. He could already feel those roller skates moving under his feet.





- 1 Which question is answered in paragraph 3?
  - A What time does Alex get out of school?
  - **B** For how many years have Alex and Mr. Howell known each other?
  - C How well do Alex and Mr. Howell get along with each other?
  - D Why does Alex look at the roller skates?

- **2** If a reader wanted to find out more about Alex's family, which paragraph would most likely answer the reader's questions?
  - A Paragraph 8
  - B Paragraph 10
  - C Paragraph 12
  - D Paragraph 13

- 3 While reading paragraph 8, a reader would most likely ask
  - A why Papa and Mama go to work and Alex does not
  - B why so many Russian families arrived in the winter of 1906
  - C how Alex plans to use the roller skates once he buys them
  - D when Alex's family plans to return to Russia



- **4** Which sentence from the text answers the question, "What makes Alex think the roller skates will last so long?"
  - A Alex pictured himself rolling through the neighborhood on the skates.
  - **B** They came with a key that he could turn to make them bigger.
  - **C** Even Mr. Howell said he was doing fine on his own.
  - **D** Alex explained the games that the boy could play with them.

- 5 Which paragraph hints at how Alex could be helpful to Mr. Howell?
  - A Paragraph 15
  - B Paragraph 17
  - C Paragraph 23
  - D Paragraph 24

- 6 While reading paragraph 22, a reader would most likely ask
  - A how Alex plans to use the roller skates
  - B if the boy wants roller skates
  - **C** if Mr. Howell is talking about Alex
  - D how Alex helps the boy by speaking Russian





The **theme** is the big idea or message that the author wants to tell readers in a story. To retell a story's theme, think about what the characters say and do. Look at the problem they face. What actions do they take to solve the problem? Then ask yourself, *What message does the author want to give readers?* 

# Read the story. Then answer the questions to help you find the story's theme.

Juan's school bus pulled up to the stop sign. He looked around the bus. Jason sometimes got off at Juan's stop. Juan wanted to avoid Jason whenever possible.

Then Juan spotted Jason. He was one of the biggest kids in Juan's class. He was also captain of the school softball team, and he never let Juan play. Juan felt that just because Jason was bigger than everyone, Jason thought he could do whatever he wanted.

As he began to walk home from the bus stop, Juan noticed that Jason's backpack was open. Suddenly, some wind blew Jason's homework all over the sidewalk. But Jason didn't seem to realize.

Juan bent down and grabbed Jason's homework. Then he ran up to Jason and explained what had happened.

"Thanks, Juan," Jason said. "You're a good catcher!" "How would you like to be the catcher in our softball game tomorrow?"

Juan smiled and nodded.

•	What problem doop one of the abaractors have?				
	What problem does one of the characters have?				
	How does the character try to solve the problem?				
	Based on the problem and what the characters say and do, what do				
	you think is the theme of this story?				



## **Snapping Sticks**

- 1 Linda's family had a farm. She and her two brothers and two sisters helped take care of the animals and plants on days when they didn't have to go to school. Linda liked playing with the animals and watching the plants grow. She usually had fun on the farm. Lately, though, things were unpleasant. Nobody was getting along. It seemed that all they did now was fight about silly things. It was horrible.
- 2 "You're in my way!" shouted Jeff one day as he nearly ran into Linda. Jeff was her oldest brother.
- *3* This made Linda feel angry. Jeff did not need to shout. Linda tried to stay calm. "Sorry," she said quietly.
- 4 Then Linda heard more yelling. She turned to see her younger sister, Abby, screaming at her brother, Ethan. Abby grabbed the shovel from Ethan and ran. When Abby ran from Ethan, she knocked Samantha, their youngest sister, to the ground. Linda heard Samantha howling and crying.
- 5 Linda had seen enough. It was time to talk to Dad. He would know how to make things right. Dad always knew the best way to reach everyone. She found him hard at work in the field.
- 6 "Everyone has been fighting, Dad," said Linda. "It's really bad. All this yelling is giving me a headache."



- 7 Dad stopped pulling weeds for a minute. "I've noticed it, too," he said. "I think I have a good idea." Then Dad stood up and whistled loudly.
- 8 Abby put down the shovel. Ethan did not bother to reach for it. Samantha became quiet and stopped crying. Everyone looked up.
- 9 "Stop what you are all doing, please," said Dad. "I have a new job for you. I want you each to find a stick on the ground and bring it back to me. I have something important to show you all."
- 10 Everyone looked puzzled, but they did what Dad asked. It wasn't easy. Abby and Jeff fought over a stick. So did Ethan and Samantha. Finally, everyone came back, holding a stick.
- *11* "Now, break your sticks," said Dad.
- 12 "What is Dad trying to do?" Linda thought. She had no clue, but she knew that he must have a good explanation for asking them to find and snap sticks. She knew Dad always had a reason for doing things.
- 13 They all broke their sticks. Each one snapped easily.
- 14 "That was easy, wasn't it?" said Dad.
- 15 They all nodded, each holding two sticks.
- "Now, please give me one of your sticks." Each child handed a stick to Dad. Dad tied all the sticks together with a piece of string. He handed the bundle of sticks to Jeff.
- 17 "See if you can break the sticks," Dad said.
- 18 Jeff pulled at the bundle. He twisted it this way and that. It would not break. Then Abby tried. She could not break the sticks either. Neither could Ethan or Samantha.



- 19 Finally, it was Linda's turn. She pushed and pulled as hard as she could, but nothing worked. Suddenly, Linda understood what Dad was trying to say.
- 20 "Why were the sticks so hard to break this time?" Dad asked.
- 21 Linda knew the answer. "They are all together," she said. "When they are in a tight bunch, they are strong."
- 22 Dad nodded. "So how can our family be strong?"
- *23* "By staying together," Abby said.
- 24 "Each of us is just one stick," Ethan agreed. "Together, we are a strong group that can't be broken."
- 25 Everyone looked at each other. "I'm sorry I took your shovel, Ethan," said Abby.
- *26* "I shouldn't have shouted at you, Linda," said Jeff.
- *27* "I'm sorry I knocked you over, Samantha," said Abby. Linda smiled."See? We can get things done much faster if we don't fight!"
- 28 The family agreed that they should learn to get along. From that point on, life on the farm was much more fun. It was all thanks to those unbreakable sticks.







- 1 What is Linda's problem at the beginning of the story?
  - **A** The work on the family farm is much too hard.
  - **B** Her sisters and brothers are fighting.
  - **C** Her older brother wants to be in charge.
  - **D** Her sisters and brothers are not working.

- 2 What does Linda do to try to solve the family's problem?
  - A She finds her father and talks to him about it.
  - **B** She cries and calls her grandparents.
  - **C** She watches her brothers and sisters argue.
  - **D** She tells her mother what is happening.

- 3 Which sentence tells the reader what Dad asks the kids to do?
  - **A** Dad always knew the best way to reach everyone.
  - B "All this yelling is giving me a headache."
  - **C** Then Dad stood up and whistled loudly.
  - **D** "I want you each to find a stick on the ground and bring it back to me."

- 4 What is the theme or message of this story?
  - A Hard work can be good for you.
  - **B** People should get to do what they want to do.
  - **C** Working together makes a group stronger.
  - **D** Sometimes it is impossible to work together.

- 5 Which sentence best shows the theme of the story?
  - A "I have something important to show you all."
  - B "Now, please give me one of your sticks."
  - C "Why were the sticks so hard to break this time?"
  - **D** *"We can get things done much faster if we don't fight!"*

- 6 Which two siblings are the first to figure out the theme behind Dad's actions?
  - A Ethan and Jeff
  - **B** Linda and Abby
  - C Jeff and Samantha
  - D Linda and Jeff



# Section 8: READING Review Elements of Poetry

In **poetry**, language is used to create ideas and feelings. **Stanzas** are groups of lines that give a poem its form. A **line break** is where a line of poetry ends. The words **rhyme** when their endings sound the same. Poets use **alliteration** when they repeat the same beginning consonant sound.

Not all poetry rhymes or contains more than one stanza. **Free verse** usually does not rhyme. **Lyrical poetry** tells about the feelings of the poet. **Narrative poetry** tells a story.

### Read the poem. Then answer the questions.

When birthdays come we always write

Our names upon the nursery door,

And carefully we mark the height,

Each standing shoeless on the floor.

How strange to think birthdays will be

When we shall never add one more

To all those marks which gradually

Are climbing up the nursery door.

1 How many stanzas does this poem have?

- A One C Four
- **B** Two **D** Eight
- 2 Is this a lyric poem or free verse?



### **Our Front Yard**

The grass in our front yard is a soft, plush rug, I lie on my back all comfy and snug. It tickles my ankles and the backs of my arms, Its cool softness is one of its many charms.

5 The grass in our yard is wonderful, for real,
It's restful, relaxing, and always ideal.
The wind pushes the clouds in the sky overhead,
There's nowhere I'd rather be instead.

So whenever I feel lost and discouraged,

10 The grass on my back makes me feel so encouraged.For my mind gets to wander and think and create,The grass in our front yard is so awfully great.





- 1 How many stanzas does the poem have?
  - A One
  - **B** Two
  - C Three
  - **D** Four

- 2 In the poem, which two lines rhyme?
  - A Lines I and 3
  - B Lines 4 and 5
  - C Lines 7 and 8
  - **D** Lines 9 and 12

- **3** What does the poet compare the grass to in the first stanza?
  - A Charms
  - **B** Ankles and arms
  - C Cool softness
  - **D** A soft rug



### **Soccer Wishes**

My sneakers are on and my uniform is clean and ready.

Wish I were ready.

I am running laps around the field and my teammates are warming up. Wish I were warmed up.

5 My coach is waving us on the field and she is smiling.Wish I felt like smiling.

My mom is sitting in the bleachers, my brother is in her lap. Wish I were sitting in her lap.

The game is about to begin, everyone looks like they know what to do.

10 Wish I knew what to do.

Wait, I do.

The ball is coming close to me.

I run.

I kick.

15 I bounce it off my head and it goes into the net.

I can stop wishing now.







- 4 This is a free verse poem because
  - A it does not rhyme
  - B it tells a funny story
  - C the last word in every line rhymes
  - D it is divided into lines and stanzas

- 5 Words that show the author's use of alliteration in this poem are
  - A running laps around the field
  - B Wish I were warmed up
  - **C** The game is about to begin
  - **D** bounce it off my head

- 6 Both lines in the second stanza break on the word
  - A smiling
  - **B** kick
  - **C** coming
  - **D** do





**Plot** is the series of events that take place in a story. In most plots there is a problem that the main character has to solve. The turning point in the story happens when the character finds a solution to the problem.

#### Read the story. Then answer the questions that follow.

Long ago in ancient Greece there lived a young girl. She told anyone who would listen that she was a better weaver than the goddess Athena.

When Athena heard this, she put on a disguise to look like an old woman. Then she went to visit the girl.

"I've heard you say that you are a better weaver than Athena," she said to the girl. "I have much experience. I think you are a fool to say such things."

"Be quiet," the girl replied. "I wish Athena were here now. You would see that I am the better weaver."

Athena took off her disguise. Suddenly, the girl knew she had been silly to dare her.

Athena and the girl both began to weave cloth. When they were finished, the young girl saw that Athena's cloth was much better than her own.

"I am going to punish you as a warning to others who dare to test the gods," Athena said. "From now on, you will be an insect. You will weave a lovely web."

All at once, the girl turned into a spider. She crawled quickly into a corner and began to spin a web.

1	What happens first in the story?
2	What problem do the characters have?
3	How do the characters try to solve the problem?
4	What is the turning point of the story?



### **The Clever Shepherd**

A folktale from Czechoslovakia

- 1 There once was a wise old man who was given the job of ending disagreements in his small village. He was called the burgomaster. People came to him when they couldn't agree. He would listen to both sides of the argument and then offer a fair solution, or answer.
- 2 One day in the town square, a newborn colt wandered away from its owner, a poor and honest shepherd. The baby horse curled up under the wagon of a rich and greedy farmer and fell asleep. When the farmer saw it, he claimed the colt belonged to him.
- 3 The farmer and the shepherd couldn't agree, so they went to see the burgomaster. The burgomaster listened to both sides of the problem but was not paying attention. When it came time to decide, he carelessly said, "The man who found the colt under his wagon is, of course, the owner of the colt."
- 4 The shepherd was shocked. The colt was clearly his. He believed the burgomaster had made a mistake. As he walked home, he tried to think of a way to get his colt back. By the time he got home, he had an idea.
- 5 The next afternoon, the shepherd took a large fishing net and stretched it across the dusty road in front of the burgomaster's house. When the burgomaster saw what the man was doing, he came outside. "What are you doing?" he asked.
- 6 "Fishing," the shepherd said.



- 7 "Fishing in a dusty road?" asked the burgomaster. "Are you mad?"
- 8 "Well," said the shepherd, "It's just as easy for me to catch a fish in a dusty road as it is for a farmer to catch a colt under his wagon."
- 9 The burgomaster looked at the man and knew he was the owner of the colt. "Of course the colt belongs to you," he said. "The animal will be returned to you."
- 10 As the burgomaster walked into his house, he knew he was just taught an important lesson. He promised himself to always listen and pay close attention when working.





- 1 In the beginning of the folktale, what problem do the characters have?
  - **A** The farmer wants to buy the colt from the shepherd.
  - **B** The colt walks away from the shepherd and gets lost.
  - **C** Both the shepherd and the farmer believe the colt belongs to them.
  - **D** The burgomaster is called to make a decision about an argument.

- 2 Which event happens first?
  - A The shepherd sets up a fishing net.
  - **B** The colt falls asleep under a wagon.
  - **C** The burgomaster listens to the men.
  - **D** The farmer claims the colt is his.

- **3** What is the main plot event of paragraph 3?
  - A The burgomaster declares that the colt belongs to the farmer.
  - **B** The farmer and the shepherd have a disagreement in the street.
  - C The shepherd captures the colt with a fishing net.
  - **D** The burgomaster returns the colt to the shepherd.



- **4** How does the shepherd solve his problem at the end of the folktale?
  - **A** He goes to the farmer and takes the colt back.
  - **B** He is angry with the burgomaster and tells him.
  - **C** He decides to go fishing.
  - **D** He teaches the burgomaster a lesson and gets his colt back.

- 5 What does the burgomaster conclude as a result of the events?
  - **A** He should retire from his position.
  - **B** His first decision was the right one.
  - C Farmers should not own horses.
  - **D** He needs to do a better job.

- 6 Which sentence best summarizes the folktale's plot?
  - **A** A shepherd finds a clever way to make sure fairness wins.
  - **B** A farmer fails to outsmart a burgomaster and a shepherd.
  - **C** A burgomaster gets in an argument with two villagers.
  - **D** A farmer and a shepherd decide to become better neighbors.





A **character** is a person or an animal in a story. Characters' relationships, or the way they treat each other, can change from the beginning to the end of the story. To understand a character, think about what he or she says, does, and thinks.

#### Read the selection. Then answer the questions.

Anita stood backstage. She wondered why she did not feel afraid. Frank stood beside her. "He's the one who should feel afraid," Anita thought. Frank had not come after school to practice his lines for the play as often as Anita had. Their teacher even thought about replacing Frank. What if he forgot his lines? Well, Anita felt that would be his problem. She decided she wasn't going to help Frank if he made a mistake.

Anita realized it was time for her character to walk onstage. She stepped out into the lights. Frank followed. Anita spoke her first line. Then she saw the audience.

Anita froze. She could not remember her next line. Frank saw Anita's eyes grow large. In the silence that followed, Frank remembered Anita's next line. She was supposed to say, "So what do we do now?" Frank walked over to Anita.

"Listen," Frank said loudly. "This is what I think we should do." Then he kept talking, saying his own lines.

Frank saw Anita relax. She said her next line. Then she squeezed Frank's hand. "Thank you," she whispered. She felt bad for what she had thought about him before.

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2	Why does Anita decide she isn't going to help Frank if he makes a mistake?
3	What happens to Anita when she steps onstage?
4	What happens to make Anita change at the end of the story? What do her feelings tell you about her character?

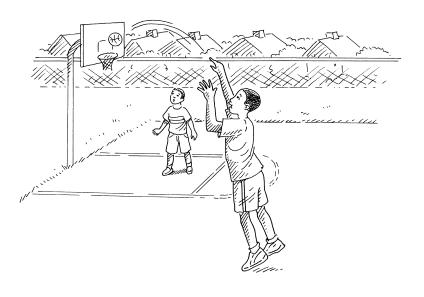


### **Family Friends**

- 1 It was time for the Nelson family picnic once again. Each year, Nelsons from all over the country came to spend a day together. They grilled hamburgers and ate lots of potato salad and pickles. They sat around the tables in Grandma Rose's backyard and told stories. Everyone always had a great time. This year, Ben's parents were eager to get to the picnic, but Ben was not interested in going at all. Ben was Grandma Rose's youngest grandson. He was nine years old.
- 2 That day, Ben and his parents drove into the city. "Your cousins are only a little older than you," Ben's mother said. "I know you'll have a great time with them." Ben doubted that. He planned to read his book the whole time he was there.
- 3 Ben knew that family members from all over would be at the picnic, but he didn't know most of them. This was the first time in four years that he was going to the picnic. His cousins lived in California. Ben had not seen them since he was little. He didn't know why his parents expected him to be friends with them. They were nearly strangers.
- 4 His mother got out of the car. "Aren't you coming?" she asked. "It will be fun."
- 5 Ben looked up from his book. "I'll have fun out here," he said. He watched his parents head toward the house. Grandma Rose waited by the doorway. Ben liked Grandma Rose, but he didn't feel like going inside.



- 6 After a few minutes, Ben grew bored. He spotted a basketball hoop in a playground near the house. When his mother came back outside to check on him, he asked if he could use the basketball in the trunk of the car to go play. Ben noticed that his mother had a huge smile on her face when she walked away. Ben walked over to the basketball court and began to take a few shots at the hoop. As he chased a stray ball, Ben heard someone shout, "Hey! What are you playing?" A tall boy in shorts and a T-shirt was walking toward him.
- 7 "I'm playing basketball," said Ben.
- 8 "You can't play basketball alone," said the boy. "You're just shooting baskets. You need teams for basketball."
- 9 The boy caught the ball and bounced it up and down as he moved in a slow circle. Then he spun around, aimed, and tossed the ball in the air. It fell through the hoop with a soft swish. The tall boy grinned and grabbed the ball before it drifted off the court. Still smiling, he threw it to Ben.
- 10 "My name's Will," said the boy. "I bet you don't remember me, but I'm your cousin from Los Angeles. The last time I saw you, you were just a little kid!" He pointed to three other boys across the street. "Those are my brothers," Will explained.





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- 11 "You have three brothers?" asked Ben, amazed.
- *12* "Actually, I have four brothers," Will laughed.
- 13 The door to Grandma Rose's house opened, and another boy stepped out, hurrying to catch up with the others. Ben's mother called after them, "Boys, be sure to come back in time for dinner! Go and show Ben what fun it is to be a Nelson!"
- 14 "Want to play three-on-three?" asked Will, looking at Ben.
- 15 "Okay," said Ben.
- 16 The six boys spent the afternoon playing basketball. They played game after game until it was nearly time for dinner. When the sun began to set over the rooftops, they walked back to the house.
- 17 "We were hoping you'd come this year," said Will. He clapped his hand onto Ben's shoulder. "You should thank your mom for letting us know you were shooting hoops."
- 18 "I'm glad she did," replied Ben happily. "I had no idea hanging out with the family could be so much fun!"
- 19 "Or so tiring," joked Will. "After all that exercise, I'm hungry enough to eat at least three hamburgers!" The boys laughed as they joined the rest of the family for the picnic.



- 1 Which sentence best tells how Ben feels about his cousins at the beginning of the story?
  - **A** It was time for the Nelson family picnic once again.
  - **B** Everyone always had a great time.
  - **C** This was the first time in four years that he was going to the picnic.
  - **D** He didn't know why his parents expected him to be friends with them.

- 2 What does Ben do when his family arrives at Grandma Rose's house?
  - A He goes into the house with his parents.
  - **B** He stays outside and starts reading his book.
  - C He invites his cousins to play basketball.
  - **D** He sits down at the table and eats a hamburger.

