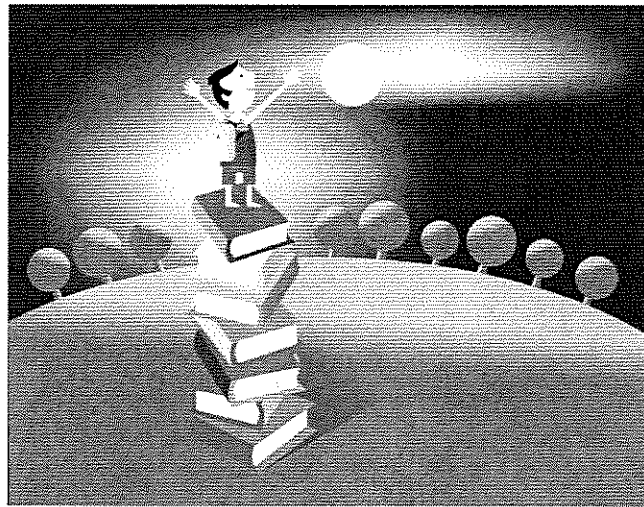


Bryant Middle School

6th grade



Summer Packet

LANGUAGE ARTS

2011 Bryant Middle School Summer Reading Log

The quickest way to improve your reading is to read and read often. During your summer vacation, read daily and complete this form.

[illegible]

[illegible]

WORD LIST - LEVEL GREEN (GRADE 6)

Abandon	constant	exaggerate	Majority	refuge
abundant	contaminate	excel	makeshift	reinforce
access	context	exclude	manipulate	reluctant
accommodate	continuous	expanse	marvel	remorse
accumulate	controversy	exploit	massive	remote
adapt	convenient	extinct	maximum	resolute
adhere	cope	extract	meager	restrain
agony	cordial		mere	retaliate
allegiance	cultivate	Factor	migration	retrieve
ambition	cumulative	former	mimic	rigorous
ample		formulates	minute	rural
anguish	Declare	fuse	monotonous	
anticipate	deluge	futile		Salvage
anxious	dense		Negotiate	sanctuary
apparel	deplete	Generate		siege
appeal	deposit	genre	Objective	significant
apprehensive	designate		obstacle	solar
arid	desperate	Habitat	omniscient	soothe
arrogant	deteriorate	hazardous	onset	stationary
awe	dialogue	hoax	optimist	stifle
	diligent	hostile	originate	strive
Barren	diminish			subordinate
beacon	discretion	Idiom	Painstaking	subsequent
beneficial	dissent	ignite	paraphrase	superior
blunder	dissolve	immense	parody	supplement
boisterous	distinct	improvises	persecute	swarm
boycott	diversity	inept	plummet	
burden	domestic	inevitable	possess	Tangible
	dominate	influence	poverty	terminate
Campaign	drastic	ingenious	precise	terrain
capacity	duration	innovation	predicament	trait
capital	dwell	intimidate	predict	transform
chronological			prejudice	transport
civic	Eclipse	Jovial	preliminary	treacherous
clarity	economy		primitive	
collaborate	eerie	Knack	priority	Unanimous
collide	effect		prominent	unique
commend	efficient	Leeway	propel	unruly
commentary	elaborate	legislation	prosecute	urban
compact	eligible	leisure	prosper	
composure	elude	liberate	provoke	Vacate
concise	encounter	likeness	pursue	verdict
consent	equivalent	linger		verge
consequence	erupt	literal	Quest	vibrant
conserve	esteem	loathe		vital
conspicuous	evolve	lure	Recount	vow

Susan B. Anthony



She Fought for Equality

Susan B. Anthony was born in Adams, Massachusetts, on February 15, 1820. While she was growing up, girls could not take part in as many activities as they do now. Most girls did not go to school, and some could not even read. Even if girls were educated, they did not learn the same subjects as boys. While boys were taught reading, math, history, and geography, girls were taught to sew, cook, sing, or play a musical instrument. Housework was one of the few things girls were taught to do. Many girls practiced good posture by walking with a book balanced on their heads. Others learned to sit without their backs touching the chair. These were the kinds of skills that were considered important for girls in the nineteenth century.

Susan B. Anthony's family wanted her to learn different kinds of things. She was smart and she enjoyed reading. But soon Susan learned that some people treated others differently. They were unfair and even mean. This outraged Susan, and she spent her whole life working for equal treatment for all people.

In 1852, Susan B. Anthony attended a meeting held by a group called the Sons of Temperance. Susan listened to speeches given by men who said that everyone in America should be treated equally. Susan agreed with that idea and also with the group's belief that people should avoid drinking alcohol. She wanted to speak at these meetings, but was not allowed because she was a woman. Susan was told to sit down, "listen, and learn."

Some states passed laws to keep women quiet in public, and they arrested women who ignored the law. Susan worked to change these rules that were unfair to women and started giving speeches all around the country. Both men and women came to hear her speak.

Fair Treatment

When she was fifteen years old, Susan B. Anthony became a teacher. Children were important to her, although she never had children of her own. Susan was angry that girls could not get an equal education. She believed that girls and boys should go to school together. She wanted both boys and girls to grow up happy and to do work that they enjoyed. Susan thought that education should be available to everyone without any restrictions. She gave speeches about equal education all over the country.

Susan B. Anthony also fought against slavery. She spoke about the Declaration of Independence and said that it gave everybody in the United States the right to be free and equal. Other people who wanted to end slavery agreed with Susan, especially President Abraham Lincoln. On January 1, 1863, President Lincoln issued the Emancipation Proclamation that freed the slaves in the South. Then in 1865, the 13th Amendment to the United States Constitution ended slavery throughout the country.

Another issue that angered Susan was the unfair treatment of workers. Men who owned factories often made their employees work long hours for little pay. Women were paid much less than men. Susan was outraged at the way workers were treated. She also thought that women should be able to choose to work or stay home. She also believed women should earn the same pay as men. Susan supported laws that helped to make factories safer and cleaner. She also co-founded the American Equal Rights Association in 1866 and started a newspaper in 1868. The newspaper's motto was "Men their rights and nothing more; women their rights and nothing less."