- **3** How do Ben's cousins find out that he is shooting hoops alone outdoors?
  - **A** Will sees him playing.
  - B Grandma Rose tells Will.
  - **C** Ben waves at his cousins.
  - **D** Ben's mother tells them.



- **4** What does Ben say at the end of the story that shows how his feelings have changed?
  - "You have three brothers?" Α
  - "We were hoping you'd come this year." В
  - "I had no idea hanging out with the family could be so much fun!" С
  - "After all that exercise, I'm hungry enough to eat at least three D hamburgers!"

- 5 Which word best describes Ben's mother?
  - A Happy
  - Annoying В
  - Wise С
  - Angry D

- 6 How does Will show that he has a sense of humor?
  - A He tells a joke.
  - He eats three hamburgers. B
  - He is friendly to Ben. С
  - He plays basketball. D



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## Section 11: READING Review Elements of Literary Nonfiction

**Literary nonfiction** is made up of facts and information, and blends in elements of fiction. As you read a piece of literary nonfiction, you feel like you are reading a story. You will read about **characters**, and there will be a **plot** with a beginning, middle, and end. The only difference is that the people and events you are reading about are real. The characters are actual people, and the events really happened.

Autobiographies and biographies are both examples of literary nonfiction. An **autobiography** is the story of a person's life written by that person. A **biography** is the story of a person's life written by someone else.

#### Read the selection. Then answer the questions.

My name is Beatrix Potter, and I was born in London on July 28, 1866. When I was growing up my father worked as a lawyer in the city. I did not often see him. I used to play with my brother Bertram, who is younger than I am. But he was sent to boarding school, so I had only my pets to play with.

I do so love my dog Spot, and all my animals. But I think Peter is my favorite. He is a small rabbit. I love to draw him. Last night I showed my drawings to Mother and Father. Father was critical. He is going to hire a teacher to instruct me.

Who are the "characters" in this autobiography?
How are these characters different from fictional characters?
Where and when does this part of Beatrix's life take place?
How does Beatrix feel about her pets?
What clues in the selection helped you to answer question 4?



## **Reading with Fingers**

- 1 Louis Braille's story starts in France, almost 200 years ago. One day, when Louis was three years old, he was playing with tools in his father's shop. A sharp tool slipped and hit his right eye. The injured eye became infected, and the infection spread to the other eye. By the time he was five years old, Louis could not see at all.
- 2 After Louis lost his sight, his life was very different. He started attending the village school near his house, but he was unable to see what was in his schoolbooks or on the chalkboard. The school did not have a way to teach children who were blind like Louis.
- 3 As a result, Louis was sent to a special school in Paris for blind children. Teachers at the school taught students to read by using letters that were raised on the page. Each letter was made from a wire that was pressed onto the page by a machine. There were problems with this way of reading and writing. It was hard to tell the letters apart just by feeling the imprints. The students were also unable to write using these letters without the help of a machine.
- A man named Charles Barbier visited the school. He showed the students a special code that he had created. It was called "night writing." It used groups of raised dots to make letters and words. Barbier invented the code so that soldiers could use it during wars. He thought it would let them send each other messages quietly at night. The soldiers could feel the dots and read the messages. However, army leaders decided not to use the code Barbier had invented. They felt the code was too difficult.



- 5 Louis liked Barbier's idea, but he thought the dots could be simpler to use. Louis soon tried to develop a special alphabet of his own. He made letters out of raised dots that people could feel, but each letter had six dots or fewer. These letters were not meant for people to read with their eyes. Louis knew what it was like to feel things instead of seeing them. Because each letter had no more than six dots, it would be easy to learn. Now, people would be able to read with their fingers.
- 6 This new system also gave Louis and other blind students a chance to write. All they had to do was poke dots in the correct places. It was much easier for them to do that than it was to form letters from wire and press them onto paper with a machine.
- 7 Louis's alphabet was called Braille. He wrote a book about his new way to read and write. Louis also used the Braille alphabet to write a history book.
- 8 Louis did not stop there. He made a code that blind people could use for math. He made another code to help blind people read music.
- 9 Other students at Louis's school liked his alphabet. They started using it on their own. Years later, the school began teaching it. More people in France learned about it. Blind people were able to read, but they could only use the alphabet if they knew French.
- 10 As the years passed, people in other countries used Louis's idea. They made their own Braille alphabets. Today, English speakers have a Braille alphabet. So do people who speak Chinese, Greek, Arabic, and many other languages. All over the world, blind people can read with their fingers thanks to Louis Braille.



- 1 What is the first event in this account of Louis Braille's life?
  - **A** Louis started attending school.
  - **B** Charles Barbier invented "night writing."
  - **C** Louis injured his eye.
  - **D** Greek speakers created a Braille alphabet.

- 2 Which sentence is a clue that Louis had a difficult early schooling experience?
  - A The school did not have a way to teach children who were blind like Louis.
  - **B** Louis knew what it was like to feel things instead of seeing them.
  - **C** Because each letter had no more than six dots, it would be easy to learn.
  - **D** He wrote a book about his new way to read and write.

- 3 The reader can conclude that Charles Barbier
  - A was a selfish man
  - **B** inspired Louis
  - C created many alphabets
  - D was a close friend to Louis



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- 4 What happened after Louis wrote a history book in Braille?
  - A Charles Barbier copied Louis's system.
  - **B** Louis wrote the same book in Arabic.
  - **C** The French government gave Louis an award.
  - **D** Louis made a code for learning math.

- 5 After reading paragraph 10, the reader can conclude that
  - A people do not use Braille that often in Spain
  - B people around the world like Louis's idea
  - C the Braille alphabet is the same in any language
  - **D** the French are the only people who use Braille

- 6 How is this selection different from a fictional story about a man who becomes blind?
  - A It couldn't happen to a real person.
  - **B** It has a sequence of events.
  - **C** It is about true events and real people.
  - **D** The characters have names.



## Section 12: READING Review Sensory Language

Writers use **sensory language** to help readers picture things or events as they read. Similes and metaphors are two kinds of sensory language. A **simile** compares two things using the words *like* or *as.* A **metaphor** compares two things without the use of the words *like* or *as.* 

For example, *the lake is like a sheet of glass* is a simile. *It was very hot, and the inside of the car was an oven* is a metaphor.

## Underline the sensory language in each paragraph. Then write whether it is a simile or a metaphor.

- 1 It was the first really warm day of spring. Salina decided to go for a walk in the park. As she walked along the path, through bushes, and around trees, Salina saw robins looking for worms. Then, to her surprise, she saw some flowers. The flowers were as bright as gold. Salina was surprised to see them blooming so early in spring.
- 2 Kevin looked up over his grandfather's barn. "I never realized there were so many stars!" Kevin exclaimed. "I never see this many in the city!" The sky was a carpet of diamonds from one end to the other. "That's because there are so many lights in the city," his grandfather said. "It makes it hard to see the stars."



### **Saturday Surprise**

- Alex was awake before sunrise. He made breakfast for himself and his younger sister, Jenna. The oatmeal in his bowl was speckled with strawberries and walnuts. It was just the way he liked it. As he scooped out the warm cereal, his spoon left a crater that quickly filled back up with a river of warm milk. Oatmeal was Alex's favorite breakfast.
- 2 "Why are you up so early?" he asked Jenna.
- 3 His sister was in a big hurry. She gulped down the last of her breakfast and set her bowl in the sink. She took down a glass and realized there was just enough orange juice for one full glass. She took a second glass, carefully poured the juice equally into the glasses, and handed one to Alex.
- Alex took a long sip of his orange juice. Orange juice always reminded him of being at his grandmother's house in Galveston, Texas. She squeezed her own fresh orange juice every morning. As he drank a few gulps, he pictured sitting on the front porch with Jilly, his grandmother's cat. She would climb into Alex's lap and lie there while he petted her flowing, fluffy fur.
- 5 "I have a lot to do today," Jenna said. "Ellen and I are going to set up a party for our secret club."
- 6 "Can I help?" asked Alex.
- 7 "Sorry," Jenna said with a smile. "No boys allowed in the club."



- 8 "I'll let you use my CD player for your party if you let me help," Alex pleaded as she walked away.
- 9 Jenna stopped and turned around. "I'm sorry, Alex, but Ellen and I have been planning this with our friends for weeks. Any other time I would say you could join us, but not today."
- 10 Alex sighed and shuffled into the living room. He thought of turning on the television but knew he would wake up his mom and dad. He went back to his room and looked for something to play with. He was tired of all his toys, and his birthday was weeks away. Looking over the books on the shelf, he couldn't find anything he had not read already.
- *"I wish Dad would let me have a dog," Alex whispered to himself."Then I'd have something to do."*
- 12 Trying to be as quiet as a mouse, Alex sighed as he rolled a ball across the room. It hit his CD player. Picking up the player and his favorite disks, he went to his sister's room.
- 13 "Here," Alex said. "You can still use this for your party."
- 14 Jenna smiled. "Thanks," she said. "You're a great brother."
- 15 Alex went outside and sat on the curb. He lazily dragged the point of a stick back and forth across the pavement. It was a two-ton weight in his hand. He looked up and down the street and sighed. There were five other boys on his street, and not one was awake yet. "This is going to be another boring Saturday," he muttered. Just as he went back to dragging his stick, he heard his sister calling him.
- 16 "Hey, Alex," she shouted. "You've got a phone call."

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- 17 Alex shot up from the curb like a startled kangaroo and nearly fell trying to rush into the house. He grabbed the receiver and answered, "Hello?"
- 18 It was Alex's friend, Kyle.
- 19 "Hi, Alex," said Kyle. "I hope this isn't too early to call, but I'm always up as soon as it's light outside. I was hoping you could go fishing with my dad and me. We could pick you up in an hour or so."
- 20 "Wow! I'd love to go," said Alex excitedly. "And, Kyle, you can call me as early as you want. I never sleep late."
- 21 Alex hung up and raced inside to find his father's fishing pole. "This is going to be the best Saturday ever!" he said.





- 1 In paragraph I, the author compares warm milk to
  - A a river
  - B a crater
  - **C** breakfast
  - **D** strawberries

- **2** Which words in paragraph 4 use alliteration to describe what Jilly, the cat, feels like?
  - A climb into Alex's lap
  - B flowing, fluffy fur
  - C Jilly, his grandmother's cat
  - D sitting on the front porch

- **3** Which words in paragraph 12 are an example of a simile?
  - **A** Alex sighed
  - B across the room
  - **C** Trying to be
  - **D** as quiet as a mouse

- 4 What type of sensory language does paragraph 15 contain?
  - A metaphor
  - **B** Alliteration
  - C A simile
  - **D** An idiom

- 5 In paragraph 17, the author compares Alex's movements to
  - A a toy
  - **B** an animal
  - C a sunrise
  - D a ringing phone

- 6 Words that show the author's use of alliteration in paragraph 21 are
  - A raced inside
  - B Alex hung up
  - **C** find his father's fishing pole
  - **D** the best Saturday ever



**Grade 3** 



# Reading

## **Reporting Category 3**

# Understanding and Analysis of Informational Texts





The **author's purpose** is the reason an author has for writing. An author may write a funny story to entertain readers. If the author gives a lot of information, the purpose is probably to inform readers. An author who talks about the steps to do something is writing to explain a process.

Read the paragraph. Then answer the questions that follow.

I'd had enough of shoveling snow in the winter. And I hated waiting for the bus in the cold. That's why I moved to the desert. Do you think deserts are just made up of sand and cactus plants? Then you haven't visited El Paso. There's a lot to see and do. You'll see why I went to the desert and got out of the cold.

- 1 What was the author's purpose for writing this paragraph?
- 2 Which words best support the author's purpose?
  - **A** you think deserts
  - **B** a lot to see and do
  - **C** sand and cactus plants
  - **D** you haven't visited



## **Going Hiking**

- Many people like to go hiking in the park or in the woods. Hiking can be great fun, and it gives people a chance to get some fresh air and exercise. Hiking can be difficult or dangerous, though. That is why experts have created a list of safety rules. Each rule is important to learn.
- 2 First, smart hikers plan their trips carefully. They make sure that at least one adult is with them, and they choose a trail that lots of people use. Before leaving, they check the weather report to make sure there are no storms on the way. Then they make sure other people know where they are going and when they plan to be back. Finally, they take along a map of the area so they will not get lost.





- 3 Before they go hiking, expert hikers use a backpack to pack all the supplies that they will need. Having enough to eat and drink is very important. Hikers should pack healthy foods that will give them lots of energy. Peanut butter and jelly sandwiches, nuts, and fruit are all good choices. Another option is trail mix. This is a mix of dried fruit and nuts. These foods are tasty, healthy, and easy to carry. Hikers should not bring foods that need to be kept in the refrigerator, like milk and cheese. Those foods may spoil quickly if it is warm out.
- 4 Hikers should also bring along plenty of water. The exercise and warm weather make people thirsty.
- 5 Food and water are not the only supplies that hikers need. Experienced hikers pack a compass so they will always know in which direction they are going. They also make sure to carry a first-aid kit in case someone gets a cut or scrape.
- 6 Hikers should wear comfortable clothes for the weather. It is smart to wear layers of clothing, such as a shirt with a sweater over it. That way, if it gets too hot or too cold, there is a way to change clothes. A hiker must always wear sunscreen to protect his or her skin from sunburn—even if the weather is cool or cloudy. An umbrella and a waterproof jacket are important to pack if there is any chance of rain. If the weather might get chilly, hikers pack a warm sweater, a hat, and gloves. The best way to be prepared is to check the weather report. It is always easier to go hiking when the weather is nice.
- One of the most important rules is to take special care of your feet. It is best to wear sneakers or hiking boots while hiking. Padded socks keep feet comfortable even after miles of walking. It is also a good idea to bring an extra pair of socks. Feet can get wet during a river crossing or rainstorm.





- 8 Hikers follow certain safety rules while on the trail. They always stick with their group and stay on the marked trail. They do not bother any animals that they see while hiking. Even if an animal looks friendly, it is best to leave it alone. Hikers must be careful about touching strange plants, too. Some plants, like poison ivy, can cause skin to itch. Another rule is never to eat any wild plants or berries, or to drink water out of lakes and streams. Expert hikers stay alert and aware of their surroundings. They also stop and rest when they get tired.
- *9* Hiking can be a fun way to enjoy spending time outdoors. When hikers prepare carefully and follow safety rules, they are sure to have a great time.



- 1 Why did the author write this article?
  - A To entertain
  - **B** To explain a process
  - **C** To complain about something
  - **D** To inform

- 2 Which sentence best states the author's purpose for writing this article?
  - **A** Many people like to go hiking in the park or in the woods.
  - **B** Each rule is important to learn.
  - **C** Hikers should also bring along plenty of water.
  - **D** It is best to wear sneakers or hiking boots while hiking.

- 3 In paragraph 3, the author's purpose is to
  - A convince the reader to pack warm clothing
  - B tell the reader to buy a backpack to hold hiking supplies
  - C describe to the reader how to eat and drink well on a hike
  - D tell the reader to bring foods such as milk and cheese on a hike



- 4 What is the topic of this article?
  - A How to pack a backpack
  - B How to read a map
  - C How to find a good trail to hike
  - D How to go on a safe hike

- **5** What is paragraph 7 mostly about?
  - **A** It is important to make sure your feet are comfortable when hiking.
  - **B** Before you go hiking, buy a brand new pair of hiking boots.
  - **C** You should plan your trip carefully.
  - **D** Make sure you wear clean socks when hiking.

- 6 In paragraph 8, the author's main purpose is to
  - A tell readers which plants are most poisonous
  - **B** provide information about dangers on the trail
  - C encourage learning about wild animals
  - D make sure that hikers do not get tired



## Section 14: READING Review Main Idea and Details

The **main idea** is the most important point an author makes. To find the main idea, first think about the most important facts and **details** in a paragraph or selection. Then ask yourself what they have in common. What do they all tell about or explain? This is the main idea. It is what a paragraph or selection is mostly about.

#### Read the selection. Then answer the questions.

Digital cameras have changed the way people take pictures. One of the main changes is in the number of photos we take. When people used film cameras, they usually took fewer pictures because they had to pay to develop the film. With a digital camera, you do not have to pay for every photo. This means people often take eight or more photos of the same scene instead of just one or two. Then they choose the best photo for free.

What people do with their pictures has also changed. Before digital cameras, most people went to a store to get their film developed. Then they put photos into frames or albums. Today, digital photos are easy to change. Computer programs help us change the size, color, and brightness of a photo. We can e-mail photos to a company that prints them in calendars, on T-shirts, and even on baby blankets.

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1	List four details from the selection.
2	What do these details have in common?
3	Based on what the details have in common, what is the main idea of this selection?



#### What an Earful!

- The ear is an amazing part of the human body. Every sound you hear starts out as a sound wave and ends up in the ear. Thanks to the ear, you might be able to tell if someone in the room is using a pencil or turning a page without even looking. Maybe you can hear birds singing outside your window or a car horn honking on the street. Did you ever notice how a busy street sounds very different from a quiet street? Did you ever notice how listening to the radio is very different from listening to a concert? You can thank the human ear.
- 2 People use sounds to communicate with each other every day. Sirens, bells, and whistles warn us when something dangerous might happen. Music, singing, and storytelling entertain us. Some people enjoy listening to music or talking on the phone. Some people like to listen to the radio or go to a concert. Whatever sounds you like to listen to, the ear helps you hear them.
- 3 The human ear has three parts. Most of the parts of the ear are inside your head. The outer ear is the only part of the ear you can see. It is also the only part of the ear that is outside your head. Sounds enter the outer ear, travel through the middle ear, and then reach the inner ear. It is a complicated process that is not easy to understand. Here's how it works.



- 4 The outer ear is used to collect sound waves. We cannot see sound waves, but they are part of the reason why we can hear what's going on around us. When sound waves enter your ear, they travel through a thin tube called the ear canal to the middle ear. This is the next section of the human ear. The ear canal is the part of the ear that makes earwax. You may not like earwax, but it is important. Earwax defends your ears from germs.
- 5 After passing through the ear canal, these waves continue on to the eardrum. Have you ever seen a drum being played in a band? The eardrum works a lot like that drum. A drum has fabric stretched tightly across the top. When something hits it, it vibrates up and down. The eardrum does the same thing, but it is a piece of skin, not fabric. When sound waves hit the skin, they make the eardrum vibrate, or move quickly back and forth.





- 6 As the eardrum vibrates, it moves three tiny bones in your ear. These bones are the three tiniest bones in your body! These bones are not as strong as some of your other bones. They are the reason your ears should be treated so carefully.
- 7 These small bones send vibrations into the inner ear. The vibrations enter the cochlea. This is the part of your ear that looks like a snail's shell. Small hairs in the cochlea start moving. These hairs send signals to your brain. The brain understands the signals as sound. As you can see, sound waves take quite a trip! The whole trip is very fast. Sounds go from the outer ear to the brain in no time at all.
- 8 Your ears are like machines that produce all the sounds that you hear. They need a lot of parts to work together. The next time you listen to music, think about all the work your ears are doing to bring the sound to you.



- 1 Paragraph 3 is mainly about
  - A how we hear sounds
  - **B** the sounds we like to listen to
  - C the middle ear and how it works
  - D the three parts that make up the human ear

- 2 Which detail is important to the idea that the human ear should be treated carefully?
  - **A** The outer ear is used to collect sound waves.
  - **B** Earwax defends your ears from germs.
  - **C** As the eardrum vibrates, it moves three tiny bones in your ear.
  - **D** These bones are not as strong as some of your other bones.

- 3 Paragraph 5 is mostly about
  - A how sound waves cause the eardrum to vibrate
  - B why the outer ear is important
  - **C** how your ears are like machines
  - **D** how sound waves pass through the ear canal

- **4** What are paragraphs 6 and 7 mostly about?
  - A Three bones in your inner ear that are the tiniest bones in your body
  - **B** How vibrations go from the eardrum through the inner ear to the brain
  - **C** Why you should treat your ears very carefully
  - D What the cochlea in the inner ear looks like

- **5** In paragraph 7, which sentence supports the idea that sound waves move quickly?
  - **A** These small bones send vibrations into the inner ear.
  - **B** The vibrations enter the cochlea.
  - **C** Small hairs in the cochlea start moving.
  - **D** Sounds go from the outer ear to the brain in no time at all.

- 6 What is the main idea of the entire article?
  - A The human ear contains very small bones.
  - **B** Sound waves reach the brain through the ear.
  - **C** The human ear is complicated and amazing.
  - **D** Vibrations cause the cochlea to move quickly.



## Section 15: READING Review Draw Conclusions

When you **draw conclusions**, you think about two or more pieces of information in a text. Then you put the information together. Finally, you draw a conclusion, or arrive at a new understanding about something in the text.

#### Read each paragraph. Then answer the question.

All mammals feed milk to their babies. They are also vertebrates, meaning that they have backbones. A frog, on the other hand, does not feed milk to its babies. Frog babies have to find food on their own. They might not even see their mothers as long as they live.

- 1 What conclusion can you draw?
  - A Frogs get food from their mothers.
  - **B** Frogs do not have backbones.
  - **C** Frogs are reptiles.
  - **D** Frogs are not mammals.

Horses have four main gaits, or ways of moving. From slowest to fastest, the four gaits are the walk, trot, canter, and gallop. Each gait feels different to the rider.

- 2 What conclusion can you draw?
  - A Horses gallop more than they canter.
  - **B** The trot is slower than the gallop.
  - **C** A horse's walk has the most rhythm.
  - **D** The trot feels most comfortable to riders.



### **The Unique Elephant**

- 1 Elephants have long snouts, large ears, and two long teeth. An elephant's trunk, tusks, and ears help it to survive on the grasslands of Africa and in the forests of Asia. But that's not all. Read on to find out the unique ways that elephants use their trunks, tusks, and ears.
- 2 Just like our fingerprints, no two elephants' ears are alike. Their ears can grow to be five feet wide and are important for more than just hearing. To stay cool, elephants don't need an air conditioner. They just flap their ears. An elephant will spread its ears when it senses danger or flap them when it gets excited.



Elephants live in Africa and Asia. They are the largest land animals alive today.



- 3 An elephant has two large teeth called tusks. These tusks are very strong. An elephant uses its tusks to dig up roots or to lift heavy objects. Tusks are made of ivory. Years ago, people used ivory, which is a smooth, white material, to make piano keys and jewelry. For thousands of years, elephants were hunted for their ivory tusks. As a result, there are only about 500,000 elephants remaining in Africa today. Laws have been passed to protect elephants for their tusks.
- One unique, or extraordinary, part of an elephant is its trunk. We use our noses to breathe in or to sniff smells in the air. An elephant uses its trunk to do many other things. Its trunk helps it reach leaves and bark high up in trees or reach grass and water without bending over. Since an elephant spends 18 hours a day eating and drinking, its trunk is very busy. An elephant can also use its trunk like a straw to suck up water. It will then squirt the water into its mouth. A thirsty elephant may drink up to 50 gallons of water in just a few minutes.
- 5 Sometimes an elephant must cross a river to reach food. If the water is very deep, how does the elephant get from one side of the river to the other? By using its trunk like a snorkel, or breathing tube, the elephant can stick its trunk above the water and breathe while getting across.
- 6 An elephant's trunk is very strong. The human body has 639 muscles, but the trunk of an elephant has more than 100,000 muscles. A male elephant, or bull, can lift almost 600 pounds with its trunk. People have trained elephants to lift and move trees to help clear land for farms. The elephant's trunk acts like a crane as it lifts and swings heavy objects.

- 7 Trunks also help elephants communicate with each other. When an elephant plans to attack, it tucks its trunk. An elephant touches a friend's mouth with its trunk to say "hello." A baby elephant, or calf, often grabs its mother's tail with its trunk. Its mother then leads the way and keeps the calf safe.
- 8 When your eye needs to be rubbed or you have an itch, you use your hands. Elephants use their trunks. One elephant used its trunk in a very special way. Annabelle was born in Thailand and was brought to the Alaska Zoo in 1966. She lived there until she died in 1997. Annabelle could hold a paintbrush with her trunk and paint on canvas. One of Annabelle's paintings once sold for \$1,000. She didn't care about the money, though. All she cared about was getting a carrot after she finished painting.
- 9 Elephants are unique animals. Their trunks, tusks, and ears make them very special. We must work hard to protect them and their habitats, or the places where they live and grow. We want people to enjoy seeing elephants for many, many years.



- 1 Using the information in paragraph 3, the reader can tell that
  - A there are a lot of elephants living in Africa today
  - B ivory tusks were not popular among hunters
  - C many items were made from ivory tusks
  - D many elephants were hunted and killed for their tusks

- 2 What can the reader conclude about elephants from the information in paragraph 4?
  - A Elephants need to eat and drink a lot to survive and to be healthy.
  - **B** Elephants do not like to eat a lot of grass and leaves every day.
  - **C** An elephant's trunk does not help it eat or drink.
  - **D** An elephant's trunk does the same things that a human's nose does.

- **3** Which word best describes Annabelle the elephant?
  - A Boring
  - **B** Unusual
  - **C** Serious
  - **D** Angry



- **4** Which sentence supports the conclusion that elephants can learn new things?
  - **A** An elephant will spread its ears when it senses danger or flap them when it gets excited.
  - **B** An elephant uses its tusks to dig up roots or to lift heavy objects.
  - **C** Since an elephant spends 18 hours a day eating and drinking, its trunk is very busy.
  - **D** People have trained elephants to lift and move trees to help clear land for farms.
- **5** Which paragraph helps the reader conclude that the ear is an important part of the elephant's body?
  - A Paragraph 2
  - **B** Paragraph 4
  - C Paragraph 5
  - D Paragraph 8
- **6** What can the reader conclude about an elephant's trunk from the information in paragraph 7?
  - A Elephants use their trunks to communicate twice a day.
  - **B** It is difficult for baby elephants to grab their mothers' trunks.
  - **C** It is dangerous to be near an elephant with a tucked trunk.
  - **D** Baby elephants use their trunks more often than mothers do.



## Section 16: READING Review Cause and Effect

Authors often use **cause and effect** to present information. A **cause** is an event or action that causes, or makes, something happen. An **effect** is what happens because of an event or action. To find an effect, ask, "What happened?" To find its cause, ask, "Why did it happen?" Words and phrases such as *because* and *as a result* show cause-and-effect relationships.

#### Read the selection. Then answer the questions that follow.

In the fall, nature puts on a wonderful show of color. The leaves on many trees turn from green into bright red, orange, and yellow. The colors seem to appear like magic. But where do these colors come from?

It's not magic. Chemical changes in the leaves cause them to change color. Leaves contain chlorophyll. This is a green chemical that helps leaves turn sunlight and water into food for the tree.

Leaves also have yellow and orange chemicals. All spring and summer, the chlorophyll produces food for the tree. It works very hard. As a result, it covers up the other colors in the leaves. In the fall, the tree shuts down for the winter. It stops sending water to the leaves, so the green chlorophyll breaks down. Then we can see the yellow and orange colors underneath the green.

- 1 Leaves change color in the fall because
  - A they have green chlorophyll
  - B the chlorophyll in leaves works very hard
  - C we can see the yellow and orange colors underneath
  - D in the fall the green chlorophyll breaks down
- 2 Chlorophyll works very hard in spring and summer, and as a result
  - A we can see the bright red colors in the leaves
  - **B** it covers up the other colors in the leaves
  - C it stops sending water to the leaves
  - D the tree shuts down for the winter
- **3** What is another example of an effect in the selection? What is its cause?



# Fossils: Clues to the Past

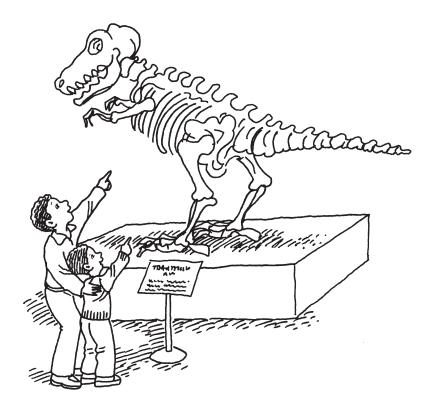
- Do you ever wonder how scientists know what dinosaurs look like, even though dinosaurs disappeared from Earth many years ago? For that matter, how do we know about *any* plant or animal that is no longer living? We know a lot about past life forms because they left us clues called fossils.
- 2 A fossil is a sign left behind by an animal from long ago. You can find a fossil frozen in a rock, inside a block of ice, or trapped in a sticky tree material called resin. Some trees become fossils when they harden over time. Minerals replace the woody parts of a tree over time. As a result, parts of the tree turn into stone.
- *3* There are two types of fossils: body fossils and trace fossils. A body fossil is made up of the animal's actual parts, such as bones or shells. A trace fossil is another sign of the animal or plant. It could be a footprint, a trail, or an imprint.
- 4 Fossils can be found all over the world. The famous fossil of Lucy, an ancient animal with both ape and human features, was formed in Africa. In South America, scientists uncovered fossils of penguins the size of people. And a baby mammoth was found frozen in the ice in Russia. A mammoth was a prehistoric animal that looked a lot like an elephant.

- 5 How does a fossil form? One of the most common ways is by being buried. Imagine a creature similar to a crab or shrimp today. These creatures lived near the bottom of the ocean. They got buried by sand. Their soft parts fell apart, so they never became part of the fossil. But the hard parts, such as the shell, were slow to break down.
- 6 Bit by bit, minerals soaked through little holes in the hard parts of the creature. This caused the body parts to turn into rock. Over a long period of time—maybe millions of years—the hard parts of this creature became a fossil.
- 7 Fossils also form when water freezes. If you live in a place with cold winters, you know that water can freeze quickly. Due to a major drop in temperature, puddles, ponds, lakes, and even rivers freeze. In places like Antarctica, huge underground areas of ice and snow stay frozen for hundreds of years.
- 8 Many ancient animals froze quickly. They were buried under layers of ice. Even their organs and other soft body parts were saved. Temperatures can change, however. Years later, after a long period of melting, some of the fossils were uncovered. This is what happened to a 110-pound baby mammoth in Russia. A hunter found this incredible fossil in July 2007.
- 9 Fossils tell us more than the kinds of animals and plants that lived in ancient times. They also help scientists figure out how old rock is. Different type of plants and animals lived at different times in Earth's past. As fossils formed in the rock layer by layer, they left a lasting record. Because the oldest plants and animals were buried first, their fossils ended up in the bottom layer of rock. Newer fossils formed in higher and higher layers.





- 10 As a result, scientists know which fossils belong in which layers of rock, from oldest to youngest. What happens when scientists find a fossil in a rock that is separated from its layer? They can still tell about how old the rock is.
- 11 There are many ways to learn more about fossils. Ask a teacher, parent, or other adult where the nearest natural history museum is. These museums hold collections of fossils. Sometimes visitors can even touch them. Find books on fossils at your school or public library. Finally, you might live in an area where you can find fossils on your own. They might be as nearby as your backyard!





- 1 What causes trees to turn to stone?
  - A Minerals replace the wood.
  - **B** The tree gets frozen.
  - **C** The stone gets buried in sand.
  - **D** The water in the tree dries up.

- 2 The soft parts of an animal often do not become part of its fossil because
  - A the fossil is made of rock
  - B water washes the soft parts away
  - **C** soft parts fall apart quickly
  - D animals always eat the soft parts

- 3 What happens when minerals enter the hard parts of a buried creature?
  - **A** The soft parts disappear.
  - **B** The creature turns into a fossil.
  - **C** The hard parts break apart.
  - **D** The creature is older than a fossil.



- **4** In places with cold winters, what happens when there is a major drop in temperature?
  - A Fossils cannot form.
  - **B** Water freezes.
  - **C** Lakes get deeper.
  - **D** All plants become fossils.

- 5 Why are the oldest fossils in the bottom layer of rock?
  - **A** Rock is the softest when it is deep underground.
  - **B** Old rock is heavier than new rock.
  - **C** The fossils have only hard parts.
  - **D** The fossils are the first to get buried.

- 6 Because they know which fossils form in which rock layers, scientists can tell
  - A how salty the water used to be
  - **B** what types of plants are still alive today
  - C how old each layer of the rock is
  - D how many soft parts the animals had





When you read nonfiction, certain **text features** can help you find information. They can also help you make predictions about the text. **Captions** give information about illustrations or photographs. **Subheads** under the **title** can help you figure out what a passage is all about. Words in **bold print** or *italics* are also important. They may be related to the topic.

### Read the selection. Then answer the questions that follow.

# **Desert Animals**

# **Reptiles**

Some desert animals, like reptiles, are active during the day. Lizards don't seem to mind the heat. Their tough skin seals water inside their bodies. In the blazing sun, you can see **Gila monsters, geckos,** and tiny **skinks**. Some rest on rocks. Others climb up cactus stems and hunt for insects.

- 1 What are the title and the subhead of this section of text?
  - **A** *Reptiles* and *Lizards*
  - **B** Desert Animals and Lizards
  - C Desert Animals and Reptiles
  - **D** Gila monsters, geckos, and skinks
- 2 Based on the title and subhead, what do you predict is the topic of the text?



# **The Interesting Armadillo**

What animal loves the warm weather, can hold its breath for up to six minutes, and likes to slurp bugs with its long, sticky tongue? If you think you might know the answer, here's one more question. What is the Texas state mammal? The answer is the nine-banded armadillo. Read to find out more about this unusual animal.

# What an Armadillo Looks Like

2 The nine-banded armadillo is an odd-looking mammal. It is usually gray or brownish-black in color and about the size of a large house cat. Most armadillos grow to be 20 to 40 inches long and weigh about 12 pounds. The animal's nose looks like a pig's snout, and its ears are about an inch and a half long.



The nine-banded armadillo has bands, or stripes, on the armor that covers the outside of its body.



3 Most of the armadillo's body is covered in bony, scaly *armor*. There are large plates at the front and back of the animal, with nine bands in between. This layer of plates protects the animal from its enemies. Its long tail is also covered by bony rings. The armadillo has long *claws* on its front paws so that it can dig burrows to live in and find food to eat. It rarely uses its claws for protection.

# What an Armadillo Eats

4 The armadillo is an expert digger. It rakes the earth with its strong, sharp claws to uncover grubs, beetles, termites, and ants. It digs down into the dirt and uses its long, sticky tongue to get at the insects it wants to eat. An armadillo's keen sense of smell helps it find insects that may be hiding underground and covered by as much as six inches of soil. Armadillos really like to eat bugs, but they also eat berries and bird eggs.

# How an Armadillo Behaves

- 5 Armadillos like to live alone. They are *nocturnal* mammals, or animals that come out only at night. This is when they hunt for food. Armadillos usually move slowly and stop to sniff the air for danger.
- 6 Armadillos love to swim and are very good at it. They can cross water in two different ways. They can either swim or walk. When a stream or pond is deep, armadillos swallow air and paddle across like dogs. The air they swallow helps them float. But if the water is shallow, or not too deep, the animal usually can just walk across the bottom. This is because the armadillo is heavy and can hold its breath for up to six minutes.



# How an Armadillo Protects Itself

- 7 When an armadillo thinks it may be in trouble, it protects itself by moving away quickly. Sometimes it digs a small hole and lies down in it. Snug in the burrow, the armadillo's armor protects it from its enemies. Armadillos also jump straight into the air if they are scared. Many can jump as high as four feet.
- 8 One of the armadillo's worst enemies is the highway. Because they do not look both ways before they cross a road, many armadillos are struck by cars as they walk across.
- 9 There are a lot of armadillos living in Texas. These odd-looking, small mammals survive in the woods and on prairies. No one is worried about them becoming extinct, or dying out forever. Since it was named the Texas state animal in 1995, the number of nine-banded armadillos has continued to grow.



- 1 The title of this article is
  - A What an Armadillo Eats
  - **B** The Interesting Armadillo
  - C Armadillos
  - D How an Armadillo Protects Itself

- **2** If the reader were looking for information about how an armadillo behaves, what feature in this article would be helpful?
  - A Title of article
  - **B** Caption
  - C Subheads
  - D Paragraph numbers

- **3** Why are the words *mammal* and *armadillo* in bold print in paragraph 1?
  - **A** They are important words to the article's topic.
  - **B** They are new words to all readers.
  - **C** They are words that are not important.
  - **D** They are words that are misspelled.



- **4** Under which subhead would the reader look to find information about an armadillo's food sources?
  - A What an Armadillo Looks Like
  - B How an Armadillo Protects Itself
  - C How an Armadillo Behaves
  - D What an Armadillo Eats

- **5** Based on the subhead "How an Armadillo Protects Itself," this section most likely discusses
  - A where armadillos live
  - B what an armadillo does for defense
  - **C** the usual life span of an armadillo
  - D what armadillo babies are called

- 6 Which type of text feature appears on the final page of the article?
  - A Subhead
  - **B** Caption
  - **C** Word in italics
  - D Title







Visual information from a nonfiction text can help you better understand what you read. **Graphic features** that readers often use include illustrations, maps, charts, and time lines.

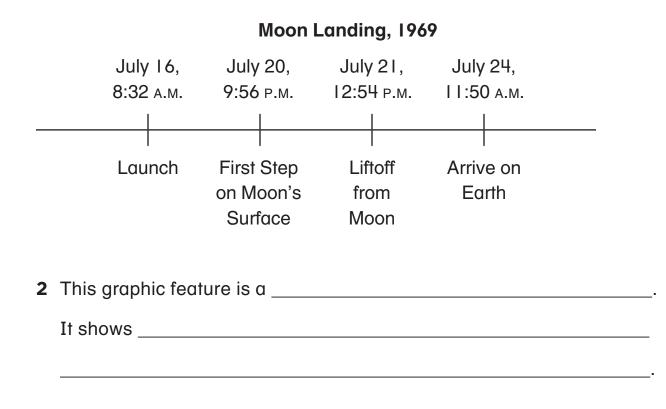
Illustration/ Photograph	An illustration or photograph provides information about what people, places, and events in the text look like. They can help you relate to the topic.	
Μαρ	A map shows where places and objects are in a certain area. A map can help you figure out how to get from one spot to another. It also tells you the part of the world where an event or topic takes place.	
Chart	A chart lists things or events in categories. A chart can help you organize information.	
Time Line	A time line is a table that lists important events that took place over a series of years. You use a time line to find out when in time a certain event took place.	

## Study the graphic features. Then answer the questions.

Classroom Jobs				
Job	Student			
Calendar	Kerri			
Water plants	Ian			
Board eraser	Arnold			
Feed class pet	Noah			
Paper collector	Мауа			

## 1 This graphic feature is a \_\_\_\_\_

It shows \_\_\_\_\_

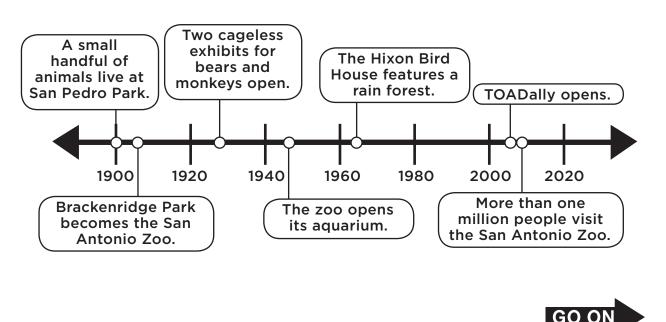


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# Who's Who at the San Antonio Zoo?

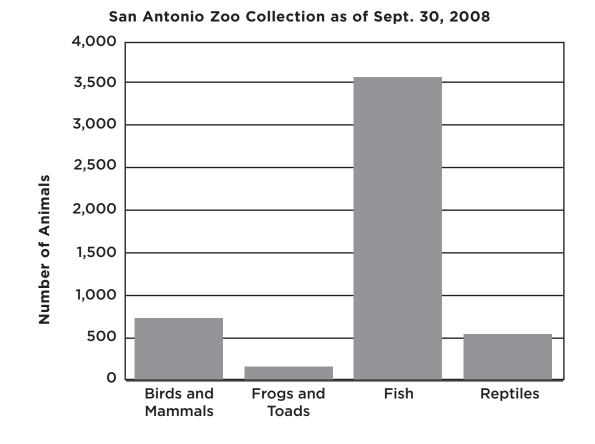
- 7 The San Antonio Zoo is home to hundreds of birds and mammals, thousands of fish, and many turtles, frogs, toads, snakes, and lizards. Located almost in the center of San Antonio, Texas, the zoo has more than one million visitors each year. Close to one-third of all the guests who visit the zoo are children.
- It has taken almost 100 years for the San Antonio Zoo to grow into the fun and educational park that it is today. It's hard to imagine that the zoo's large collection of animals on 56 acres of land started out on a small tract, or piece of land. The original animal park was a small group of animals that lived in San Pedro Park in the 1800s. Then, in 1914, Colonel George W. Brackenridge, an important San Antonio community member, gave the city some of his land.