Thanks in part to Susan B. Anthony, many workers now receive at least a minimum wage. Women today can be doctors, mothers, pilots, teachers, or astronauts.

Changing the World

In Susan B. Anthony's lifetime, women and girls wore long dresses and petticoats. These big skirts made it difficult for girls to run and jump and play. Susan believed women and girls should be able to wear what they liked. She also thought that exercise is important for both boys and girls. Today, women and girls can wear whatever they like.

Many people in Susan's time thought women were not smart enough to vote. Susan thought women were just as smart as men, so she became a suffragette. Suffragettes were women who worked to change the laws so women could vote. Once, the police arrested Susan for trying to vote. But that did not stop her fight for equal rights and fair treatment for women.

Susan B. Anthony died in 1906. In 1920, the United States Congress changed the 19th Amendment to the Constitution so women could vote. Many Americans call it the Susan B. Anthony Amendment.

Directions: Read the story carefully. Read each question/statement and all of the answer choices. Using the story and your own prior knowledge, select the best answer. Circle the letter that corresponds with the correct answer.

1. Why did the author write this article about Susan B. Anthony?
 - a. To discuss women's rights
 - b. To encourage voting
 - c. to describe the life of Susan B. Anthony
 - d. to explain the Declaration of Independence
2. What happened AFTER Susan B. Anthony got upset that girls did not learn the same subjects as boys?
 - a. Girls were taught math and reading.
 - b. Girls were not allowed to attend school.
 - c. Workers received better pay and safer conditions.
 - d. Girls stayed at home to cook and sew.
3. In what way does the story show that Susan B. Anthony worked for equal rights?
 - a. She allowed many women to vote for Abraham Lincoln.
 - b. Equal rights made her unpopular.
 - c. She helped make changes for the better.
 - d. She made no difference for women.
4. How were women and slaves ALIKE in this article?
 - a. neither were allowed to speak at meetings
 - b. both received unfair treatment
 - c. neither dressed comfortably
 - d. both voted for the first time in 1920
5. Which sentence BEST tells the reader what the article is about?
 - a. Susan B. Anthony was born in 1820 and died in 1906.
 - b. Susan B. Anthony helped improve women's rights.
 - c. Susan B. Anthony started the American Civil Rights Association in 1866.
 - d. Girls and boys now study the same subjects in school thanks to Susan B. Anthony.

"O Captain! My Captain!" by Walt Whitman

1

O CAPTAIN! my Captain! our fearful trip is done;
 The ship has weather'd every rack, the prize we sought is won;
 The port is near, the bells I hear, the people all exulting,
 While follow eyes the steady keel, the vessel grim and daunt-
 ing:
 But O heart! heart! heart!
 O the bleeding drops of red,
 Where on the deck my Captain lies,
 Fallen cold and dead.

5

2

O Captain! my Captain! rise up and hear the bells;
 Rise up—for you the flag is flung—for you the bugle trills;
 For you bouquets and ribbon'd wreaths—for you the shores a-
 crowding;
 For you they call, the swaying mass, their eager faces turning;
 Here Captain! dear father!
 This arm beneath your head;
 It is some dream that on the deck,
 You've fallen cold and dead.

10

15

3

My Captain does not answer, his lips are pale and still;
 My father does not feel my arm, he has no pulse nor will;
 The ship is anchor'd safe and sound, its voyage closed and done;
 From fearful trip, the victor ship, comes in with object won;
 Exult, O shores, and ring, O bells!
 But I, with mournful tread,
 Walk the deck my Captain lies,
 Fallen cold and dead.

20

Greatest American poet

Many Americans believe Walt Whitman (1819 - 1892) is the greatest American poet. Whitman loved America and wrote poetry about freedom. More than a century after his death, his poems are still popular.

In 1855, Walt Whitman first published *Leaves of Grass*, a small volume of only twelve poems. Throughout his life, he revised the book to include additional poems. *Leaves of Grass* includes "O Captain! My Captain!" This poem remains one of the most loved of all Whitman poems.

The Poem

"O Captain! My Captain!" is a story about the assassination of President Abraham Lincoln. John Wilkes Booth assassinated President Lincoln on April 14, 1865 at the Ford Theater in Washington, D.C. Whitman calls Lincoln "my captain" because sometimes a country is called a "ship of state." In the first line of the poem, Whitman writes: "our fearful trip is done." The *trip* that Whitman refers to is the Civil War, which had just ended with the defeat of the South by the Union forces of the North.

When Whitman says the country has won a *prize*, he means that the country will stay together. In the first verse, Whitman says that the captain has fallen on the deck, leaving the ship with no leader to bring it back to shore. Many people believed that Vice President Andrew Johnson, who became president after Lincoln's death, would not be a good leader.

Public reaction

In the second verse of the poem, Whitman describes the reaction of the American people to the death of President Lincoln. Whitman asks the president to "rise up and hear the bells" and the "bugle trills," and see the "bouquets and ribbon'd wreaths" brought by the crowds of people who came to the funeral. In the last two verses, Whitman calls Lincoln "dear father" and "my Captain," and says that the entire experience seems like a dream to him.

Aftermath

In the last verse of "O Captain! My Captain!," Whitman writes about the sadness he feels. He is so unhappy that he cannot think of anything but the death of the President. Walt Whitman was right. President Abraham Lincoln was the only political leader gifted enough to lead the country through Reconstruction, or the rebuilding of the war-torn South. President Andrew Johnson, who took office after Lincoln, made many mistakes and did not work well with Congress. Problems continued as the leaders failed to solve them. Poor leadership made Reconstruction very difficult. If Abraham Lincoln had lived, history may have turned out differently. Most scholars now think that Abraham Lincoln was the greatest president in United States history.