#### History of the San Antonio Zoo

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- 3 The land donated by Brackenridge was named Brackenridge Park. When he gave the city the land, he also gave it two lions, four bears, and a few buffalo, elk, deer, and monkeys. This group of animals was San Antonio's first zoo.
- As the zoo began to grow, new animals were added and exciting improvements were made. For example, in 1929, the bears and monkeys were treated to new homes that were more like the way they lived in their natural habitats. There were no cages, and the animals got to roam free. The two new exhibits were called Barless Bear Terraces and Primate Paradise. These cageless exhibits were among the first of their kind in America. Visitors to the zoo loved watching the monkeys and bears enjoying their new surroundings.



GO

- 5 About 20 years after the new cageless exhibits opened, the zoo opened its aquarium. The local newspaper called it "the world's greatest" aquarium. Then, in 1966, the zoo opened another new exhibit, a birdhouse. The Hixon Bird House had a man-made rain forest with free-flying birds.
- 6 Today, the San Antonio Zoo has many amazing exhibits. One of its newest collections is called TOADally and gives guests a peek at some endangered frogs and toads. There are also two African displays that show off zebras, hippos, and crocodiles. Many zoo guests like to visit the water hole. This is where they get to watch many different animals come together to drink water.
- 7 At the zoo, people can also see tropical plants and animals in the Amazon exhibit. They can watch butterflies fly about in the butterfly garden and feed nectar to small parrots in Lory Landing. There are animals from all over the world at the San Antonio Zoo.
- According to a survey by a national magazine in 2009, the San Antonio Zoo was one of the top ten best zoos for kids. It's easy to see why. From the Fun Farm Petting Zoo to the Discovery House, the zoo is a place where children can learn about and see animals up close. The San Antonio Zoo is fun for everyone.



- 1 What type of graphic feature is found after paragraph 2?
  - A Illustration
  - B Chart
  - C Map
  - **D** Time line

- **2** According to the first graphic feature, when did Brackenridge Park become known as the San Antonio Zoo?
  - **A** 1914
  - **B** 1948
  - **C** 1966
  - **D** 2008

- 3 The first graphic feature shows that in 2009
  - A the aquarium opened
  - **B** TOADally, a frog and toad exhibit, opened
  - C the Hixon Bird House opened
  - **D** monkeys and bears moved into their first cageless homes

- 4 What type of graphic feature is found after paragraph 4?
  - A Illustration
  - B Chart
  - **C** Map
  - D Time line

- **5** Look at the second graphic feature. Which group of animals is the biggest?
  - A Birds and Mammals
  - **B** Reptiles
  - C Fish
  - **D** Frogs and Toads

- 6 The second graphic feature shows that
  - A many people visit the zoo
  - B frogs and toads are the smallest group of animals at the zoo
  - C there are more reptiles than fish at the zoo
  - D there are more frogs and toads than fish at the zoo

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Grade 3



# Reading

# **Reporting Categories** 2 and 3 **Cross-Category Skills**



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Sometimes you will read a text or watch a presentation that has many different **media**, or ways to provide information. Types of media include words (text), video, spoken sound or music, and graphic features such as diagrams and photographs. To figure out how media work together, use these reading skills:

- Draw conclusions
- Determine main ideas and details
- Make inferences
- Determine author's purpose
- Identify cause and effect
  - Use text and graphic features

### Read the selection. Then answer the questions.

Late Saturday afternoon, Ellie opened the back door. It was time for her dog, Logan, to come inside for his dinner. Ellie couldn't see Logan anywhere. Then she spotted the problem: a hole in the corner of the fence.

Ellie, her father, and her brother Leo rushed out to look for Logan. He was nowhere to be found. Ellie's father suggested that Ellie and Leo make a flyer to post around town.

After a half hour, Ellie and Leo had finished their flyer.

# LOST GOLDEN RETRIEVER

Answers to the name "Logan"

Last seen Saturday 9/20 in backyard on Maple Street

Light blond coloring and sweet face

\*\*\* If found, please contact the town animal shelter. \*\*\*

WE MISS OUR DOG!

1	What types	of media	are include	d in this	selection?
---	------------	----------	-------------	-----------	------------

2	What can you infer about Ellie and Leo's feelings about Logan?
3	What clue(s) helped you make this inference?
4	How does the flyer help you understand the selection?



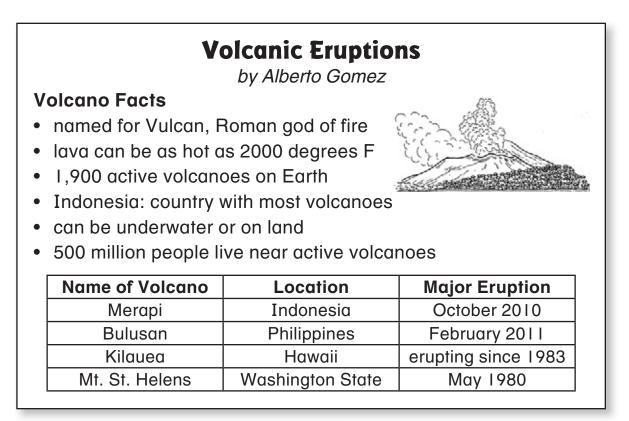
# It's Science Fair Time

- Science is an important subject in school. It teaches you about the world you live in. Most third graders learn about plants and animals. You learn how things move and what the weather is like in different places on Earth. In science class, you can also learn about space and how to compare solids, liquids, and gases. You also sometimes have a chance to show off what you have learned.
- 2 In the United States, science fairs are a popular way for schools to make learning about science more fun. Many schools host special events that are held once or twice a year. For many students, there's nothing more fun than a science fair.
- 3 There are many types of science fair projects. Some students like research. They will choose a topic and find as much information as they can about it. Then they write a paper about what they have learned and display, or show, their projects by making large posters with lots of pictures and facts.
- Another kind of science project is a model. A model is a small copy of something. Some students love space, so they might build a model of the solar system with the sun, moon, and planets. Another idea for a model might be a diorama of a certain place, like a desert. A diorama shows what a place looks like.
- 5 Some students like to show how something works. This is called a demonstration. An example of a demonstration is a model of a volcano that really erupts.





- 6 Before the science fair, you must prepare. The first step is to choose a project about something that interests you. If you like the topic, you will do a better job.
- 7 The second step is to ask a question about your topic. This will help you choose one thing to study. For example, there is too much information on a general topic like weather. But what if you ask a question such as "How do clouds form?" This is an easier project topic.
- 8 Now it's time to do the work. Read all you can about your topic so that you can write a report and use the information to build a model or to make a poster. Here is an example of a science fair poster about volcanoes.



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9 Finally, it's time to present what you have learned. After all your hard work, you will want to make sure other people can enjoy and learn from what you have done. Make a model. Draw a colorful poster. Put together a diorama. Or even make a real volcano!



- 1 Based on the title, paragraph I, and the poster, what is the topic of this selection?
  - **A** Researching plants and animals
  - **B** Succeeding in science class
  - C Volcanoes in Indonesia
  - D Participating in science fairs

- **2** According to the poster, which volcanoes have erupted since the year 2000?
  - A Mt. St. Helens and Kilauea
  - B Bulusan and Mt. St. Helens
  - C Merapi and Bulusan
  - D Kilauea and Merapi

- **3** Which sentence helps the reader conclude that science fair projects take time?
  - A Science is an important subject in school.
  - **B** Another kind of science project is a model.
  - **C** Before the science fair, you must prepare.
  - **D** If you like the topic, you will do a better job.



- 4 The poster helps the reader understand the selection because it
  - A gives an example of a science project
  - **B** shows a picture of a science fair
  - **C** tells how many countries have volcanoes
  - D gives a diagram showing volcanoes erupting

- 5 What is the author's main purpose for writing this selection?
  - A To entertain
  - **B** To warn
  - C To persuade
  - **D** To inform

- 6 What text features does the student use in the poster?
  - A photo and bold print
  - **B** A chart and a list
  - **C** A time line and a map
  - **D** A caption and a diagram





Authors do not always tell readers every piece of information directly. They give details that help readers to figure things out for themselves. When you **make inferences**, you put together clues from the text. Then you make decisions about information that is not stated.

For example, you might read these sentences in an article: *The thumb is a special kind of finger. It often works separately from the other four fingers of the human hand.* Based on these sentences, you can infer that a human hand has five fingers, even though the article does not state this fact directly.

# Read the paragraph. Then answer the questions.

The 2010 Winter Olympics were held in Vancouver, Canada. The opening ceremonies were held on February 12. Athletes from 82 countries competed. There were sports such as skiing, ice hockey, and figure skating. By the time the Olympics ended on February 28, about 3 billion people had watched the events on television.

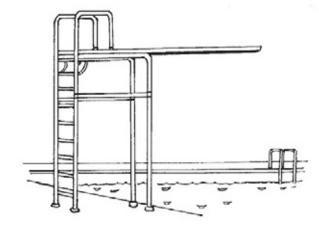
- 1 For about how many weeks did the 2010 Winter Olympics last?
- 2 What clues in the paragraph helped you to make this inference?



# Diana's Big Dive

- 1 Diana had been working for weeks on her dives. At first, she could only do a simple dive. Then Larissa started coaching her. She helped Diana work on her form and taught her two difficult dives. Diana's parents couldn't believe how much she had improved.
- *2* "Hey, Diana," Larissa said one morning. "You need to fill out this entry form for the diving contest. It's due tomorrow."
- *3* "Who, me?" Diana was shocked. She didn't think she was ready to dive in a competition. She had been practicing her new dives for only a few weeks.
- 4 "Sure," said Larissa. "You're a good diver. If we work hard, you could do your forward somersault dive."
- 5 "No way!" said Diana. "I land on my belly every time I try that dive. I'm not ready."
- 6 Larissa wouldn't take no for an answer. She even offered to coach Diana every day until the contest. Diana still wasn't sure, but Larissa really seemed to believe in her.
- 7 When Diana talked to her parents about the contest, they were excited. "You'll do a great job," said her father. "I've seen your dives get better each week. I know you feel nervous, but remember the spelling bee? You were nervous then, and you took second place!"

- 8 Diana's mother said, "And you've been practicing so hard. I'm getting a sunburn from watching you."
- 9 The next day at practice, Diana worked on the somersault dive but couldn't get it right. Larissa watched her carefully each time she climbed the tall ladder and dove into the pool.
- 10 "You are doing very well, Diana, but I see one trouble spot," said Larissa. "You've got to tuck your knees to your chest right after you dive. Watch me."
- 11 Larissa climbed up to the diving board. She stood quietly for a moment and then completed a perfect somersault dive. "Did you see how I pulled my knees up and in?" she asked. Diana nodded. "Now you try, Diana," said Larissa. "Pull your knees in as you leave the diving board. Everything else will fall into place."
- 12 Diana dove into the swimming pool again and again. After practicing for hours, Diana did the dive perfectly. She smiled proudly as Larissa told her what a great job she was doing.





- 13 Diana worked on her dive every day. Each afternoon, Larissa coached her. At the end of each day's practice, Larissa told Diana all the things she was doing right. As the contest drew near, Diana noticed she hardly felt nervous at all.
- 14 Finally, the day of the contest arrived. Diana asked Larissa and her parents to sit up front. As she waited for her turn, she relaxed and breathed slowly. She thought of all the good things Larissa had told her. She smiled to herself.
- 15 At last, it was Diana's turn. Slowly she climbed the tall ladder up to the diving board. Diana stood at the edge of the board and closed her eyes. She pictured herself doing the dive perfectly. She opened her eyes and dove.
- Diana hit the water in just the right position. When she came to the surface, everyone was cheering. She looked at Larissa's face. Larissa was smiling and nodding her head. Her parents were standing up and clapping loudly. Diana grinned. No matter who took home the trophy, Diana felt like a winner.



- 1 In the beginning of the story, how does Diana feel about her diving?
  - A Eager and confident
  - **B** Happy and excited
  - C Unsure and worried
  - D Hopeful and proud

- **2** Which sentence helps the reader understand how Diana feels about her diving at the beginning of the story?
  - **A** Diana had been working for weeks on her dives.
  - **B** She helped Diana work on her form and taught her two difficult dives.
  - **C** She didn't think she was ready to dive in a competition.
  - **D** When Diana talked to her parents about the contest, they were excited.

- 3 The reader can tell from what Larissa does in paragraph 11 that she
  - A has never done a somersault dive before
  - **B** is a good swim coach and wants Diana to do well
  - C thinks Diana should not compete in the contest
  - **D** has never taught anyone how to dive before



- **4** Which sentence is a clue that Diana did a good job?
  - A At last, it was Diana's turn.
  - **B** Slowly she climbed the tall ladder up to the diving board.
  - **C** Diana stood at the edge of the board and closed her eyes.
  - **D** When she came to the surface, everyone was cheering.

- 5 Based on the information in paragraph 13, the reader can infer that
  - A Diana is getting upset about her dives
  - B Larissa wishes she were in the contest
  - C Larissa believes in the power of praise
  - D Diana does not accept Larissa's coaching

- **6** Which sentence in the story helps the reader infer that Diana's feelings about the competition have changed?
  - A Diana dove into the swimming pool again and again.
  - **B** Diana worked on her dive every day.
  - **C** Diana asked Larissa and her parents to sit up front.
  - **D** No matter who took home the trophy, Diana felt like a winner.

# Section 21: READING Review Summarize

A **summary** is a short statement of the most important events or ideas in a story or text. You write a summary in your own words. **Sequence** means the order in which events take place. Signal words such as *then* and *next* often give clues to the sequence of events. When you read a story you can use these words to help you put events in order. This will help you summarize the main events.

# Read the selection. Then answer the questions.

Mammals are not the only creatures that eat meat. Around the world there are meat-eating plants that eat the soft parts of insects. These plants grow in soil with low nutrients. The plants need to eat meat to stay alive.

One type of meat-eating plant is the Venus flytrap. This plant grows in North Carolina. It has leaves that look like open clamshells. Inside each leaf are tiny hairs. When an insect touches a few hairs, the trap is set off. The two-sided leaf quickly closes over the insect, and the plant begins to digest its prey.

Another meat-eating plant is the sundew. Its long, skinny leaves are covered with hundreds of hairs. At the tip of each hair is a drop of sticky liquid. The liquid shines in the sunlight, which is why the plant is called a sundew. When an insect lands on a leaf, it sticks to the gluey liquid, and the leaf curls tightly around the insect.

These are just two types of meat-eating plants. To learn about many other types, talk to your science teacher or look for books in your library.

- 1 What is the topic of the selection?
- 2 What are the most important details in the second paragraph?
- **3** Which detail is not necessary to include in a summary of the selection?
  - A Meat-eating plants grow in low-nutrient soil.
  - **B** Venus flytraps grow in North Carolina.
  - **C** The sundew traps insects with its sticky hairs.
  - **D** The Venus flytrap is a meat-eating plant.
- **4** Summarize the most important details in the selection. Put them in the order in which they appear.



# **Roger's Job**

- 1 Roger was very good at creating things. He dreamed of someday having a job where he could design skyscrapers. The problem was that Roger was only nine years old. He had much to learn and would have to wait many years before he could get a job like that.
- 2 Still, Roger was off to a good start. At home, he liked to construct things with his favorite set of wooden blocks. The different shapes and sizes allowed him to build lots of buildings. At school, his teacher loved the wonderful drawings he did in art class. Roger's work was very different. Sometimes he would draw an entire city. One day, Roger's father had an idea. He called Roger to the kitchen table.
- *3* "Roger, I have a job for you," his father said. "You can design a building for me."
- 4 Roger did not understand what his father meant.
- 5 "What kind of building?" he asked. "I thought I was too young to make a real building."
- 6 "You may be young, but that should not stop you," his father explained. "I have a small building for you to design."
- 7 Roger was getting excited. He wondered what kind of building it could be. He ran to get his drawing paper.



- 8 "Okay, are you ready?" his father asked. "I want you to make a doghouse for Max."
- 9 Roger was surprised. He had not thought of that before.
- 10 "Dad, that is a great idea! Can I really do that?" he said.
- Roger's dad smiled and nodded. "Of course you can," he said.
   "I think it will be a great job for you. Just remember that it has to be something that Max will like. It has to be something that I can build, too. Your mother and your sister Sheila can help us also. You can think of something, can't you?"
- *12* "You bet!" Roger agreed happily.
- 13 He went to work right away. He had to think about the size he wanted. He decided to make a large doghouse that had two sections. One would be a room where Max could lie down on a rug. The other would be a room where Max could keep his toys and chew bones.
- 14 Roger also thought about what colors he wanted to use to paint the outside of the doghouse. He did not want Max's doghouse to look like all the other ones in the neighborhood. He decided to paint it white and green, not red.
- 15 Roger started sketching on his drawing paper. He expertly drew the doghouse that he pictured in his mind. He had a finished plan in no time at all. When he was done, he showed his design to his father.
- 16 "Roger, this looks great," said his father, and then he grinned. "I think Max will love it. We can get started tomorrow."

- 17 Over the next few days, Roger and his father built Max's new doghouse. Roger watched his father cut the boards with a saw. He helped hammer in some of the nails. Then Roger and his mother painted the doghouse.
- 18 "Roger, why did you pick white for the sides of the doghouse?" his mother asked.
- 19 "That's the best part," Roger said. He looked over at his younger sister. "Sheila and I are going to paint pictures of Max on all sides."
- 20 Sheila was excited. "All right!" she shouted.
- 21 When all the paint had dried, Roger looked at the doghouse. It had turned out exactly as he had planned. There was somebody else who still needed to see it. Sheila brought Max outside, and Roger showed him the doghouse. Max went inside, curled up on the rug, and wagged his tail.
- 22 The family smiled and congratulated Roger on his first building project. One day, they hoped to be just as happy for him when he finished designing his first skyscraper.





- 1 What is Roger's problem at the beginning of the story?
  - A He wants to design skyscrapers but he is too young.
  - **B** He is not good at creating things.
  - **C** He wants to buy a doghouse for Max.
  - **D** He is afraid to create new things.

- 2 Which event happens first in the story?
  - A Roger designs a new doghouse for Max.
  - **B** Roger's father gives him a job to do.
  - **C** Max goes inside the doghouse and wags his tail.
  - **D** Max and Sheila paint pictures of Max on the doghouse.

- 3 Right after Roger finishes his design for Max's doghouse he
  - A builds a model using wooden blocks
  - B asks his sister if she will help
  - C shows his sketches to his father
  - D dreams of someday designing a skyscraper

- 4 Which detail is not needed in a summary of the story?
  - **A** Roger is talented at designing things.
  - **B** Roger's father gives Roger a special job.
  - **C** The other neighborhood doghouses are red.
  - **D** Building a doghouse takes careful planning.

- 5 What is the best way to summarize paragraph 11?
  - **A** The doghouse design has to work for the whole family.
  - **B** Roger's dad knows Roger will create a good design.
  - **C** Sheila is going to help Roger and their father build the doghouse.
  - **D** Max is going to be very picky about the design of his house.

- 6 Which is the best summary of the story?
  - A Roger wants to design skyscrapers. He is upset because he is so young.
  - **B** Roger and Sheila paint the doghouse. It does not look like all the others.
  - C Roger and his father build a doghouse for Max. Max loves it.
  - D Roger is very good at creating things. He designs a new doghouse.
     Dad helps him build it.





## Writing: Revising and Editing

### **Reporting Category 2** Revision



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# Section 22: REVISING AND EDITING

### **Revise for Organization**

When you **revise** a piece of writing, think about the ideas and details it includes. The writing should be about a single topic. Make sure all the facts and details are connected to the topic.

Read the selection. Then answer the questions that follow.

### **Blue Whales**

(1) Blue whales are huge. (2) They are some of the largest animals that have ever lived on Earth. (3) A blue whale's tongue can weigh as much as an elephant. (4) Its heart can be as big as a car. (5) The male blue whale can weigh 100 tons. (6) The female can weigh 150 tons. (7) The humpback whale weighs about 30 tons. (8) This makes the blue whale larger and heavier than most dinosaurs.