Directions: Read the story carefully. Read each question/statement and all of the answer choices. Using the story and your own prior knowledge, select the best answer. Circle the letter that corresponds with the correct answer.

1. Why did the author write the story about "O Captain! My Captain!" by Walt Whitman?
 - a. To tell about Walt Whitman as a poet
 - b. To tell about the problems of the Civil War
 - c. To tell about Abraham Lincoln's life
 - d. To tell about Abraham Lincoln's assassination
2. What happened AFTER Abraham Lincoln died?
 - a. People sent flowers and gifts.
 - b. The Civil War ended.
 - c. Walt Whitman was born.
 - d. Problems were solved.
3. According to the passage, what happened AFTER President Andrew Johnson took office?
 - a. The Civil War ended with the North defeating the South.
 - b. People sent flowers and came to visit.
 - c. The ship had no captain, so it sank.
 - d. He did not work well with Congress and made mistakes.
4. Why is the country described as a "ship of state" in the passage?
 - a. A country needs a captain to guide it.
 - b. A ship is big like a country.
 - c. People cheer when ships come in.
 - d. Abraham Lincoln was a ship's captain.
5. Which sentence BEST describes the main idea of the story?
 - a. John Wilkes Booth assassinated President Lincoln.
 - b. Andrew Johnson was an unpopular president.
 - c. Abraham Lincoln's assassination hurt the country.
 - d. The Civil War was between the North and South.
6. Read this passage: **President Abraham Lincoln was the only political leader gifted enough to lead the country through Reconstruction, or the rebuilding of the war-torn South.** What does *reconstruction* mean?
 - a. Dividing
 - b. Transforming
 - c. Failing
 - d. Assassinating

The Beginning

The wind stabbed through his heavy wool jacket as though he wasn't even wearing one. Andy struggled to wrap his scarf more securely around his neck and face. Gusts of thickly flying snow hid the sun and made it impossible to look at his watch, so he had no idea what time it was. He was certain of only one thing. Somewhere along the way back to his uncle's house he had taken a wrong turn and was now lost.

In the Colorado Rocky Mountains, a wrong turn could be fatal in a snowstorm. Here, the ranchers and farmers strung a rope from the house to the barn to provide safe passage if they had to go outside. Andy had heard about that, but he hadn't been impressed; after all, he was tough.

He shook his head in an effort to clear his vision. Even though he kept rubbing his eyes, snow frosted his eyelashes so quickly that he could barely see. The thought that a simple afternoon walk had turned into a life-and-death struggle frightened him. He probably should have listened to his uncle when he reminded him to stay close to home.

A sudden slip sent him tumbling down a steep incline. Exhausted, he struggled to his feet and stumbled into a drift of snow already driven high by the wind. Panic drove him to scramble through it, but he discovered that his feet were growing numb. Uncomfortably, he suddenly recalled his last words to his mother as she put him on the plane to visit his uncle for the holidays. "I'll be okay," he had said, rolling his eyes while she cautioned him about the weather. He was more eager to get his first vacation away from home started than he was to listen to her fussing over him.

Now he regretted that he had not said something nice to her before he boarded the plane. It looked as though he might not get the opportunity again, and that drove another dagger of cold through his jacket, although he could scarcely feel it. Based on the stories he had heard, numbness was a bad sign. His body was freezing.

He fell in the snow and lay there for what seemed like an hour, although he knew it couldn't have been more than a few minutes. He thought of his mother and how miserable she would be if something happened to him. For once, he felt truly guilty. After his father's death, she had worked very hard to take care of him, and he had never thought to show his appreciation.

No more of that, he thought. He would change. If he made it through this, he would be a completely different person. All he desired was another chance.

In the distance, from what seemed like miles away, he heard someone calling his name.

"Here!" he called frantically. "Here!" For him, this would not be the end of the story, but the beginning.

Directions: Read the story carefully. Read each question/statement and all of the answer choices. Using the story and your own prior knowledge, select the best answer. Circle the letter that corresponds with the correct answer.

1. Which is a fact stated in this passage?
 - a. Andy is going to change.
 - b. A dagger stabs through Andy's jacket.
 - c. Andy does not need anyone's help.
 - d. Andy's mother sends him to visit his uncle.
 - e.
2. Which of the following is true about Andy BEFORE he gets lost in the snowstorm?
 - a. He enjoyed staying with his uncle.
 - b. He enjoyed taking afternoon walks.
 - c. He wanted to be tougher than he was before.
 - d. He had not been impressed by the stories about snowstorms
 - e.
3. Andy is sent to visit his uncle because he
 - a. Loves the snow and ice
 - b. Wants to be a rancher
 - c. Is spending the holidays with him
 - d. Wants to get away from his friends
 - e.
4. The title and the last sentence of the story suggest that
 - a. Beginnings are good
 - b. Andy wants to change his life
 - c. Andy is certain that he will return to his mother
 - d. Andy thinks that a new beginning will be difficult
 - e.
5. What is the BEST summary of this passage?
 - a. Being lost in a snowstorm makes Andy want to become a rancher.
 - b. Being lost in a snowstorm makes Andy decide to be angry with his mother.
 - c. After being lost in a snowstorm, Andy thanks the men who rescued him.
 - d. After being lost in a snowstorm, Andy decides to change his tough attitude. After being lost in a snowstorm, Andy decides to change his tough attitude.
 - e.
6. Read these sentences from the passage: **In the Colorado Rocky Mountains, a wrong turn could be fatal in a snowstorm. Here, the ranchers and farmers strung a rope from the house to the barn to provide safe passage if they had to go outside.** What does the word *fatal* mean?
 - a. Quiet
 - b. Cheerful
 - c. Deadly
 - d. Annoying

Testing Electrical Conductivity

When we plug our computers or televisions into an electric outlet, they work because electricity flows through the wires. This flow of electricity is called *conduction*. Only some materials can conduct electricity. Most metals are good conductors of electricity. Electrical wires are made of copper, which is one of the best conductors.

Insulation is what we put around the wires to prevent an electrical shock. An electrical cord is made up of copper wires inside of a plastic covering. The reason you can touch an electrical cord without getting a shock when it is plugged into a wall is because the plastic on the outside insulates the copper inside it. Plastic is a poor conductor but a good insulator. Other good insulators are glass, rubber, and wood.

Scientists use instruments to measure electricity flowing through a wire. They know that a wire is a good conductor when the instrument shows electricity flowing through it. If little electricity is flowing, they know that the material they are testing is an insulator. This is important for making electrical machines, from the tiniest computer chip to the biggest television set. Electricity has to flow in certain ways or the machine will not work. The wires and insulators make sure that electricity flows correctly inside the machine.

You can make a simple conductivity tester that can tell whether something is an insulator or a conductor. The tester will also show if liquids such as milk or water conduct electricity. You will need a six-volt battery, some wire, a lamp and a switch, and the tester cup shown in the picture. The two screws act as electrodes for testing the conductivity of liquids in the cup.

Fasten the wires to the battery. Follow the diagram and attach the wires to the lamp, the switch, and the tester cup. Be sure you connect the wires tightly so the electricity can flow. Do not worry about getting a shock from the battery. The amount of electricity is too small for you to feel. The bulb will glow brightly when electricity is flowing through the wires. The wires make an electrical circuit.

To test whether something is a conductor or an insulator, place it across the tops of the screws in the tester cup. Try things like a pencil, a kitchen spoon, a plastic comb, or a drinking glass. Write down exactly what you do and what you see. Scientists do experiments like this and carefully write down their results.

Electricity can also flow through water. Fill the tester cup about half full with water. The bulb does not glow because water by itself is not a good conductor. Now sprinkle some salt into the water and stir it until it dissolves. The bulb will glow brighter as the salt dissolves. The small particles of salt in the water carry the electricity.

When a substance dissolves in water, scientists say that it forms a solution. The salt-water solution conducts electricity. Now, pour out the salt water, rinse the cup, and fill it with water again. Put some sugar in the water and stir it until it dissolves. You will find that this time the bulb does not light. Sugar dissolves in water but it does not carry electricity. This experiment demonstrates that there is a difference between sugar and salt in solution. Try testing other liquids like milk, soda, or orange juice to see if they are conductors.

Directions: Read the story carefully. Read each question/statement and all of the answer choices. Using the story and your own prior knowledge, select the best answer. Circle the letter that corresponds with the correct answer.

1. What is the author's purpose in writing this passage?
 - a. to show how simple objects can be used to make a scientific device
 - b. to show how to make and use a simple device to study electricity
 - c. to show how to avoid getting a shock from electricity
 - d. to test which materials are conductors or insulators
2. What would happen to your television set if the insulation on the wires came off?
 - a. The picture would be brighter because more electricity would flow.
 - b. The TV would use more electricity and your electric bill would be higher.
 - c. Nothing, unless the wires were broken.
 - d. The television would stop working.
3. This passage describes a simple device for measuring the electrical conductivity of a substance. For which of the following purposes would scientists NOT use such a device?
 - a. To test a television set
 - b. To make sure a new material is an insulator
 - c. To test an electrical outlet
 - d. To tell when an electrical storm is approaching
4. Your mother tells you not to go in the swimming pool during a lightning storm. How could you safely find out if lightning might hurt you in the water?
 - a. Stand by the pool with one foot in the water during the storm.
 - b. Place some of the pool water in the electricity tester.
 - c. Watch the pool from a safe distance to see if lightning strikes it.
 - d. Use a plastic float in the pool as an insulator.
5. What is the main idea of the passage?
 - a. A simple instrument can be used to answer scientific questions.
 - b. Things are either conductors or insulators.
 - c. Studying electricity can get you a good job.
 - d. Scientists only need simple instruments.
6. Read these sentences from the passages: **Plastic is a poor conductor but a good insulator. Other good insulators are glass, rubber, and wood.** What is an *insulator*?
 - a. a copper electrical wire that conducts electricity
 - b. something that does not conduct electricity
 - c. a plastic cord that can shock you if you touch it
 - d. something that is not made of wood, rubber or glass



Dinerland

Jerry Berta is an American artist from Rockford, Michigan. When he was in school, teachers always told him he could not make a living as an artist. They said he would not make enough money selling artwork to pay his bills. Luckily, Jerry did not believe them. He went to Wayne State University in Michigan. There he earned a BFA, or Bachelor of Fine Arts degree. He married another artist, Madeline Kacmarczyk. Together, they started a business called Funky and Functional Pottery.

Jerry Berta makes things from clay. Clay is like mud, and working with clay can be a lot of fun. He starts by putting a lump of clay on his potter's wheel. As the wheel turns, Jerry shapes something from it using his hands. After the shape is something the artist likes, he puts it in a special oven called a *kiln*. Kilns get very hot. In the kiln, the clay bakes, becoming dry and hard. The coffee mugs, plates, bowls, and other dishes in your house are probably made from clay. However, the dishes we use today are usually not made one at a time the way Jerry makes his pottery.

Jerry and Madeline started to travel all over the United States to sell their pottery at art shows. One day they passed through New Jersey while driving to an art show. They had plenty of time, so they left the freeway to drive on a smaller road where they could see more of the countryside. Completely by accident, they ended up right in front of Rosie's Diner in a place called Little Ferry, New Jersey. Jerry thought Rosie's Diner was one of the greatest things he had ever seen!

Jerry says Rosie's Diner looked like an appliance, maybe a toaster. It was silver, curvy, and wonderful. Jerry took many photographs of Rosie's Diner, and then Jerry and Madeline got back into their van and drove on to the art show. Jerry did not forget Rosie's Diner, though. When he got home, he got his photos printed. After studying the photos, he began to make his first clay diner. He made his clay diner look just like the real one. It had doors and glass brick walls. He even put a neon sign on top! Jerry did not stop there.