- 1 Write the sentence that is NOT connected to the topic.
- **2** Add a sentence to the selection that IS connected to the topic.



Jasmine wrote this letter to her friend Gil. Read Jasmine's letter and think about how it should be revised. Then answer the questions that follow.

Dear Gil,

(1) I saw the funniest play last week. (2) You would have really liked it.

(3) I was sad when it was over because I didn't want it to end.

(4) It was about certain events in history the events were changed a little bit. (5) My favorite scene was about the Boston Tea Party. (6) The English were making the colonists pay high taxes on milk, not tea. (7) So the colonists dressed up and went to the Boston Harbor. (8) They threw milk into the water instead of tea. (9) Then the colonists went home and drank a cup of hot tea before bed!

(10) The second part of the play took place in the future. (11) The actors pretended to be space explorers, but they were dressed like the people who came to America on the *Mayflower*. (12) I dressed up as a Pilgrim at Thanksgiving. (13) It was funny to see people in space helmets and Pilgrim outfits.

(14) They were on a planet that was all green. (15) They became friendly with a group of aliens that lived there. (16) The aliens helped the space explorers grow green corn. (17) The space explorers were so happy.
(18) The space explorers had a party for the aliens. (19) They served green corn, blue turkeys, and purple pumpkin pies, and then they played games.

GOON

(20) The space explorers had a good time teaching the aliens how to play football.(21) The play ended with everyone singing a Thanksgiving song.(22) The aliens won every game because they had four legs and could run fast.

Your friend, Jasmine



- 1 Which sentence could BEST be added before sentence 4?
  - **A** I was in a play in the second grade.
  - The play was called *What If*? B
  - **C** I saw a really good movie, too.
  - **D** Social studies is my favorite subject.

- 2 What is the **BEST** way to revise sentence 4?
  - **A** It was about certain events in history then the events were changed a little bit.
  - **B** It was about certain events in history, but the events were changed a little bit.
  - **C** It was about history and certain changed events in history a little bit.
  - **D** It was about events in certain history that were changed a little bit.

- **3** Jasmine wants to write about the play only. Which sentence should she delete to stay on topic?
  - A Sentence 10
  - **B** Sentence II
  - Sentence 12 С
  - Sentence 13 D



GO

- 4 Look at sentence 14. The word *They* does not clearly explain what happened in the play. Which word or words could **BEST** replace *They* and help Jasmine improve the sentence?
  - A I
  - **B** He
  - C My aliens
  - **D** The Pilgrims
- 5 What is the **BEST** way to combine sentences 17 and 18?
  - A The space explorers were so happy that they had a party for the aliens.
  - **B** The space explorers were happy for the aliens and if the space explorers had a party.
  - **C** The aliens had a party for the space explorers and they were so happy.
  - **D** The space explorers were so happy, but they had a party for the aliens.
- 6 Jasmine wants to organize her letter so that it makes sense. What is the **BEST** way to revise sentences 21 and 22?
  - A Combine the two sentences
  - B Delete sentence 21
  - C Switch the order of the two sentences
  - D Delete sentence 22





## Writing: Revising and Editing

### **Reporting Category 3** Editing



# Section 23: REVISING AND EDITING

### **Nouns and Verbs**

A **noun** is a word that names a person, place, thing, or idea. A **singular noun** names one person, place, thing, or idea, such as *girl, school,* and *table*. A **plural noun** names two or more people, places, things, or ideas, such as *doctors, parks,* and *trees.* 

A **common noun** names something general, such as *boy* or *city.* It starts with a lowercase letter unless it begins a sentence. A **proper noun** names something specific, such as *Charlie* or *Houston.* It always starts with a capital letter.

A **verb** is an action word. It tells what happens or what is done. Verbs have different forms depending on whether the action happened in the past, happens now, or will happen in the future.

Past	Present	Future
talked	talks	will talk
sat	sit	will sit
played	plays	will play

### Read the sentences below. Circle the noun or verb that correctly completes each sentence.

- 1 Will you please (improve, improvement) the second paragraph?
- 2 At the playground, Henry decided to go on the (swung, swings).
- **3** The city of (Orlando, landed) is in Florida.
- **4** On Saturday, we (celebration, will celebrate) Dad's birthday.



Stefan wrote a story for the school newspaper. He would like you to read his story and look for any edits he needs to make. When you finish reading, answer the questions that follow.



### The Bicycle Race

(1) Mario challenged Lawanda to a bicycle race. (2) The classroom friends were excellent riders, but each wanted to be known as the best biker in third grade.

(3) Lawanda knew that if she rode her bicycle every day, she could be faster than Mario. (4) She tried to raced ten miles each day. (5) Some days she was so tired that she fell asleep at the dinner table.

(6) Mario thought he could not lose if he had the right equipment. (7) He asked his mother to buy him a pair of racing gloves and a new helmet.(8) He was convinced he would win with such good Equipment.



(9) The day of the race arrived. (10) They had agreed to meet at the track and fill their. (11) Their friends wondered which of them would win. (12) "One, two, three, go!" shouted Mario. (13) The racers took off as if they were being chased by a swarm of angry bees. (14) They biked as fast as they could. (15) Mario tried to keep close to his friend, but soon she was out of sight. (16) At last he approached the finish line. (17) He knew her would already be there. (18) Lawanda had won the race, fair and square.



- 1 What type of noun is *Lawanda* in sentence 1?
  - A common noun
  - **B** A proper noun
  - **C** A plural noun
  - **D** It is not a noun.

- **2** What change, if any, should be made in sentence 4?
  - A Change She to We
  - B Change raced to race
  - C Change raced to racing
  - D Make no change

- 3 Which sentence contains more than one verb?
  - A Sentence I
  - B Sentence 9
  - C Sentence I0
  - D Sentence 16



- 4 What change should be made in sentence 8?
  - A Change was to will
  - B Change *convinced* to Convinced
  - C Change win to won
  - D Change Equipment to equipment

- 5 What is the correct way to write sentence 10?
  - A They had agreed to meet at the track and fill their tires.
  - **B** They will agree to met at the track and fill their.
  - **C** They had agreed to met at the track and fill their race.
  - **D** They will agree to meet at the track and fill their.

- 6 What change, if any, should be made in sentence 14?
  - A Change They to I
  - B Change *fast* to more
  - C Change *could* to will
  - **D** No change is needed in sentence 14.



## Section 24: REVISING AND EDITING

### **Adjectives and Adverbs**

An **adjective** is a word that describes a noun. Some adjectives tell what kind of person, place, thing, or idea the noun is. Some adjectives are limiting, such as *this, that, these,* and *those*.

Tyler is a **smart** dog. **This** cat is black.

The **articles** *a*, *an*, and *the* are special adjectives. Use *a* before a word that begins with a consonant. Use *an* before a word that begins with a vowel. Use *the* before singular and plural nouns.

a big dog an empty lot the game the bats An adverb describes an action verb. Adverbs can tell the place or time in which an action takes place. Some adverbs answer the question *how?* Most adverbs that tell how an action takes place end in *-ly.* 

We will go today. Tía played outside. Juan sang softly.

### Read the sentences below. Choose the adverb or adjective that correctly completes each sentence and write it on the line.

**1** Before a mission, astronauts must prepare (careful, carefully).

**2** Alicia is going to leave (soon, soonly).

**3** (This, These) turtles come from South America.

**4** We saw (a, an) big cat at the zoo yesterday.



Raul wrote this paper explaining how to make his favorite meal. He would like you to read his paper and look for any edits he needs to make. When you finish reading, answer the questions that follow.



### **Making Migas**

(1) I used to eat fried eggs all the time. (2) Then my older brother, Jesse, taught me how to make a great breakfast dish. (3) This deliciously breakfast is called migas. (4) To make migas, you will need two eggs, vegetable oil, a tortilla, cheese, and salsa. (5) You also will need a frying pan, a fork, a spatula, and a grater.

(6) First, beat the eggs with a fork. (7) In a separate bowl, grate the cheese. (8) Set the eggs and cheese aside. (9) Careful heat a teaspoonful of oil in a frying pan. (10) My mother keeps the frying pan in the cabinet





next to the stove. (11) Put the tortilla in the pan and heat it until it is soft. (12) Remove the tortilla from the pan and tear it into small pieces.

(13) Now you are ready to put everything together. (14) Start by pouring the eggs into an pan. (15) Spoon in a spoonful or two of salsa. (16) Don't add the salsa unless you like foods. (17) Next, put in the tortilla pieces.
(18) Use the spatula to stir the egg mixture gently. (19) Cook until the eggs are fluffy.

(20) Finally, sprinkle the eggs with the grated cheese. (21) Serve your migas with warm tortillas, beans, and fried potatoes. (22) Everyone will grateful thank the cook!



- 1 What change, if any, should be made in sentence 3?
  - A Change This to An
  - B Change *deliciously* to delicious
  - C Change is to are
  - D Make no change

- 2 What change, if any, should be made in sentence 9?
  - A Change Careful to Carefully
  - B Change *heat* to heated
  - C Change oil to oily
  - D Make no change

- 3 What change, if any, should be made in sentence 14?
  - A Change *pouring* to quickly
  - B Change an to the
  - C Change pan to pot
  - D No change is needed in sentence 14.



- 4 What is the correct way to write sentence 16?
  - A Don't add the salsa unless you like spicy foods.
  - **B** Don't add the salsa unless you like to eat foods.
  - **C** Don't add the salsa unless you like this foods.
  - **D** Don't add the salsa unless you like a food.

- 5 What change, if any, should be made in sentence 18?
  - A Change the spatula to this spatula
  - B Change egg to Egg
  - C Change gently to gentle
  - D Make no change

- 6 What is the correct way to write sentence 22?
  - A Everyone will gratefulness thank the cook!
  - **B** Everyone will grate thank the cook!
  - C Everyone will gratefully thank the cook!
  - **D** Sentence 22 is correct in the paper.



### Section 25: REVISING AND EDITING Review

### **Prepositions and Prepositional Phrases**

A **preposition** is a word that shows the relationship, or connection, between a noun or pronoun and another word in a sentence. Common prepositions include *in, on, at, over, under, to, from, for, with, by, of, into, before, after,* and *during.* 

Someday I will fly to the moon.

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun. The noun or pronoun that follows a preposition is the **object** of the preposition.

The cat sleeps on the chair.

### Complete each sentence by adding a preposition. Then underline the object of the preposition.

- 1 The baby tigers were born \_\_\_\_\_ the summer.
- **2** We saw the tiger yesterday afternoon \_\_\_\_\_ the zoo.

### Underline the prepositional phrase in each sentence below.

- **3** We are going to ride our bikes under the bridge.
- **4** Diego and Kate are going to have a picnic by the river.
- **5** Sondra said she would drive me home after the party.
- 6 Luke hung several posters on the wall.



Tamika wrote this paper about being a good citizen. She would like you to read her paper and look for any edits she needs to make. When you finish reading, answer the questions that follow.



### A Citizen Is Someone Who Cares

(1) Being a good citizen means more than just following rules. (2) It means caring of your community. (3) If you want to be a good citizen, there are many ways to show you care.

(4) Make your community a nicer place to live. (5) Maybe there is trash along the street. (6) Get some friends to help you clean it up. (7) All you need are some gloves and trash bags. (8) Your school building may need attention. (9) Ask for permission to paint over graffiti. (10) A local business will probably be glad to donate the paint. (11) Is there a lot in the



neighborhood that is covered through weeds? (12) Organize a crew and get to work. (13) Pull the weeds and then plant flowers. (14) Your neighbors will thank you! (15) My neighbor Mrs. Singh is very nice.

(16) Help solve people's problems of your community. (17) Friends may need help avoiding a fight. (18) Listen to their problem and suggest a way to solve it. (19) Elderly people may need help with chores. (20) Ask an older neighbor what you can do to help. (21) Groups that serve the needy always need help.

(22) If you care, you can make life better at your neighborhood.

(23) That's all it takes to be a good citizen!



- 1 What is the correct way to write sentence 2?
  - **A** It means caring from your community.
  - **B** It means caring at your community.
  - **C** It means caring up your community.
  - **D** It means caring about your community.

- **2** How many prepositions are there in sentence 9?
  - A One
  - **B** Two
  - **C** Four
  - **D** Five

- 3 What change, if any, should be made in sentence 11?
  - A Change in to over
  - B Change that to this
  - C Change through to with
  - D Make no change

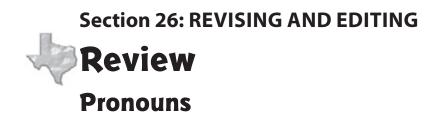


- 4 What change, if any, should be made in sentence 16?
  - A Change problems to with problems
  - B Change of to in
  - C Change your to its
  - **D** No change is needed in sentence 16.

- **5** What is the object of the preposition in sentence 19?
  - A people
  - **B** need
  - C help
  - D chores

- 6 What is the correct way to write sentence 22?
  - **A** If you care, you can make life better in your neighborhood.
  - **B** If you care, you can make life better on your neighborhood.
  - **C** If you care, you can make life better above your neighborhood.
  - **D** If you care, you can make life better near your neighborhood.





A **pronoun** takes the place of one or more nouns. A **singular pronoun** replaces a singular noun. A **plural pronoun** replaces a plural noun or more than one noun.

Mara saw Carey. She saw him last night.

Mara and Carey fed the cats. **They** fed **them** this morning.

*I, we, he, she,* and *they* are **subject pronouns**. *Me, us, him, her,* and *them* are **object pronouns**.

I went to the store with Rena. Aaron got the paper for her.

A **possessive pronoun** shows who or what owns something. Use possessive pronouns such as *my*, *your*, *his*, *her*, *its*, *our*, *your*, and *their* before nouns. Possessive pronouns that can stand alone include *mine*, *yours*, *his*, *hers*, *its*, *ours*, and *theirs*.

Kara's eyes are brown, and **her** hair is black.

This book is **yours**. These books are **ours**.

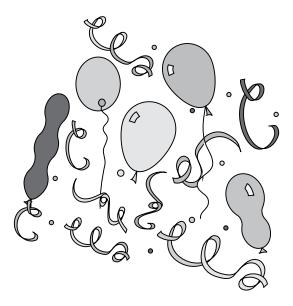
### Circle the pronoun or pronouns in each sentence below.

**1** New York City is famous for its tall buildings.

- **2** Dora and Carlos showed us their new bikes.
- **3** The story Katie told was mine.
- **4** "Why don't you ask Uncle Fred for help with your homework?" Josie asked.
- 5 We played with our cousins all day.



Lia wrote a story about her friend's party. She would like you to read her story and look for any edits she needs to make. When you finish reading, answer the questions that follow.



### **Costume Party**

(1) My friend Sharon had planned a costume party. (2) She asked Miguel and me to come early to help set up the refreshments.

(3) On the day of the party, Miguel and her big sister came to mine house to pick me up. (4) He was dressed in he's pirate costume. (5) He looked great, but he looked even better after I perched my toy parrot on his shoulder. (6) Miguel liked my cat costume, too. (7) My dad took a picture of us in our costumes.



(8) "We should hurry," I told Miguel. (9) "She and her mother are counting on ours help. (10) They have a lot to do."

(11) When Sharon opened the door, Miguel and I laughed. (12) Miguel and I like to laugh and think up riddles. (13) She was wearing a clown costume with a big red nose. (14) We laughed even harder when we saw what he mother was wearing. (15) She was dressed in a clown suit with a giant car-shaped balloon wrapped around her waist!

(16) Within a few minutes, Sharon's house was full. (17) There were sorts of people in different costumes. (18) We danced. (19) We ate good food. (20) We laughed a lot. (21) The next day, everyone agreed it was one of the best parties we'd gone to!



- 1 What is the possessive pronoun in sentence 1?
  - A My
  - B friend
  - **C** Sharon
  - **D** party

- 2 What is the correct way to write sentence 3?
  - A On the day of the party, Miguel and he big sister came to me house to pick mine up.
  - **B** On the day of the party, Miguel and his big sister came to mine house to pick me up.
  - **C** On the day of the party, Miguel and her big sister came to me house to pick mine up.
  - **D** On the day of the party, Miguel and his big sister came to my house to pick me up.

- 3 What change, if any, should be made in sentence 4?
  - A Change *He* to Him
  - B Change was to were
  - C Change he's to his
  - D Make no change



- 4 What change, if any, should be made in sentence 9?
  - A Change her to mine
  - B Change ours to our
  - C Change ours to theirs
  - **D** She shouldn't correct it.

- 5 What change should be made in sentence 14?
  - A Delete the pronoun We
  - B Change he to her
  - C Switch the order of we and he
  - **D** Insert more subject pronouns

- 6 In sentence 16, which possessive pronoun could be used in place of *Sharon's*?
  - A she
  - B it
  - C his
  - D her

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### Section 27: REVISING AND EDITING



### **Complete Subjects and Predicates**

A **sentence** is a group of words that tells a complete thought. Every sentence has two parts, a subject and a predicate.

The **subject** of a sentence tells what or whom it is about. It can be one word or more than one word. A compound subject can be connected by the word *and*.

> Doug lived on the farm. Many cows lived on the farm. Horses and cows lived on the farm.

The **predicate** tells what the subject does or is. A compound predicate can be connected by the word *and*.

Doug lived and worked on the farm.

For a sentence to be complete, it must have a **complete subject** and a **complete predicate**.

Incomplete subject: **Soup, salad, and** were on the table. (Soup, salad, and what? Soup, salad, and **fish**)

Incomplete predicate: She and Alyssa **sailed in a.** (Sailed in a what? Sailed in a **boat**)

### Read each item. Decide whether the item is a <u>complete</u> sentence, has an <u>incomplete subject</u>, or has an <u>incomplete</u> predicate. Write the answer on the line.

**1** Four of my are due at the library tomorrow.

**2** The name of our galaxy is the Milky Way.

**3** The baseball team lost two of their.



Kevin wrote this review of a television program for his school newspaper. He would like you to read his review and look for any edits he needs to make. When you finish reading, answer the questions that follow.

### **Very Special Effects**

(1) Last week, channel 62 showed a film about special effects. (2) I don't usually watch channel 62, but this film made me glad I did. (3) Presented lots of information about an interesting topic.

(4) The fascinating program told how special effects are created in movies and television shows.
(5) A makeup artist made an actor look taller and older.
(6) I also learned how a spaceship appears to travel at warp speed.
(7) Another expert how to make different forms of the same dinosaur.
(8) He drew a sketch of the dinosaur on paper, molded the dinosaur out of clay, and then animated the dinosaur on a computer screen.

(9) I thought the most interesting part. (10) When animated films were explained. (11) The expert filmakers described the process from beginning to end. (12) They explained how they use high-speed computers and special cameras. (13) The last part of the film showed how actors and actresses

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record the voices for animated characters. (14) Some performers.

(15) They said they would rather "play" a voice than a real character in a movie.

(16) The really made me want to become a movie director. (17) Would love to have my friends star as monsters, aliens, and space creatures in a movie that I directed!



- 1 What change should be made in sentence 3?
  - A Insert It before Presented
  - B Delete Presented
  - C Insert new before topic
  - D Delete topic

- 2 What change, if any, should be made in sentence 7?
  - A Change *expert* to experts
  - B Insert showed before how
  - C Change *make* to made
  - D Make no change

- 3 What is the **BEST** way to combine sentences 9 and 10?
  - A I thought the most interesting part was when animated films were explained.
  - **B** I thought the most interesting part was when animated films explained.
  - **C** I thought the most interesting part when animated films were explained.
  - **D** I thought the most interesting part animated films were explained.



- 4 Which of the following is NOT a complete sentence?
  - A Sentence 2
  - **B** Sentence 4
  - C Sentence II
  - **D** Sentence 14

- 5 What change should be made in sentence 16?
  - A Insert show before really
  - B Change *really* to real
  - C Change director to directors
  - **D** Change the period to a question mark

- 6 What is the correct way to write sentence 17?
  - A Would be great to have my friends star as monsters, aliens, and space creatures in a movie that I directed!
  - **B** I would love to have my friends star as monsters, aliens, and space creatures in a movie that I directed!
  - **C** I would be great to have my friends star as monsters, aliens, and space creatures in a movie that I directed!
  - **D** Sentence 17 is correct in the review.