Next, Jerry bought an empty lot along a highway near his home. Then he found an old diner and moved it to his lot. He worked long and hard, changing the old diner into his new studio where he could create his art, with space in front for him to show visitors his work. He named it The Diner Store. People started stopping by. Most of them came because they thought they could get food there. Jerry put up a sign in the window that said, "No Food, Just Art, Truckers Welcome."

Ten years later, Jerry was driving through New Jersey again, on his way to an art show in New York. He decided to go by and look at Rosie's Diner once more. He was sad to find that Rosie's was closed for the day. He began taking more photographs, and then a man came out. The man said he was the owner and he invited Jerry inside for a cup of coffee. While they drank coffee, Jerry started telling the man how much he loved diners. He told the owner about his diner that he made into a studio and art gallery. The man asked, "Want to buy another one?"

Jerry said, "Yes!" and he saved Rosie's Diner. Otherwise, Rosie's would have been torn down. Instead, Jerry moved Rosie's Diner to his lot in Michigan. Jerry once again worked hard to fix the diner up, and then he opened Rosie's Diner as a restaurant. Once just an empty lot, today this spot on Highway 14 in Michigan is Dinerland. You can buy art, you can buy food, and you can have a lot of fun there.

Directions: Read the story carefully. Read each question/statement and all of the answer choices. Using the story and your own prior knowledge, select the best answer. Circle the letter that corresponds with the correct answer.

1. Why did the author write "Dinerland"?
 - a. to persuade the reader to eat in a diner
 - b. to show the reader how to become an artist
 - c. to tell the story of how Jerry created Dinerland
 - d. to encourage the reader to go to art school
2. What happens to the clay when it is in the kiln?
 - a. The clay becomes hard and dry.
 - b. The clay softens.
 - c. The clay shrinks.
 - d. The clay becomes flat and dry.
3. What did Jerry Berta's teachers tell him?
 - a. He could not make a living as an artist.
 - b. He should become an engineer.
 - c. He should behave and everything would be fine.
 - d. His parents needed to meet with the principal.
4. AFTER Jerry Berta sees Rosie's Diner for the first time, what does he do?
 - a. He creates his own diner, making one out of clay.
 - b. He gives up being an artist and buys a brand new diner.
 - c. He goes back to school.
 - d. He takes a long vacation.
5. If the passage needed a new title, which would be BEST?
 - a. "Jerry's Road Trip"
 - b. "How Dinerland Came to Be"
 - c. "Diner Food"
 - d. "How to Become an Artist"
6. Read these sentences from the passage. **Then he found an old diner and moved it to his lot. He worked long and hard, changing the old diner into his new studio where he could create his art, with space in front for him to show visitors his work.**

What does the word *studio* mean?

 - a. House
 - b. Workroom
 - c. garage
 - d. Classroom

The Mockingbird

*"Hush, little baby, don't say a word.
Mama's going to buy you a mockingbird.
If that mockingbird won't sing,
Papa's going to buy you a diamond ring."*

You probably heard this lullaby when you were younger. But don't expect that diamond ring because a mockingbird can sing for hours.

The mockingbird is the best-known songbird in the United States. It is the state bird of Arkansas, Florida, Mississippi, Tennessee, and Texas. The scientific name of the mockingbird is *mimus polyglottos*, which means "mimic of many tongues." A mockingbird can mimic as many as thirty-nine other birds. Mockingbirds can also imitate a barking dog, a squeaky gate, or even a piano! They copy sounds so well that even electronic analysis cannot tell the difference between the real sound and the mockingbird's imitation.

Mockingbirds can live in the countryside or in towns and cities. They build their nests in trees or bushes. To stay safe from predators, the nests are made three to ten feet off the ground. Mockingbirds make their nests from grass and twigs and line it with feathers. Females lay three to six eggs at a time. The eggs are blue-green with brown spots and hatch in about two weeks. Baby mockingbirds leave the nest when they are 10 to 12 days old. A mother mockingbird can be fierce when protecting her eggs and babies. She will swoop down and attack a cat or even a person if she senses a threat.

An adult mockingbird is 9 to 11 inches long and weighs only one to two ounces. Mockingbirds have bones that are hollow but very strong. The birds are mostly gray in color with white patches on their tails and wings. A yellow ring surrounds their dark eyes, and their legs and feet are black. Male and female mockingbirds are similar in appearance.

All birds have very strong hearts and strong breathing systems that are important for flight. A mockingbird's light weight also helps make flying possible. Flight feathers grow in a mockingbird's wings and tail. The shape of the wings provides lift. A mockingbird's tail is about six inches long. The wingspan, or distance from the outside tip of one wing to the outside tip of the other, is 13 to 15 inches. Soft down feathers grow close to the mockingbird's skin to keep it from getting too hot or too cold. The ability to fly allows mockingbirds to hunt, avoid enemies, and escape from cold weather.

Mockingbirds do not weigh much, but they need a lot of food to give them the energy to fly. You can attract birds to your own back yard if you provide food and drinking water. Seeds like sunflower and millet are a great high-energy bird food. Their diet also includes insects, fruit, and small animals like lizards and snakes. Bushes, thick hedges, and trees provide a perfect place for birds to nest or rest. Bushes also attract the insects that mockingbirds like to eat.

If you make mockingbirds welcome in your yard, you can listen to their rich, beautiful music. So set up a birdbath, put out some food, then sit back and enjoy the music.

Directions: Read the story carefully. Read each question/statement and all of the answer choices. Using the story and your own prior knowledge, select the best answer. Circle the letter that corresponds with the correct answer.