# Section 28: REVISING AND EDITING

### **Simple and Compound Sentences**

A **simple sentence** contains a subject and a predicate and has one main idea. A **compound sentence** contains two simple sentences that are related. You can **combine** simple sentences, or join them together, with the conjunctions *or, and, so,* or *but.* Always place a comma before the conjunction in a compound sentence.

Simple:	Lake Arrowhead State Park has hiking trails.
	It also has a prairie dog town.
Compound:	Lake Arrowhead State Park has hiking trails,
	and it also has a prairie dog town.

### Join each pair of simple sentences with the conjunction *or, and,* or *but* to write a compound sentence.

1 There are large cats. There are small cats.

2 I wanted to go to the movies. Alyssa wanted to go to the mall.

**3** We can go there by car. We can go there by bus.



Rosa wrote this paper about her cousin moving away. She would like you to read her paper and look for any edits she needs to make. When you finish reading, answer the questions that follow.



### Only a Bay Between Us

(1) Julie and I are best friends. (2) Julie and I are cousins. (3) We live right next door to each other. (4) We go to the same school. (5) We play in the same park. (6) Our two families even take vacations together! (7) Last summer, we all visited Washington, D.C. (8) Julie and I always have fun together.



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(9) Julie's mom and my mom are sisters. (10) They're best friends, too.(11) Mom and Aunt Laura are always telling jokes and laughing.

(12) Last week, though, Aunt Laura wasn't joking when she told us she had big news.
(13) She said she was offered a great job in Baytown.
(14) Her family will be moving away from Galveston at the end of the month.
(15) Baytown is all the way on the other side of Galveston Bay.
(16) They will be more than an hour away.

(17) Every day this week I have been helping Julie pack up her things.(18) We also have been looking at old photographs. (19) That has brought back great memories but it's made me a little sad, too. (20) I know I'm going to miss her so much.

(21) Julie noticed me looking sad and said quietly, "Nothing will stop us from visiting each other. (22) It's not like we're moving to the other side of the world. (23) There's only going to be a bay between us."

(24) I thought about that for a minute. (25) Julie wasn't just trying to cheer me up. (26) She was right! (27) I gave my cousin a big hug. (28) We both got back to work.



- 1 What is the **BEST** way to combine sentences I and 2?
  - A Julie and I are best friends, are cousins.
  - **B** Julie and I are best friends, and I and Julie are cousins.
  - **C** Julie and I are best friends, and we are also cousins.
  - **D** Julie and I are cousins, are best friends too.

- 2 What is the **BEST** way to combine sentences 4 and 5?
  - A We go to school or play the same in the park.
  - **B** We go to the same school, and we play in the same park.
  - **C** We go to same school, but the same park.
  - **D** We go to the same school, and we play the same in the park.

- 3 How could sentence II be edited to create a compound sentence?
  - A Always telling jokes, Mom and Aunt Laura are always laughing.
  - **B** Always telling jokes and laughing are Mom and Aunt Laura.
  - C Mom, and Aunt Laura, are always telling jokes and laughing.
  - **D** Mom and Aunt Laura are always telling jokes, and they're always laughing.



- 4 What is the **BEST** way to combine sentences 15 and 16?
  - A Baytown is all the way on the other side of Galveston Bay and they will be more than an hour away.
  - **B** Baytown is all the way on the other side of Galveston Bay, but they will be more than an hour away.
  - **C** Baytown is all the way on the other side of Galveston Bay but they will be more than an hour away.
  - **D** Baytown is all the way on the other side of Galveston Bay, so they will be more than an hour away.

- 5 What change, if any, is needed in sentence 19?
  - A Change That to The
  - B Change brought to bring
  - C Insert a comma after *memories*
  - D Make no change

- 6 What is the **BEST** way to combine sentences 27 and 28?
  - **A** I gave my cousin a big hug, and we both got back to work.
  - **B** I gave my cousin a big hug, we both got back to work.
  - **C** I gave my cousin a big hug, or we both got to back work.
  - **D** I gave my cousin a big hug, so we both got back to work.



#### Section 29: REVISING AND EDITING **Review** Subject-Verb Agreement

**Subjects** and **verbs** in a sentence must agree in number. Add *-s* or *-es* to present tense verbs that are used with *he, she, it,* or a

singular noun:

He tells interesting stories. Danny pushes his sister on the swing.

Do not add *-s* or *-es* to present tense verbs used with *I*, *you*, *we*, *they*, or a plural noun:

I sell picture books. Pandas eat bamboo shoots.

## Read the following sentences. Circle the correct verb form for each sentence.

- 1 The cat (rest, rests) on a chair in the living room.
- 2 The children will (play, plays) games at the party.
- **3** They (study, studies) painting at the museum twice a week.
- **4** We (visit, visits) the bookstore every Saturday.
- **5** Meg and Cory like to (read, reads) about American history.
- 6 She (run, runs) at least three miles a week.
- 7 It is hot in the room, so Liza (open, opens) a window.
- 8 I (work, works) on my writing every day after school.



Ernesto wrote this paper about his pets. He would like you to read his paper and look for any edits he needs to make. When you finish reading, answer the questions that follow.



#### Leader of the Pack

(1) My two dogs is my best friends.
(2) Their names are Jigs and Lulu.
(3) They follow me everywhere I go.
(4) Every day when I get home from school, Lulu is waiting at the door and wagging her tail.
(5) Jigs brings me his ball.
(6) He hope I will take him outside to play.
(7) When I ride my bike down the street, both dogs run along beside me.

(8) Jigs and Lulu join me when I do my homework. (9) They sit next to my desk. (10) My mom says that Jigs and Lulu think I are the leader of the



pack. (11) If they keep watching me do my homework, maybe someday they will be smart enough to do it for me! (12) Jigs and Lulu is smart, but in a different way. (13) They may not be able to read or add, but Jigs can find his favorite toy no matter how well I hide it. (14) Lulu can tell when I am feeling sick. (15) I always get better when Lulu stays in my bedroom with me. (16) Most of all, I just thinks they love me!



- 1 What change, if any, should be made in sentence 1?
  - A Change *dogs* to dog
  - B Change is to are
  - C Change *friends* to freinds
  - D Make no change

- 2 What is the correct way to write sentence 3?
  - A They follows me everywhere I go.
  - **B** They follow me everywhere I goes.
  - **C** They follow me everywhere I going.
  - **D** No change is needed in sentence 3.

- **3** What change, if any, should be made in sentence 6?
  - A Change hope to hopes
  - B Change will take to took
  - C Change him to his
  - D Make no change



- 4 What change, if any, should be made in sentence 10?
  - A Change Jigs and Lulu to them
  - B Change *thinks* to thinks
  - C Change are to am
  - D Make no change

- 5 What is the correct way to write sentence 12?
  - A Jigs are smart, but in a different way.
  - **B** Lulu are smart, but in a different way.
  - **C** Jigs and Lulu are smart, but in a different way.
  - **D** Sentence 12 is correct in the paper.

- 6 What is the correct way to write sentence 16?
  - A Most of all, I just think they love me!
  - **B** Most of all, I just thinks they loves me!
  - C Most of all, we just thinks they love me!
  - D Sentence 16 is correct in the paper.



# Section 30: REVISING AND EDITING

#### **Transition Words**

**Transition words** are words that help the reader move from one idea to the next.

Some transition words tell the reader when an event happens or what the writer is going to talk about next. These words include *first, second, then, next, last, after, before, soon,* and *later.* 

**First,** the batter steps up to the plate. **After** the pitch, she swings her bat.

**Before** Maria goes to bed, she brushes her teeth. **Then** she turns on her night light.

Other transition words tell the reader that the writer is about to conclude, or finish, an idea. These words and phrases include *finally, in conclusion, lastly,* and *all in all.* 

**In conclusion**, transportation in cities has changed a lot over the years.

All in all, I had a wonderful summer.

## Read the following paragraph. Circle the best transition words to complete the paragraph.

(1) (After, First), I take my folders and books out of my backpack.
(2) (After, Before) I look at my homework assignments, I start with math.
(3) (In conclusion, Next), I move on to reading.
(4) Then I work on science.
(5) (Second, Finally), it's time to go outside!



Cassie wrote this paper about a Sunday afternoon with her father. She would like you to read her paper and look for any edits she needs to make. When you finish reading, answer the questions that follow.



(1) Last Sunday, my dad came up with a great idea for an afternoon at the lake. (2) He suggested that we go canoeing. (3) I had always wanted to paddle in a canoe, so I jumped at the chance.

(4) First, we got ready for the day. (5) We put on our bathing suits, shorts, T-shirts, and hats. (6) We made a lunch that would be easy to eat in the boat. (7) Next, Dad filled the water bottles. (8) Lastly, Mom helped us put on sunscreen.

(9) Before we packed our gear in the car, we drove to the outdoor store.(10) Dad went to the rental desk and asked for a canoe. (11) Before they would give us the boat, he had to fill out some forms. (12) Then we followed the clerk to the back lot.



(13) There were at least fifteen canoes outside. (14) The clerk said we could pick any canoe we wanted. (15) I asked for the red one with wooden seats. (16) The store clerk helped Dad put the boat on the roof of the car.
(17) Then we tied the canoe down tightly with ropes. (18) First, we put two paddles and two life jackets in the back.

(19) It seemed like we'd never make it into the water, but we were on the shore of the lake. (20) The canoe was loaded and ready. (21) We pushed it into the water. (22) Dad rode in back, and I took the front. (23) Paddling was so much fun! (24) It took me a while, but I got the hang of it.

(25) Later, when we reached the island, we ate lunch. (26) After that, we went swimming. (27) It was one of the best Sundays Dad and I have ever spent together.



- 1 What transition could **BEST** be added to the beginning of sentence 6?
  - **A** In conclusion
  - **B** Then
  - **C** Finally
  - **D** All in all

- 2 What change, if any, should be made in sentence 9?
  - A Change *Before* to After
  - B Change *Before* to Lastly
  - C Insert first after car
  - D Make no change

- 3 What is the correct way to write sentence II?
  - **A** All in all, they would give us the boat, he had to fill out some forms.
  - **B** Soon they would give us the boat, he had to fill out some forms.
  - **C** In conclusion, they would give us the boat, he had to fill out some forms.
  - **D** Sentence II is correct in the paper.



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- 4 What change, if any, should be made in sentence 18?
  - A Delete First
  - B Change First to Finally
  - C Insert then after back
  - D Make no change

- 5 What is the correct way to write sentence 19?
  - A It seemed like we'd never make it into the water, but first we were on the shore of the lake.
  - **B** It seemed like we'd never make it into the water soon, but we were on the shore of the lake.
  - **C** It seemed like we'd never make it into the water, but finally we were on the shore of the lake.
  - **D** After it seemed like we'd never make it into the water, but we were on the shore of the lake.

6 What transition could **BEST** be added to the beginning of sentence 27?

- **A** Lastly
- **B** First
- C Next
- **D** All in all



#### Section 31: REVISING AND EDITING Review Capitalization

Always **capitalize** the first word in a sentence, all proper nouns, and the word *I*. Here are some other capitalization rules you should know.

What to Capitalize	Examples
Historical periods	Middle Ages, Revolutionary War
Official titles	Dr. Martin, Ms. Alvarez
Geographical names and places	East Texas, Breezy Bend Drive

Read the following sentences. Write the word or words that should be capitalized on the line below each sentence.

- 1 She is going to take swimming lessons at blue hills camp.
- 2 we live two blocks away from dr. Mehta's office.
- **3** Our family moved to Austin, texas, over the Fourth of july.
- **4** The class began reading a story set during the great depression.
- **5** Yellowstone national park was founded in 1872.



Miguel wrote this report about an unusual toy. He would like you to read his report and look for any edits he needs to make. When you finish reading, answer the questions that follow.



#### **An Ancient Toy**

(1) The yo-yo is the second oldest toy in the world.(2) The oldest toy is the doll.(3) About 3,000 years ago, the Greeks made yo-yos out of clay.

(4) You can see an ancient Greek yo-yo in a museum in the city of athens.

(5) Yo-yos are even pictured on the walls of Egyptian temples.

(6) Yo-yos were never used as weapons like boomerangs, balls, and clubs. (7) Some important soldiers, such as emperor Napoleon, loved to play with them, though.

(8) The modern story of the yo-yo started in the 1920s, when a young man from the philippines named Pedro Flores moved to the United States.(9) Pedro found that his lunchtime yo-yo playing was drawing a crowd.(10) He started a company to make the toy that he called the yo-yo.



(11) Pedro sold his company to Donald Duncan in 1929. (12) This was at the end of the time period called the "Roaring twenties." (13) Many classic tricks were invented while Mr. Duncan's company sold yo-yos.

(14) Today, yo-yos are bigger than ever, with more than 600 million sold.(15) At contests, players from around the world show off new tricks.(16) There are not only wooden yo-yos.(17) There also are plastic ones, yo-yos that light up when they spin, and even models that sing!

(18) Yo-yos have come a long way since ancient History. (19) If you are looking for an easy way to have fun, get yourself a yo-yo and take it for a spin.



- 1 What change should be made in sentence 4?
  - A Change an to and
  - B Change Greek to greek
  - C Change the to that
  - D Change athens to Athens

- 2 What change, if any, should be made in sentence 7?
  - A Change *soldiers* to Soldiers
  - B Change emperor to Emperor
  - C Change Napoleon to napoleon
  - **D** Make no change

- 3 What change should be made in sentence 8?
  - A Change *philippines* to Philippines
  - B Change Pedro Flores to Pedro flores
  - C Change Pedro Flores to pedro Flores
  - **D** Sentence 12 is correct in the report.

- 4 What change, if any, should be made in sentence 12?
  - A Change time period to Time Period
  - B Change *Roaring* to roaring
  - C Change *twenties* to Twenties
  - **D** No change is needed in sentence 12.

- 5 What change, if any, should be made in sentence 13?
  - A Change mr. to Mr.
  - B Change *Duncan's* to duncan's
  - C Change *company* to Company
  - D Make no change

- 6 What is the correct way to write sentence 18?
  - **A** Yo-yos have come a Long Way since ancient History.
  - **B** Yo-yos have come a long way since Ancient History.
  - **C** Yo-yos have come a long way since Ancient history.
  - **D** Sentence 18 is correct in the report.



Section 32: REVISING AND EDITING

#### Review

#### **Apostrophes and Commas**

Use an **apostrophe** to represent the letters that are left out when two words are combined in a contraction.

could not = **couldn't** it is = **it's** 

An apostrophe also shows ownership.

This bike belongs to Ashley. It is **Ashley's** bike.

Use a **comma** to set off the name of a person who is spoken to directly.

Luis, can you do me a favor?

Commas also are used in dates, to separate days and years. Luis was born on July 22, 2004, in Dallas.

Use commas to separate three or more items in a list. Put a comma after each item except for the last one. Use *and* or *or* before the last item.

We bought apples, grapes, and bananas.

## Write each of the following sentences correctly on the line below.

1 Mitchell bought Dons watch on May 4 2011.

**2** We saw lions tigers and snakes, at the zoo on Saturday.

**3** Ms. Vega Im not sure if I did this the right way.



Jina wrote this paper about how to make a treat called apple rings. She would like you to read her paper and look for any edits she needs to make. When you finish reading, answer the questions that follow.



#### **Apple Rings**

 (1) There are many different ways to cook with apples. (2) You can make apple pie or apple butter. (3) Dad my brother, and I like to make apple rings. (4) They arent hard to make. (5) All you need are apples butter sugar, and water.

(6) First, you select three cooking apples. (7) Dad favorite kind is McIntosh. (8) But you can use other kinds of apples too. (9) Next, you wash, cut, and core each apple. (10) Dad usually places a small pat of

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butter and a tablespoon of water in a skillet. (11) Carefully make a layer of rings in the skillet. (12) Sprinkle a little sugar on the rings. (13) Cover the skillet and cook the apple rings until they are soft.

(14) You can eat the apple ring's by themselves. (15) For a special treat, make a stack of three apple rings. (16) Place a scoop of vanilla ice cream on top of the rings. (17) Sprinkle with cinnamon on top of the ice cream.
(18) It is a delicious dessert that's fit for a king or queen! (19) In fact, I have apple rings every year on December, 16, when I celebrate my birthday!



- 1 What change should be made in sentence 3?
  - A Insert a comma after Dad
  - B Delete the comma after brother
  - C Insert a comma after I
  - D Change rings to ring's

- 2 What change, if any, should be made in sentence 4?
  - A Change *They* to **They'll**
  - B Change *arent* to aren't
  - C Insert a comma after hard
  - D Make no change

- **3** What is the correct way to write sentence 5?
  - A All you need are apples, butter, sugar, and water.
  - **B** All you need, are apples butter sugar, and, water.
  - **C** All you need are, apples, butter, sugar and water.
  - **D** No change is needed in sentence 5.



- **4** What change should be made in sentence 7?
  - A Change Dad to Dad's
  - B Insert a comma after Dad
  - C Insert a comma after kind
  - D Change *McIntosh* to McIntosh's

- 5 What change, if any, should be made in sentence 14?
  - A Change *can eat* to can't
  - B Insert a comma after apple
  - C Change ring's to rings
  - D Make no change

- 6 What change, if any, should be made in sentence 19?
  - A Change rings to ring's
  - B Delete the comma after December
  - C Insert a comma after *celebrate*
  - **D** Make no change



#### Section 33: REVISING AND EDITING Review Spelling

When you edit a composition, look carefully for errors in spelling. Pay special attention to the rules below.

Rules	Examples
When a word ends in a vowel followed by	drop / dropped
a consonant, the final consonant often has	win / winning
to be doubled when an ending such as <i>-ed,</i>	swim / swimmer
<i>-ing,</i> or <i>-er</i> is added.	
When a word ends in a consonant followed	score / scored
by the letter <i>e</i> , the final <i>e</i> often has to be	care / caring
dropped when an ending such as <i>-ed</i> or <i>-ing</i>	
is added.	
When a word ends in a consonant followed	cry / cries
by the letter y, the y often has to be	worry / worries
changed to an <i>i</i> when an ending is added.	
There are often double consonants in the	middle NOT midle
middle of words.	pebble NOT peble
	little NOT litle
Spell contractions correctly.	should've
	won't
	couldn't

## Circle the correctly spelled words to complete each sentence below.

- 1 She (tryed, tried) to run faster, but she (couldn't, cou'nt).
- **2** When I (called, caled), the librarian (answerred, answered).
- **3** Veronica (wants, wantes) to go to the park, (two, too).
- 4 They (won't, wont) understand unless you (speek, speak) clearly.
- **5** We (stoped, stopped) (staring, stareing) at the polar bear and went to see the lions.



Michelle wrote this story as part of a homework assignment. She would like you to read her story and look for any edits she needs to make. When you finish reading, answer the questions that follow.



#### **Mrs. Fielding's Friends**

(1) Mrs. Fielding loveed animals. (2) She had one hen, three donkeys, five goats, two cows, four geese, one rooster, three sheep, and a pig.

(3) One day, Mrs. Fielding went to the barn to gather eggs.

(4) "Myrtle, where are you?" she caled out to her hen. (5) Mrs. Fielding squeezed past the cows and goats, stepped over the rooster, and shooed away three little mice. (6) She found Myrtle in the back of the barn.

(7) "Smart litle Myrtle, I don't think any foxes or wolves would ever find you back here."(8) Mrs. Fielding collected the eggs and climbed back out of the barn.



(9) Mrs. Fielding wondered what to do about the crowded barn. (10) She sliced two loaves of bread and made some delicious sandwiches. (11) She hated eating alone in the big farmhouse, so she walked out to the barn to eat her lunch. (12) As she ate, she talked to her animals. (13) "You are my friends, and I'm not getting rid of any of you," she said.

(14) That night, a terible noise woke up Mrs. Fielding. (15) The cows were mooing. (16) The rooster was crowing. (17) The pig was oinking.
(18) Mrs. Fielding dashed outside just in time to see two thieves run away from the barn. (19) She led the frightened animals into the big farmhouse.

(20) Mrs. Fielding put hay over the floors of her two extra bedrooms.(21) "Please make yourselves right at home!" she said. (22) The next night, Mrs. Fielding heard the prowlers open the barn door. (23) She chuckled as they ran away empty-handed.

(24) Mrs. Fielding knew that the prowlers would never be back. (25) She staied in her house with all the animals and never was lonely again.