1. Which statement describes how the author probably feels about mockingbirds?
 - a. Mockingbirds build their nests in trees or bushes.
 - b. A mockingbird is usually 9 to 11 inches long.
 - c. You will be rewarded if mockingbirds are welcomed into your yard.
 - d. Mockingbirds live in the bushes and trees and eat annoying insects.
2. Why do mockingbirds eat alot?
 - a. Mockingbirds need food to strengthen their hollow bones.
 - b. Mockingbirds are omnivores, so they eat plants, animals, or insects.
 - c. Eating many different foods helps them imitate many different sounds.
 - d. Mockingbirds need a lot of food to give them energy to fly.
3. Which of the following is NOT a reason given in the story for why mockingbirds can fly?
 - a. A mockingbird's light weight helps make flight possible.
 - b. Mockingbirds fly because singing makes their lungs strong.
 - c. A mockingbird has flight feathers in its wings and tail.
 - d. A mockingbird has a very strong heart.
4. This passage starts with a nursery rhyme or lullaby. Why does the author say, "You probably heard this nursery rhyme or lullaby when you were younger"?
 - a. Nursery rhymes and lullabies are usually read or sung to babies or young children.
 - b. Nursery rhymes and lullabies are all very old because they were written ten or more years ago.
 - c. Only young children like rhyming.
 - d. The author loves little children.
5. What is the main idea of this story?
 - a. Mockingbirds can live happily almost anywhere.
 - b. Male and female mockingbirds are similar in appearance.
 - c. Mockingbirds imitate many different sounds.
 - d. The mockingbird's body is perfectly suited to make beautiful music.
6. The scientific name of the mockingbird is *mimus polyglottos*. Why was it given to the mockingbird?
 - a. Scientific names are always in Latin.
 - b. They mimic many other bird calls and other sounds.
 - c. They can fly really well
 - d. They imitate human sounds.

On Your Own!

Read this passage. Answer the questions that follow it.

Patricia MacLachlan has written a lot of books. Many of them, including *Sarah*, *Plain and Tall*, are about a family that lived in the vast American prairie lands at the turn of the century.

Ms. MacLachlan was born in Wyoming, and a lot of her books are about life on the farms and prairies of her birthplace. In her stories, Ms. MacLachlan brings back a way of life from the past. Her readers can almost feel the wind rush over the tall wheat and see the clouds in the endless sky.

Patricia MacLachlan has not lived in Wyoming in a long time. Now she lives in Massachusetts, where she has spent most of her life. Though there are no prairie lands there, Ms. MacLachlan remembers them well and re-creates them for her readers. She stays connected to Wyoming by carrying around a small bag filled with prairie soil.

Ms. MacLachlan does not depend on her birthplace as the only inspiration for her wonderful books. Her own children have inspired her as well, and she likes to use funny things they say as the beginning of books. But looking through the list of books Ms. MacLachlan has written, one can't help but notice a theme: frontier stories about life on the open farms and prairies of a time gone by.

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| <p>1. This passage is mostly about</p> <ul style="list-style-type: none">A. a children's book writerB. a book series set in the pastC. life on the prairieD. living in Massachusetts | <p>2. What is the main idea of this passage?</p> <ul style="list-style-type: none">A. Patricia MacLachlan writes children's books.B. The American prairie inspired many of MacLachlan's books.C. Patricia MacLachlan writes books with her daughter.D. MacLachlan was born in Wyoming. |
|---|---|

3. Which sentence **best** states the main idea of the second paragraph?
- A. Many of MacLachlan's books tell how life on the prairie used to be.
 - B. MacLachlan was born in Wyoming, but she soon moved away.
 - C. MacLachlan says the sky is bigger on the prairie.
 - D. All of MacLachlan's books are about the old West.
4. Which paragraph is about MacLachlan re-creating Wyoming through her memory?
- A. first paragraph
 - B. second paragraph
 - C. third paragraph
 - D. last paragraph
5. What is the last paragraph **mostly** about?
- A. MacLachlan's birthplace
 - B. other things that inspire MacLachlan
 - C. MacLachlan's children
 - D. a book MacLachlan wrote about pets
6. A good title for this passage would be
- A. "An Award-Winning Writer"
 - B. "The Life and Times of Patricia MacLachlan"
 - C. "Patricia MacLachlan: An Author Inspired by Her Birthplace"
 - D. "Prairies and Dogs: The Writing of Patricia MacLachlan"

Write It Out

Use the passage to help you write a brief response to the prompt below.

7. Write the main idea of the passage in your own words.

On Your Own!

Read this passage. Answer the questions that follow it.

Have you ever thought about where our food comes from? Foods are grown and produced all over the world. And many of those foods are shipped from far away to get to our kitchens. Almost all of the food in the grocery store travels hundreds of miles to get there. Most vegetables in our stores travel an average of 1,500 miles to get there. Nearly half of the fruit we eat is grown in other countries. Most of our red meat comes all the way from Australia and New Zealand. You can't travel much farther than that!

Shipping all that food can be bad for the environment. Why? Think about how food travels. It is trucked across highways in huge 18-wheelers. Or it's hauled in ships over oceans. Or it is flown around the world in airplanes. All of these vehicles burn a lot of fuel. Burning all that fuel pollutes the air. Air pollution can cause climate change, smog, and acid rain.

What can we do to help? One way is to buy local food. That means buying food that is grown or raised as close to home as possible. Imagine how much fuel we could save if we just stopped shipping food all over the world. Eating what grows locally could help save the planet!