- 1 What change, if any, should be made in sentence 1?
  - A Change Fielding to Fielding's
  - B Change *loveed* to loved
  - C Change animals to animal
  - D Make no change

- 2 What change should be made in sentence 4?
  - A Change where to ware
  - B Change *caled* to called
  - C Change to to too
  - D Change hen to henn

- **3** What change, if any, should be made in sentence 7?
  - A Change litle to little
  - B Change foxes to foxs
  - C Change ever to never
  - D Make no change



- 4 What change, if any, should be made in sentence 14?
  - A Change *night* to nite
  - B Change terible to terrible
  - C Change woke to waked
  - **D** No change is needed in sentence 14.

- 5 What change, if any, should be made in sentence 20?
  - A Change hay to hey
  - B Change *floors* to flores
  - C Change *bedrooms* to bed rooms
  - D Make no change

- 6 What change, if any, should be made in sentence 25?
  - A Change staied to stayed
  - B Change *lonely* to lonly
  - C Change again to against
  - **D** No change is needed in sentence 25.





## Writing: Written Composition

## **Reporting Category 1** Composition

## **Reporting Category 2** Revision



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# Section 34: WRITTEN COMPOSITION Review Develop Drafts

When you write a composition for a test, you often write about a topic you are given. This topic is called a **prompt.** 

The STAAR Writing Test includes both personal narrative and expository prompts.

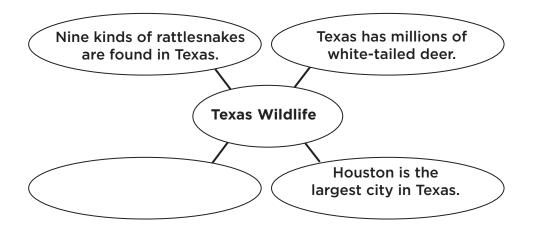
**Personal narrative** prompts ask about your personal experiences. They include a picture to help you think about the prompt.

**Expository** prompts have three parts: **READ**, **THINK**, and **WRITE**. The **READ** section introduces the prompt.

The **THINK** section helps you think about what you want to write. The **WRITE** section is the prompt. This is what you will write about.

You will have two and a half pages of blank space for planning your composition and writing rough **drafts**. Some writers use this space to make an outline or a web. Then, before they write a first draft, they decide how they want to present information in their composition.

#### A student made the web below for a composition he is planning to write. Look at the web. Then answer the questions that follow.



- 1 Based on the web, what is the topic for this composition?
- 2 Which detail in the web does not belong in the composition?
- **3** Why isn't this detail related to the topic?
- 4 What detail would you add in the empty oval in the web?



The **central idea** of a piece of writing tells what it is about. **Supporting details** give information about the central idea.

When you write, make sure all the details are connected to the central idea. Take out any details that do not support it. Remember: the quality of your writing is more important than the quantity of your writing. Only **one** page of writing will be scored, so stick to your central idea and keep your introduction and conclusion short.

#### Read the selection. Then answer the questions that follow.

#### Venomous Snakes in Texas

Texas is home to 15 different kinds of venomous snakes. The Texas coral snake can be found in southeast Texas. The cottonmouth, or water moccasin, is found around rivers and ponds. There are also three different kinds of copperhead snakes in Texas. Several nonvenomous snakes, like the rat snake, also live in Texas.

Rattlesnakes, though, make up the largest group of venomous snakes in the state. Texas is home to 10 different kinds of rattlesnakes! These include the western diamondback. This snake can grow up to 7 feet long. Some have been found that measure over 9 feet long! In contrast, the pygmy rattlesnake is the smallest venomous snake in Texas. It is only about 15 inches long.

<ol> <li>What is the central idea of this selection</li> </ol>	?
--	---

2	List three details that support this idea.
3	Which detail should be taken out of the selection?
4	What kind of details could you add to the selection in order to give more information about the topic?



After you choose something to write about, you must decide what details to include in your writing. This is part of the planning process, which is necessary to writing a good composition.

It is important to **stay on topic**. For example, you might decide to write a composition about why you like to skate. Don't go off topic and start to describe why you don't like to go sledding. This information is not related to the topic of why you like to skate.

To stay focused on your topic, try this suggestion. Write your topic on a piece of paper. Put it in front of you. As you write, ask yourself: *Is this information related to my topic?* 

Read the selection. Then answer the questions that follow.

#### **Alligators and Crocodiles**

Alligators and crocodiles are very similar in many ways. Both are reptiles. They have thick skins and long tails. They are both good swimmers. They catch and eat smaller animals and fish. Frogs are also good swimmers.

Alligators and crocodiles trap their prey in their large jaws. Then they go underwater to swallow it. They each live in warm, swampy places. Crocodiles, however, only live in tropical climates. It is hot there all the time. Alligators do not mind short periods of cool weather.

- 1 What is the topic of this selection?
- 2 What details could you add to support the topic?

**3** Which detail should be taken out because it does not relate to the topic?



To write a quality composition, you must always **revise** your work. Ask yourself these questions:

- Does my composition have a beginning, a middle, and an end?
- Do the events or ideas follow one another in an order that makes sense?
- Did I begin my sentences in different ways?
- Do I need to correct any run-on sentences?
- Do I need to combine any sentences?
- Are there any sentences that don't belong in my composition?
- What can I add to make my composition better?

Read the selection below. Then answer the questions.

#### Tommy and the Kitten

(1) Tommy's mother liked many different kinds of pets.
(2) She liked dogs and cats. (3) She liked gerbils. (4) She liked rabbits too. (5) But her family did not have any pets. (6) Tommy wanted his family to get a dog. (7) Tommy liked gerbils too. (8) Tommy didn't like cats. (9) The kitten rubbed against Tommy's leg and purred. (10) Then one day Tommy found a kitten in the backyard. (11) Tommy decided he liked cats!

1 How would you combine sentences 3 and 4?

2 Rewrite sentences 6, 7, and 8 so they do not all begin the same way.

**3** Does the order of events at the end of the selection make sense? If not, which sentences need to be moved?



Look at the picture below.



Books teach us many new things.

Write about a time when you learned something new from reading a book.

- write about a personal experience
- organize your writing
- develop your ideas in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

**READ** the information in the box below.

Games and sports are fun ways to pass time, to make friends, and to challenge our minds and bodies. Playing a game or a sport also helps us learn new skills.

**THINK** about the games and sports you play.

**WRITE** about a game or sport that is fun to play. Explain why it is so much fun.

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

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## **Composition #3**

Look at the picture below.



A zoo is an interesting place with many things to see and do.

Write about a time when you visited an interesting place with a lot to see.

- write about a personal experience
- organize your writing
- develop your ideas in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

**READ** the information in the box below.

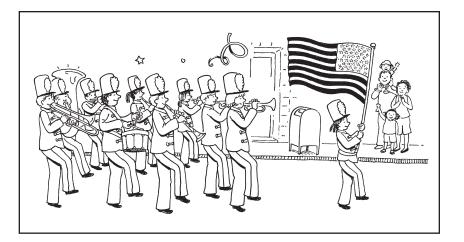
Teachers and principals work hard to offer interesting activities and events to their students. Activities might include nature walks or drama classes. Events might include a craft fair or a field day.

THINK about activities and events at your school.

**WRITE** about an interesting school event or activity. Explain what makes the event or activity special.

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Look at the picture below.



A parade is a type of celebration with groups of musicians and other performers of all ages.

Write about a time when you went to a special party or celebration.

- write about a personal experience
- organize your writing
- develop your ideas in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

**READ** the information in the box below.

Eating is something we must do every day. People look forward to eating some foods more than others. Sometimes their favorite food is a main dish, a salad, a snack, or a dessert.

**THINK** about foods that you look forward to eating.

**WRITE** about a favorite food or meal. Explain why you look forward to eating this food so much.

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Look at the picture below.



Carnivals and theme parks can be a lot of fun.

Write about a time when you had fun at an enjoyable place.

- write about a personal experience
- organize your writing
- develop your ideas in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

**READ** the information in the box below.

Sometimes in our lives we speak or perform in front of other people. We might act in a play, give a presentation at school, or dance in a recital. This can be both fun and challenging.

**THINK** about what it is like to speak or perform for friends, family, or strangers.

**WRITE** about speaking or performing in front of a group. Explain what makes this experience both fun and challenging.

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

## **Student Answer Sheet**

READING	
1 A B C D 2 A B C D 3 A B C D 4 A B C D 5 A B C D 6 A B C D	
	STOP

Student Nar	ne
-------------	----

Revising and Editing Section \_\_\_\_\_

## **Student Answer Sheet**

REVISING AND EDITING	
1       A       B       C       D         2       A       B       C       D         3       A       B       C       D         4       A       B       C       D         5       A       B       C       D         6       A       B       C       D	
STOP	

#### USE THIS PREWRITING PAGE TO PLAN YOUR COMPOSITION.

# MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON THE LINED ANSWER DOCUMENT.

Student Name \_\_\_\_\_

#### USE THIS PREWRITING PAGE TO PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON THE LINED ANSWER DOCUMENT.

# **Answer Document**


# **Reading Review Answer Key**

### Reporting Category I: Understanding Across Genres

#### Section I: Prefixes and Suffixes TEKS 3.4(A)

- 1 B
- **2** A

#### Section 2: Context Clues TEKS 3.4(B)

- 1 C Suggested response: rapidly; moved so fast; they were hard to see
- **2** D

Suggested response: he slowly passed the sleeping hare

 B
 Suggested response: what kinds of flowers to grow; other flowering plants

#### Section 3: Multiple-Meaning Words TEKS 3.4(B)

- 1 C
- **2** A
- **3** D

Section 4: Synonyms and Antonyms TEKS 3.4(C)

- **1** B
- **2** D

#### Section 5: Homographs and Homophones TEKS 3.4(C)

- **1** B
- 2 homophones
- 3 buy

### Reporting Category 2: Understanding and Analysis of Literary Texts

#### Section 6: Ask and Answer Questions TEKS 3.2(B)

- 1 Suggested response: What happened to Max? How far away is the park?
- **2** B

### Section 7: Theme TEKS 3.5(A)

- 1 Juan and Jason
- 2 Suggested response: Juan feels that Jason is a bully, and that Jason thinks he can do anything he wants to do. Juan would like to play softball, but Jason won't let Juan play.
- **3** Suggested response: One day when they get off the school bus together, the wind blows Jason's homework all over the sidewalk. Juan collects the papers. Then Juan walks up to Jason and he tells him what happened.
- 4 Suggested response: Jason has not been friendly to Juan. Still, Juan does not hold that against Jason when he sees that Jason has a problem. The theme is that kindness to others often pays off.

### Section 8: Elements of Poetry TEKS 3.6(A)

- **1** B
- 2 It is a lyric poem.

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#### Section 9: Plot TEKS 3.8(A)

- 1 Suggested response: The girl brags that she is a better weaver than Athena.
- 2 Suggested response: The girl and Athena both want to win the title of best weaver. They are in competition.
- **3** Suggested response: They have a weaving competition. They both start weaving, and then they look at each other's work.
- 4 Suggested response: The turning point is when the girl realizes that Athena is a better weaver than she is.

#### Section 10: Character TEKS 3.8(B)

- 1 Suggested response: Anita feels confident. She has been coming to practice, so she knows all of her lines for the play.
- 2 Suggested response: Frank did not come after school to practice his lines very often, so Anita feels he is not prepared.
- Suggested response: Anita says her first line. Then she sees the audience and she freezes. She cannot remember what to say next.
- 4 Suggested response: Frank helps Anita. She thanks him and feels bad about her decision not to help him. She realizes that anyone can make a mistake. This shows that Anita is open to changing.

### Section II: Elements of Literary Nonfiction

#### **TEKS 3.9**

- 1 Beatrix Potter, her father, her brother Bertram, Spot, Peter, and Beatrix's mother
- 2 They are real. They actually existed.
- **3** It takes place in London in the late 1860s and 1870s, when Beatrix was growing up.
- 4 She loves them.
- 5 Suggested response: I do so love my dog Spot, and all my animals; Peter is my favorite; I love to draw him

#### Section 12: Sensory Language TEKS 3.10(A)

- 1 The flowers were as bright as gold; Simile
- 2 The sky was a carpet of diamonds; Metaphor

#### Reporting Category 3: Understanding and Analysis of Informational Texts

#### Section 13: Author's Purpose TEKS 3.12

- 1 To explain why he or she moved to the desert
- **2** B

#### Section 14: Main Idea and Details TEKS 3.13(A)

- Suggested response: I. When people used film cameras, they usually took fewer pictures. 2. Digital cameras let you take many photos of the same scene. 3. Digital photos are easy to change. 4. Companies can print digital photos on calendars, T-shirts, and baby blankets.
- 2 Suggested response: They are all about the use of regular or digital cameras.
- **3** Suggested response: Digital cameras have changed the way people take pictures and use their photos.

#### Section 15: Draw Conclusions TEKS 3.13(B)

- 1 D
- **2** B

#### Section 16: Cause and Effect TEKS 3.13(C)

- 1 D
- **2** B
- 3 Suggested response: One effect is that the green chlorophyll breaks down. The cause is that the tree stops sending water to the leaves.

#### Section 17: Text Features TEKS 3.13(D)

- 1 C
- 2 Suggested response: Reptiles that live in the desert

#### Section 18: Graphic Features TEKS 3.15(B)

- 1 chart; which classroom job each student has
- 2 time line; the main events of the moon landing in 1969

### Reporting Categories 2 and 3: Cross-Category Skills

#### Section 19: Media Literacy TEKS 3.16

- 1 Words and a flyer
- **2** Suggested response: They care about Logan. They love him very much.
- **3** Suggested response: rushed out to look for Logan; they make a flyer; WE MISS OUR DOG!
- 4 Suggested response: It tells me more about Logan and shows me how Ellie and her family try to solve their problem.

#### Section 20: Make Inferences TEKS Fig. 19(D)

- 1 Two
- opening ceremonies were held on February 12; Olympics ended on February 28

#### Section 21: Summarize TEKS Fig. 19(E)

- 1 Meat-eating plants
- 2 Suggested response: The Venus flytrap is a meat-eating plant. When an insect touches trigger hairs, the leaf closes and traps the insect. Then the plant starts eating the insect.
- **3** B
- 4 Suggested response: Some plants eat the soft parts of insects. They grow in places where the soil is low in nutrients, and eating meat becomes a way to stay healthy. Venus flytraps trap insects inside their clamshellshaped leaves. Sundews trap insects with the sticky glue at the end of hairs on their leaves.

# Writing: Revising and Editing Review Answer Key

### **Reporting Category 2: Revision**

# Section 22: Revise for Organization TEKS 3.17(C)

- 1 The humpback whale weighs about 30 tons.
- 2 Suggested response: Its lungs are also enormous.

### **Reporting Category 3: Editing**

#### Section 23: Nouns and Verbs TEKS 3.22(A)(i), 3.22(A)(ii)

- 1 improve
- 2 swings
- 3 Orlando
- 4 will celebrate

#### Section 24: Adjectives and Adverbs TEKS 3.22(A)(iii), 3.22(A)(iv)

- 1 carefully
- 2 soon
- 3 These
- **4** a

#### Section 25: Prepositions and Prepositional Phrases TEKS 3.22(A)(v)

- 1 in; summer
- 2 at; zoo
- **3** under the bridge
- 4 by the river
- **5** after the party
- 6 on the wall

#### Section 26: Pronouns TEKS 3.22(A)(vi)

- 1 its
- 2 us; their
- 3 mine
- 4 you; your
- 5 We; our

#### Section 27: Complete Subjects and Predicates TEKS 3.22(B)

- 1 incomplete subject
- 2 complete sentence
- 3 incomplete predicate

# Section 28: Simple and Compound Sentences

#### TEKS 3.22(A)(vii)

- 1 Suggested response: There are large cats, and there are small cats.
- 2 Suggested response: I wanted to go to the movies, but Alyssa wanted to go to the mall.
- **3** Suggested response: We can go there by car, or we can go there by bus.

# Writing: Revising and Editing Review Answer Key

#### Section 29: Subject-Verb Agreement TEKS 3.22(C)

- 1 rests
- 2 play
- 3 study
- 4 visit
- 5 read
- 6 runs
- 7 opens
- 8 work

#### Section 30: Transition Words TEKS 3.22(A)(viii)

- 1 First
- 2 After
- 3 Next
- 4 Finally

#### Section 31: Capitalization TEKS 3.23(B)(i), 3.23(B)(ii), 3.23(B)(iii)

- 1 Blue Hills Camp
- 2 We, Dr.
- 3 Texas, July
- 4 Great Depression
- 5 National Park

# Section 32: Apostrophes and Commas TEKS 3.23(C)(i), 3.23(C)(ii)

- 1 Mitchell bought Don's watch on May 4, 2011.
- 2 We saw lions, tigers, and snakes at the zoo on Saturday.
- **3** Ms. Vega, I'm not sure if I did this the right way.

#### Section 33: Spelling TEKS 3.24

- 1 tried; couldn't
- 2 called; answered
- 3 wants; too
- **4** won't; speak
- **5** stopped; staring

# Writing: Written Composition Review Answer Key

### Reporting Category I: Composition

#### **Reporting Category 2: Revision**

#### Section 34: Develop Drafts TEKS 3.17(A)

- 1 Texas wildlife
- **2** Houston is the largest city in Texas.
- **3** Suggested response: It does not have anything to do with animals.
- 4 Suggested response: Texas has more than 100 ocelots (or another fact about Texas wildlife).

#### Section 34: Support a Central Idea TEKS 3.17(B)

- 1 Suggested response: Venomous snakes in Texas
- 2 Suggested response: The Texas coral snake can be found in southeast Texas. The cottonmouth is found around rivers and ponds. Texas is home to ten different kinds of rattlesnakes.
- **3** Several non-venomous snakes, like the rat snake, also live in Texas.
- 4 Suggested response: Additional information about the ten different kinds of rattlesnakes that can be found in Texas

#### Section 34: Stay on Topic TEKS 3.17(B)

- 1 Alligators and crocodiles
- 2 Suggested response: Information about how alligators and crocodiles reproduce
- **3** Frogs are also good swimmers.

#### Section 34: Revise Drafts TEKS 3.17(C), 3.17(D)

- 1 Suggested response: She liked gerbils and rabbits too.
- 2 Suggested response: Tommy wanted his family to get a dog. He liked gerbils, too, but he didn't like cats.
- **3** Suggested response: No. Switch the order of sentences 9 and 10.