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| <p>1. What is the best title for this passage?</p> <ul style="list-style-type: none">A. "Eat Global, Buy Global"B. "Eat Locally to Save the Planet"C. "How Food Travels"D. "Red Meat around the World" | <p>2. Which of these details best supports the main idea of the passage?</p> <ul style="list-style-type: none">A. Shipping food worldwide is good for businesses.B. Almost half the fruit we eat is grown in other countries.C. The vehicles that transport our food pollute the air.D. Some food is flown in airplanes to get to us. |
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3. Which is **not** a supporting detail from the first paragraph?
- A. Burning fuel pollutes the air and adds to climate change.
 - B. Vegetables travel 1,500 miles to get to our country.
 - C. Our red meat comes from Australia and New Zealand.
 - D. Food in the grocery store travels hundreds of miles.
4. Which sentence from the passage backs up the idea that the transportation of food adds to air pollution?
- A. "Nearly half of the fruit we eat is grown in other countries."
 - B. "Air pollution can cause climate change, smog, and acid rain."
 - C. "That means buying food that is grown or raised as close to home as possible."
 - D. "All of these vehicles burn a lot of fuel."
5. Which sentence from the passage does **not** support the idea that food travels a long way?
- A. "That means buying food that is grown or raised as close to home as possible."
 - B. "Most vegetables in our stores travel an average of 1,500 miles to get there."
 - C. "Almost all of the food in the grocery store travels hundreds of miles to get there."
 - D. "Most of our red meat comes all the way from Australia and New Zealand."
6. Which detail from the passage would be most surprising if you knew that U.S. farmers grow a lot of broccoli?
- A. "Most of our red meat comes all the way from Australia and New Zealand."
 - B. "Nearly half of the fruit we eat is grown in other countries."
 - C. Most vegetables in our stores travel an average of 1,500 miles to get there.
 - D. "Think about how food travels."

Write It Out

Use the passage to help you write a brief response to the prompt below.

7. Write down the main idea of the second paragraph, and list three details that support it.

On Your Own!

Read this passage. Answer the questions that follow it.

Ellen could hear them downstairs. She knew they were there. Her mom had explained that they would be visiting soon, and she knew exactly how it would be. Pinched cheeks, big hugs, complicated questions that she didn't want to answer. "How is school?" "What do you want to be when you grow up?" All of those annoying, grown-up questions that she didn't need to hear yet. Ellen pulled the covers over her head, hoping she could hide all day. But then her father knocked at her door.

"I'm coming," she sighed.

Her father looked in and smiled. "They're not *that* bad," he said.

"Yes, they are, Dad. It's the same every time they visit. All these questions, as if I know what I want to be when I grow up. Can't I just be a kid? Can't I just stay here while you and Mom talk to them? I can dust off my old toys! I'll be quiet, I promise!"

"Sorry, El, but you need to be polite to our guests. Come on down for a little while. If it's unbearable, give me the signal, and I'll nod if it's okay for you to leave."

"Okay, Dad. I'll do my best. But really, why do you invite them over? It's torture!"

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| <p>1. Based on the passage, you can infer that Ellen is hiding</p> <ul style="list-style-type: none">A. in her bedB. in the playroomC. at her deskD. with her mother | <p>2. You can infer that Ellen is</p> <ul style="list-style-type: none">A. a very young childB. growing up faster than she would likeC. secretly happy about the surprise guestsD. hoping to avoid big hugs |
|---|--|

3. The “signal” is probably something Ellen and her Dad
- A. made up so they could talk to each other on the phone
 - B. only use when they are alone together
 - C. heard about from friends and hope to use today for the first time
 - D. use when they need to communicate privately in a larger group
4. You can infer that these days, Ellen plays with her old toys
- A. while watching TV
 - B. very infrequently
 - C. every day
 - D. with guests
5. It’s likely that the guests are
- A. Ellen’s teenage cousins
 - B. Ellen’s school teachers
 - C. Ellen’s relatives
 - D. children about Ellen’s age
6. You can infer that Ellen would prefer to spend the day
- A. with her parents
 - B. in the playroom
 - C. alone in her room
 - D. watching TV

Write It Out

Use the passage write a brief answer to the question below.

7. At the end of the passage, Ellen says, “Okay, Dad. I’ll do my best. But really, why do you invite them over? It’s torture!” What will she probably do next?

On Your Own!

Read this passage. Answer the questions that follow it.

Yvonne loved to swim. She loved the ocean most, but she also liked swimming in lakes. She and her mom went camping every year near a lake in the mountains, and she loved it because she could swim all day.

But Yvonne hated swimming pools. She didn't like the way the water felt. The chlorine was harsh and dried her hair and skin. She couldn't open her eyes under the water because it stung. Even if she could open her eyes, there was nothing interesting to look at on the bottom of a pool.

One day, Yvonne was asked to join the swim team. She was a strong swimmer and loved competition. She really wanted to prove that she could swim faster than anyone. But joining the swim team meant swimming in a *pool*.

Yvonne asked her mom, "What should I do?" She placed her chin in her hands and waited to hear what her mom would say.

"Make a list of pros and cons," her mom suggested. "That will help you sort out your reasons for and against joining the team."

Yvonne took her mom's advice. Her finished list had several pros, but only one con. "I guess it's pretty clear," said Yvonne. "There is just no way I can join the swim team!" And she ran into her room, crying.

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| <p>1. Based on Yvonne's reaction in the last paragraph, you might conclude that</p> <ul style="list-style-type: none">A. Yvonne loves to swimB. Yvonne hates swimming in chlorineC. Yvonne won't join the swim teamD. Yvonne loves to go camping | <p>2. From the first two paragraphs, you can conclude that</p> <ul style="list-style-type: none">A. Yvonne likes to look at things on the bottom of lakes and oceansB. Yvonne hates swimming poolsC. Yvonne doesn't want to be on the swim teamD. Yvonne and her mother are very close |
|---|---|

3. In the fourth paragraph, why does Yvonne place her chin in her hands?
- A. for a decision
 - B. for advice
 - C. for a ride to the pool
 - D. for the fun of it
4. Which of the following can you conclude Yvonne wrote on the "cons" side of her paper?
- A. that she is a strong swimmer
 - B. that she loves competition
 - C. that she hates pools with chlorine
 - D. that she doesn't like swimming indoors
5. At the end of the story, Yvonne's mother **most likely** feels
- A. confused
 - B. excited
 - C. worried
 - D. happy
6. When Yvonne finishes her list and says, "I guess it's pretty clear," what does she **most likely** mean?
- A. She will decide to join the swim team when she realizes that pool water is clearer than lake water.
 - B. She will decide to join the team because her list of "pros" is longer than her list of "cons."
 - C. She will not join the swim team because pool water burns her eyes.
 - D. She will join the swim team because she's a fast swimmer.