# **Reading Practice Answer Key**

### **Reporting Category 1: Understanding Across Genres**

ltem Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section I: Prefixes	and Suffixes		
1	С	Readiness	3.4(A)
2	D	Readiness	3.4(A)
3	В	Readiness	3.4(A)
4	А	Readiness	3.4(A)
5	D	Readiness	3.4(A)
6	В	Readiness	3.4(A)
Section 2: Context	Clues		
I	С	Readiness	3.4(B)
2	В	Readiness	3.4(B)
3	A	Readiness	3.4(B)
4	D	Readiness	3.4(B)
5	В	Readiness	3.4(B)
6	D	Readiness	3.4(B)

ltem Number	Correct Answer	Readiness or Supporting	Content Student Expectation	
Section 3: Multiple-	Section 3: Multiple-Meaning Words			
I	В	Readiness	3.4(B)	
2	С	Readiness	3.4(B)	
3	D	Readiness	3.4(B)	
4	А	Readiness	3.4(B)	
5	С	Readiness	3.4(B)	
6	А	Readiness	3.4(B)	
Section 4: Synonym	ns and Antonyms			
I	В	Supporting	3.4(C)	
2	D	Supporting	3.4(C)	
3	А	Supporting	3.4(C)	
4	В	Supporting	3.4(C)	
5	В	Supporting	3.4(C)	
6	А	Supporting	3.4(C)	
Section 5: Homogro	phs and Homophone	es		
I	С	Supporting	3.4(C)	
2	А	Supporting	3.4(C)	
3	В	Supporting	3.4(C)	
4	D	Supporting	3.4(C)	
5	D	Supporting	3.4(C)	
6	А	Supporting	3.4(C)	

## Reporting Category 2: Understanding and Analysis of Literary Texts

ltem Number	Correct Answer	Readiness or Supporting	Content Student Expectation	
Section 6: Ask and	Section 6: Ask and Answer Questions			
I	D	Supporting	3.2(B)	
2	A	Supporting	3.2(B)	
3	В	Supporting	3.2(B)	
4	В	Supporting	3.2(B)	
5	А	Supporting	3.2(B)	
6	С	Supporting	3.2(B)	
Section 7: Theme				
I	В	Supporting	3.5(A)	
2	А	Supporting	3.5(A)	
3	D	Supporting	3.5(A)	
4	С	Supporting	3.5(A)	
5	D	Supporting	3.5(A)	
6	В	Supporting	3.5(A)	
Section 8: Elements	s of Poetry			
I	С	Supporting	3.6(A)	
2	С	Supporting	3.6(A)	
3	D	Supporting	3.6(A)	
4	A	Supporting	3.6(A)	
5	В	Supporting	3.6(A)	
6	A	Supporting	3.6(A)	

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ltem Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 9: Plot			
I	С	Readiness	3.8(A)
2	В	Readiness	3.8(A)
3	A	Readiness	3.8(A)
4	D	Readiness	3.8(A)
5	D	Readiness	3.8(A)
6	A	Readiness	3.8(A)
Section 10: Charac	ter		
I	D	Readiness	3.8(B)
2	В	Readiness	3.8(B)
3	D	Readiness	3.8(B)
4	С	Readiness	3.8(B)
5	С	Readiness	3.8(B)
6	А	Readiness	3.8(B)
Section II: Elemen	ts of Literary Nonfict	ion	
I	С	Supporting	3.9
2	A	Supporting	3.9
3	В	Supporting	3.9
4	D	Supporting	3.9
5	В	Supporting	3.9
6	С	Supporting	3.9

ltem Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 12: Sensory	/ Language		
I	А	Supporting	3.10(A)
2	В	Supporting	3.10(A)
3	D	Supporting	3.10(A)
4	А	Supporting	3.10(A)
5	В	Supporting	3.10(A)
6	С	Supporting	3.10(A)

### Reporting Category 3: Understanding and Analysis of Informational Texts

ltem Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 13: Author'	s Purpose		
I	D	Readiness	3.12
2	В	Readiness	3.12
3	С	Readiness	3.12
4	D	Readiness	3.12
5	А	Readiness	3.12
6	В	Readiness	3.12

ltem Number	Correct Answer	Readiness or Supporting	Content Student Expectation	
Section 14: Main Id	Section 14: Main Idea and Details			
I	D	Readiness	3.13(A)	
2	D	Readiness	3.13(A)	
3	А	Readiness	3.13(A)	
4	В	Readiness	3.13(A)	
5	D	Readiness	3.13(A)	
6	С	Readiness	3.13(A)	
Section 15: Draw Co	onclusions			
I	D	Readiness	3.13(B)	
2	A	Readiness	3.13(B)	
3	В	Readiness	3.13(B)	
4	D	Readiness	3.13(B)	
5	А	Readiness	3.13(B)	
6	С	Readiness	3.13(B)	
Section 16: Cause c	ind Effect			
I	А	Readiness	3.13(C)	
2	С	Readiness	3.13(C)	
3	В	Readiness	3.13(C)	
4	В	Readiness	3.13(C)	
5	D	Readiness	3.13(C)	
6	С	Readiness	3.13(C)	

ltem Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 17: Text Fee	atures		
I	В	Readiness	3.13(D)
2	С	Readiness	3.13(D)
3	А	Readiness	3.13(D)
4	D	Readiness	3.13(D)
5	В	Readiness	3.13(D)
6	A	Readiness	3.13(D)
Section 18: Graphic	: Features		
I	D	Supporting	3.15(B)
2	A	Supporting	3.15(B)
3	В	Supporting	3.15(B)
4	В	Supporting	3.15(B)
5	С	Supporting	3.15(B)
6	В	Supporting	3.15(B)

## **Reporting Categories 2 and 3: Cross-Category Skills**

ltem Number	Correct Answer	Readiness or Supporting	Content Student Expectation	
Section 19: Media L	Section 19: Media Literacy			
I	D	Supporting	3.16	
2	С	Supporting	3.16	
3	С	Supporting	3.16	
4	А	Supporting	3.16	
5	D	Supporting	3.16	
6	В	Supporting	3.16	
Section 20: Make In	iferences			
I	С	Readiness	Fig. 19(D)	
2	С	Readiness	Fig. 19(D)	
3	В	Readiness	Fig. 19(D)	
4	D	Readiness	Fig. 19(D)	
5	С	Readiness	Fig. 19(D)	
6	D	Readiness	Fig. 19(D)	
Section 21: Summarize				
I	А	Readiness	Fig. 19(E)	
2	В	Readiness	Fig. 19(E)	
3	С	Readiness	Fig. 19(E)	
4	С	Readiness	Fig. 19(E)	
5	А	Readiness	Fig. 19(E)	
6	D	Readiness	Fig. 19(E)	

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# Writing: Revising and Editing Practice Answer Key

### **Reporting Category 2: Revision**

ltem Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 22: Revise	for Organization		
I	В	Readiness	3.17(C)
2	В	Readiness	3.17(C)
3	С	Readiness	3.17(C)
4	D	Readiness	3.17(C)
5	А	Readiness	3.17(C)
6	С	Readiness	3.17(C)

### **Reporting Category 3: Editing**

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 23: Nouns of	and Verbs		
I	В	Supporting	3.22(A)(ii)
2	В	Supporting	3.22(A)(i)
3	С	Supporting	3.22(A)(i)
4	D	Supporting	3.22(A)(ii)
5	А	Supporting	3.22(A)(ii)
6	D	Supporting	3.22(A)(i)

ltem Number	Correct Answer	Readiness or Supporting	Content Student Expectation		
Section 24: Adjectiv	Section 24: Adjectives and Adverbs				
I	В	Supporting	3.22(A)(iii)		
2	A	Supporting	3.22(A)(iv)		
3	В	Supporting	3.22(A)(iii)		
4	A	Supporting	3.22(A)(iii)		
5	D	Supporting	3.22(A)(iv)		
6	С	Supporting	3.22(A)(iv)		
Section 25: Preposi	tions and Prepositio	nal Phrases			
I	D	Supporting	3.22(A)(v)		
2	В	Supporting	3.22(A)(v)		
3	С	Supporting	3.22(A)(v)		
4	В	Supporting	3.22(A)(v)		
5	D	Supporting	3.22(A)(v)		
6	A	Supporting	3.22(A)(v)		
Section 26: Pronouns					
I	A	Supporting	3.22(A)(vi)		
2	D	Supporting	3.22(A)(vi)		
3	С	Supporting	3.22(A)(vi)		
4	В	Supporting	3.22(A)(vi)		
5	В	Supporting	3.22(A)(vi)		
6	D	Supporting	3.22(A)(vi)		

ltem Number	Correct Answer	Readiness or Supporting	Content Student Expectation		
Section 27: Comple	Section 27: Complete Subjects and Predicates				
I	А	Readiness	3.22(B)		
2	В	Readiness	3.22(B)		
3	A	Readiness	3.22(B)		
4	D	Readiness	3.22(B)		
5	A	Readiness	3.22(B)		
6	В	Readiness	3.22(B)		
Section 28: Simple	and Compound Sent	ences			
I	С	Supporting	3.22(A)(vii)		
2	В	Supporting	3.22(A)(vii)		
3	D	Supporting	3.22(A)(vii)		
4	D	Supporting	3.22(A)(vii)		
5	С	Supporting	3.22(A)(vii)		
6	A	Supporting	3.22(A)(vii)		
Section 29: Subject-Verb Agreement					
I	В	Supporting	3.22(C)		
2	D	Supporting	3.22(C)		
3	A	Supporting	3.22(C)		
4	С	Supporting	3.22(C)		
5	С	Supporting	3.22(C)		
6	A	Supporting	3.22(C)		

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ltem Number	Correct Answer	Readiness or Supporting	Content Student Expectation		
Section 30: Transiti	Section 30: Transition Words				
I	В	Supporting	3.22(A)(viii)		
2	A	Supporting	3.22(A)(viii)		
3	D	Supporting	3.22(A)(viii)		
4	В	Supporting	3.22(A)(viii)		
5	С	Supporting	3.22(A)(viii)		
6	D	Supporting	3.22(A)(viii)		
Section 31: Capitali	zation				
I	D	Readiness	3.23(B)(i)		
2	В	Readiness	3.23(B)(iii)		
3	А	Readiness	3.23(B)(i)		
4	С	Readiness	3.23(B)(ii)		
5	А	Readiness	3.23(B)(iii)		
6	В	Readiness	3.23(B)(ii)		
Section 32: Apostrophes and Commas					
I	А	Supporting	3.23(C)(ii)		
2	В	Supporting	3.23(C)(i)		
3	A	Supporting	3.23(C)(ii)		
4	А	Supporting	3.23(C)(i)		
5	С	Supporting	3.23(C)(i)		
6	В	Supporting	3.23(C)(ii)		

ltem Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 33: Spelling	]		
I	В	Readiness	3.24
2	В	Readiness	3.24
3	A	Readiness	3.24
4	В	Readiness	3.24
5	D	Readiness	3.24
6	A	Readiness	3.24

#### **GRADE 3 Personal Narrative Writing Rubric**

#### **Score Point 1**

#### The narrative represents a very limited writing performance.

#### Organization/Progression

- The form or structure of the narrative is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies or literary devices that are only marginally suited to the narrative task, or they are inappropriate or not evident at all. Because the narrative is presented in a random or illogical way, the writer is not able to convey a sense of the experience.
- □ Many of the details do not contribute to the narrative. The writer's lack of focus on a specific personal experience weakens the unity and coherence of the narrative.
- □ The writer's narrative presentation is weak. Repetition or wordiness sometimes causes serious disruptions in the story line. At other times the lack of transitions and sentence-to-sentence connections makes one or more parts of the narrative unclear or difficult to follow.

#### **Development of Ideas**

- □ The development of the narrative is weak because the details are inappropriate, vague, or insufficient. They do not contribute to the writer's portrayal of the experience.
- The narrative is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the narrative as a whole is only weakly linked to the prompt. In other cases, the writer fails to establish a realistic situation or present motivations for behavior or actions.

#### Use of Language/Conventions

- □ The writer's word choice may be vague or limited. It reflects little or no awareness of the narrative purpose. The word choice impedes the writer's ability to relate the experience clearly.
- Sentences are simplistic, awkward, or uncontrolled, weakening the effectiveness of the narrative.
- □ The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

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#### **Score Point 2**

#### The narrative represents a basic writing performance.

#### Organization/Progression

- The form or structure of the narrative is evident but may not always be appropriate to the purpose or responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are only somewhat suited to the narrative task. The writer is able to convey some sense of the experience.
- □ Some details do not contribute to the narrative. The writer may focus on a specific personal experience but may not sustain that focus, limiting the unity and coherence of the narrative.
- □ The writer's narrative presentation is inconsistent. Sometimes repetition or wordiness causes minor disruptions in the story line. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the logical movement of the narrative.

#### **Development of Ideas**

- The development of the narrative is minimal and remains at a surface level because there are few details, they are not always appropriate, or they are too general. For the most part, the details contribute only marginally to the writer's portrayal of the experience.
- The narrative reflects little or no thoughtfulness. In some cases, the writer's response to the prompt is formulaic and demonstrates only a limited understanding of the writing task. In other cases, the writer establishes some elements of a realistic situation but may provide few motivations for behavior or actions. The narrative conveys little sense of why the experience was important to the writer.

#### Use of Language/Conventions

- □ The writer's word choice may be general or imprecise. It reflects a basic awareness of the narrative purpose. The word choice limits the writer's ability to relate the experience clearly.
- Sentences are awkward or only somewhat controlled, limiting the effectiveness of the narrative.
- The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.

#### **GRADE 3 Personal Narrative Writing Rubric**

# **Score Point 3**

#### The narrative represents a satisfactory writing performance.

#### Organization/Progression

- □ The form or structure of the narrative is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are adequately suited to the narrative task. The writer is able to clearly convey the experience.
- Most details contribute to the effectiveness of the narrative. The writer focuses on a specific personal experience and generally sustains that focus. The narrative is coherent, though it may not always be unified due to minor lapses in focus.
- □ The writer's narrative presentation is adequately controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the logical movement of the narrative.

#### **Development of Ideas**

- □ Specific details add some substance to the narrative. For the most part, these details contribute to the writer's portrayal of the experience.
- □ The narrative reflects some thoughtfulness. The writer demonstrates a good understanding of the writing task by establishing a realistic situation and providing reasonable motivations for behavior or actions. The narrative conveys some sense of why the experience was important to the writer.

- □ The writer's word choice is, for the most part, specific and concrete. It reflects an awareness of the narrative purpose. Generally effective word choice allows the writer to relate the experience clearly.
- □ Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the narrative.
- The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the narrative.

# **Score Point 4**

#### The narrative represents an accomplished writing performance.

#### Organization/Progression

- □ The form or structure of the narrative is appropriate to the purpose and responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are particularly well suited to the narrative task. The writer is able to skillfully convey the experience.
- All details contribute to the effectiveness of the narrative. The writer focuses on a specific personal experience and sustains that focus, strengthening the unity and coherence of the narrative.
- □ The writer's narrative presentation is well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the logical movement of the narrative.

#### **Development of Ideas**

- Specific, well-chosen details add substance to the narrative. These details contribute significantly to the writer's portrayal of the experience.
- The narrative is thoughtful and engaging. The writer demonstrates a thorough understanding of the writing task by establishing a realistic situation and providing plausible motivations for behavior or actions. The narrative conveys a good sense of why the experience was important to the writer.

- The writer's word choice is vivid and expressive. It reflects a keen awareness of the narrative purpose. Effective word choice enables the writer to recreate the experience in a way that conveys its importance.
- Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the narrative.
- The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency or clarity of the writing. The overall strength of the conventions contributes to the effectiveness of the narrative.

# **Score Point 1**

#### The essay represents a very limited writing performance.

#### Organization/Progression

- □ The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.
- Most ideas are generally related to the topic specified in the prompt, but the central idea is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.
- □ The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

#### **Development of Ideas**

- □ The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient.
- The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.

#### Use of Language/Conventions

- □ The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay.
- Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
- □ The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

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**GRADE 3 Expository Writing Rubric** 

# **Score Point 2**

#### The essay represents a basic writing performance.

#### Organization/Progression

- □ The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task.
- Most ideas are generally related to the topic specified in the prompt, but the writer's central idea is weak or somewhat unclear. The lack of an effective central idea or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.
- The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.

#### **Development of Ideas**

- □ The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too briefly or partially presented.
- The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.

- The writer's word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay.
- Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.
- The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.

#### **GRADE 3 Expository Writing Rubric**

# **Score Point 3**

#### The essay represents a satisfactory writing performance.

#### Organization/Progression

- □ The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task.
- The writer establishes a clear central idea. Most ideas are related to the central idea and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.
- □ The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.

#### **Development of Ideas**

- □ The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay.
- □ The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.

- □ The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay.
- □ Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay.
- The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.

**GRADE 3 Expository Writing Rubric** 

# **Score Point 4**

#### The essay represents an accomplished writing performance.

#### Organization/Progression

- The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task.
- The writer establishes a clear central idea. All ideas are strongly related to the central idea and are focused on the topic specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.
- The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow.

#### **Development of Ideas**

- The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay.
- The essay is thoughtful and engaging. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways.

- The writer's word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay.
- Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.
- The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.

# STAAR Eligible Texas Essential Knowledge and Skills for English Language Arts and Reading, Grade 3

# READING

<u>Note to Teacher</u>: The Grade 3 Reading standards listed below are the TEKS eligible for assessment on the Grade 3 STAAR Reading Test.

# Reporting Category 1: Understanding Across Genres

The student will demonstrate an ability to understand a variety of written texts across reading genres.

- (4) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
  - (A) identify the meaning of common prefixes (e.g., *in-, dis-*) and suffixes (e.g., *-full, -less*), and know how they change the meaning of roots;
  - (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;
  - (C) identify and use antonyms, synonyms, homographs, and homophones.

# Reporting Category 2: Understanding and Analysis of Literary Texts

The student will demonstrate an ability to understand and analyze literary texts.

- (2) **Reading/Beginning Reading/Strategies.** Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to
  - (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.
- (5) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
  - (A) paraphrase the themes and supporting details of fables, legends, myths, or stories.

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- (6) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to
  - (A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).
- (8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to
  - (A) sequence and summarize the plot's main events and explain their influence on future events;
  - (B) describe the interaction of characters including their relationships and the changes they undergo.
- (9) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.
- (10) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to
  - (A) identify language that creates a graphic visual experience and appeals to the senses.
- (16) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

- (Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to
  - (D) make inferences about text and use textual evidence to support understanding;
  - (E) summarize information in text, maintaining meaning and logical order.

# Reporting Category 3: Understanding and Analysis of Informational Texts

# The student will demonstrate an ability to understand and analyze informational texts.

(12) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

The student expectation for 12(A) is ineligible for assessment. Therefore, when Culture and History (12) is assessed, it will be linked to Figure 19(D): *make inferences about text and use textual evidence to support understanding*. This student expectation will be attached only to expository texts, since persuasive reading is ineligible at grade 3. For this reason, Culture and History (12) will always represent a Readiness standard.

- (13) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to
  - (A) identify the details or facts that support the main idea;
  - (B) draw conclusions from the facts presented in text and support those assertions with textual evidence;
  - (C) identify explicit cause and effect relationships among ideas in texts;
  - (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.

- (15) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to
  - (B) locate and use specific information in graphic features of text.
- (16) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.
- (Figure 19) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to
  - (D) make inferences about text and use textual evidence to support understanding;
  - (E) summarize information in text, maintaining meaning and logical order.

# WRITING

Note to Teacher: The Grade 3 Writing standards listed below closely correspond to the TEKS eligible for assessment on the Grade 4 STAAR Writing Test.

# **Reporting Category 1: Composition**

The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions.

- (17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
  - (B) develop drafts by categorizing ideas and organizing them into paragraphs;
  - (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;
  - (D) edit drafts for grammar, mechanics, and spelling using a teacherdeveloped rubric; and

- (19) **Writing.** Students write about their own experiences. Students are expected to write about important personal experiences.
- (20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to
  - (A) create brief compositions that
    - (i) establish a central idea in a topic sentence;
    - (ii) include supporting sentences with simple facts, details, and explanations; and
    - (iii) contain a concluding statement;

# **Reporting Category 2: Revision**

The student will demonstrate an ability to revise a variety of written texts.

- (17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
  - (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;
- (20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to
  - (A) create brief compositions that
    - (i) establish a central idea in a topic sentence;
    - (ii) include supporting sentences with simple facts, details, and explanations; and
    - (iii) contain a concluding statement;

# **Reporting Category 3: Editing**

#### The student will demonstrate an ability to edit a variety of texts.

- (17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
  - (D) edit drafts for grammar, mechanics, and spelling using a teacherdeveloped rubric; and
- (22) **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
  - (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking
    - (i) verbs (past, present, and future);
    - (ii) nouns (singular/plural, common/proper);
    - (iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);
    - (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);
    - (v) prepositions and prepositional phrases;
    - (vi) possessive pronouns (e.g., his, hers, theirs);
    - (vii) coordinating conjunctions (e.g., and, or, but); and
    - (viii) time-order transition words and transitions that indicate a conclusion;
  - (B) use the complete subject and the complete predicate in a sentence; and
  - (C) use complete simple and compound sentences with correct subject-verb agreement.

#### (23) Oral and Written Conventions/Handwriting, Capitalization, and

**Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

- (B) use capitalization for
  - (i) geographical names and places;
  - (ii) historical periods; and
  - (iii) official titles of people;

- (C) recognize and use punctuation marks including
  - (i) apostrophes in contractions and possessives; and
  - (ii) commas in series and dates
- (24) **Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to
  - (A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;
  - (B) spell words with more advanced orthographic patterns and rules:
    - (i) consonant doubling when adding an ending;
    - (ii) dropping final "e" when endings are added (e.g., -ing, -ed);
    - (iii) changing y to i before adding an ending;
    - (iv) double consonants in middle of words;
    - (v) complex consonants (e.g., scr-, -dge, -tch); and
    - (vi) abstract vowels (e.g., ou as in could, touch, through, bought);
  - (C) spell high-frequency and compound words from a commonly used list;
  - spell words with common syllable constructions (e.g., closed, open, final stable syllable);
  - (E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);
  - (F) spell complex contractions (e.g., should've, won't); and
  - (G) use print and electronic resources to find and check correct spellings.