Write It Out

Use the story to help you write a brief answer to the question below.

7. Yvonne makes a decision based on her list of pros and cons. There are several pros and only one con to joining the swim team. What can you conclude about how Yvonne feels about the items on the list?

On Your Own!

Read this passage. Answer the questions that follow it.

Cross-country skiing has been around for a long time. But it wasn't always a sport. Skis were once used only to help people get around in the snow. The oldest known skis were short and wide. They looked nothing like the skis we use today. These ancient skis were found in Sweden and are over 4,500 years old. Maybe cross-country skiing should have stayed in the past. It is not an enjoyable sport!

Back in the 1700s, there was no difference between cross-country and downhill skiing. All skis had boots with a toe-mount, so that the skier's heels were free to move up and down. Today, this is only true in cross-country skiing. And it's a problem, because the toe-mount makes your foot feel like it could slide right out of the ski. It only adds to the skier's fears of falling down.

By the early 1800s, the sport of skiing had grown to include ski races and ski jump competitions. But there was still no difference between cross-country and down-hill skiing. Unfortunately, skiing became more popular in the early 1900s. The first Olympic winter games, in France in 1924, had only five sports. Skiing played a major role. Too bad, because then even more people learned about skiing.

Cross-country skiing became a stand-alone Olympic event in the 1932 Winter Games in Lake Placid, New York. This is when the distinction between the two types of skiing became clearest. It's unfortunate, because cross-country skiing is such a waste of time.

1. Which sentence from the first paragraph contains an opinion?
 - A. "Cross-country skiing has been around for a long time."
 - B. "It is not an enjoyable sport!"
 - C. "The oldest known skis were short and wide."
 - D. "These ancient skis were found in Sweden and are over 4,500 years old."

2. Which sentence states a fact from the passage?
 - A. "But there was still no difference between cross-country and downhill skiing."
 - B. "It's unfortunate, because cross-country skiing is such a waste of time."
 - C. "Maybe cross-country skiing should have stayed in the past."
 - D. "It is not an enjoyable sport!"

3. Which states an opinion with which the author of this passage would **most likely** agree?
- A. Cross-country skiing is one of the best winter activities.
 - B. Cross-country skiing has a long and interesting history.
 - C. Cross-country skiing is a lot like downhill skiing, except for the boots.
 - D. Cross-country skiing is scary because sometimes you can fall down.
4. Which sentence from the passage is an opinion?
- A. "Cross-country skiing has been around for a long time."
 - B. "Skiing played a major role."
 - C. "It's unfortunate, because cross-country skiing is such a waste of time."
 - D. "Today, this is only true in cross-country skiing."
5. Which of the following is a fact from the passage?
- A. The first known skis were found in Sweden.
 - B. Ancient skis were wide and unsafe.
 - C. Toe-mounted ski boots added to the skier's fears of falling down.
 - D. Downhill ski boots should have toe-mounts.
6. Which is a fact from the last paragraph of the passage?
- A. Skiing played a major role in the 1924 Olympics.
 - B. Cross-country skiing is a waste of everyone's time.
 - C. The difference between the two types of skiing became clear in 1932.
 - D. Skiing became a stand-alone event in the 1924 Olympics in Lake Placid.

Write It Out

Use the passage to help you write a brief answer to the question below.

7. The passage states, "Unfortunately, skiing became more popular in the early 1900s." Does this sentence express a fact, an opinion, or both? Explain your answer.

On Your Own!

Read this passage. Answer the questions that follow it.

African elephants live in the grasslands of Africa. They are large animals with long tusks and great big flapping ears. Elephants are famous for their long trunks, with which they eat, bathe, and dig wells! Elephants are also known for their keen sense of hearing. But elephants can't see very well at all. Their eyes are very small. Anteaters also have small eyes. Elephants also have a very good memory. A female elephant can lead her herd to a watering hole she hasn't visited in 30 years! All animals in Africa must be able to find watering holes to survive.

Asian elephants are different from African elephants. Male Asian elephants grow tusks, but females do not. Male walruses also have tusks. Asian elephants are smaller than African elephants. Their ears are smaller and shaped differently. Some people say that the African elephant's ear is shaped like the continent of Africa. I wonder if the Asian elephant's ear is shaped like India. Asian elephants also grow more hair on their bodies. All mammals grow hair.

It might surprise you to learn that African and Asian elephants are related to an animal that lives in the ocean. Manatees are ocean-dwelling mammals, like whales. But unlike whales, manatees have toenails. Those toenails are just like an elephant's toenails! And their noses are like short trunks. Some dinosaurs had short trunks, as well. And manatee skin is similar to elephant skin. Maybe manatees and elephants have an ancestor in common. My ancestors are from Scotland.

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| <p>1. Which sentence from the first paragraph contains nonessential information?</p> <ul style="list-style-type: none"> A. "African elephants live in the grasslands of Africa." B. "Elephants are also known for their keen sense of hearing." C. "Anteaters also have small eyes." D. "Elephants also have a very good memory." | <p>2. Which sentence from the second paragraph contains essential information?</p> <ul style="list-style-type: none"> A. "Male walruses also have tusks." B. "I wonder if the Asian elephant's ear is shaped like India." C. "All mammals grow hair." D. "Asian elephants are smaller than African elephants." |
|---|--|

3. Which sentence from the third paragraph contains nonessential information?
- A. "Some dinosaurs had short trunks, as well."
 - B. "Manatees are ocean-dwelling mammals, like whales."
 - C. "But unlike whales, manatees have toenails."
 - D. "And manatee skin is similar to elephant skin."
4. Which information from the passage would be important for a paper about Asian elephants?
- A. "African elephants live in the grasslands of Africa."
 - B. "Male Asian elephants grow tusks, but females do not."
 - C. "Manatees are ocean-dwelling mammals, like whales."
 - D. "I wonder if the Asian elephant's ear is shaped like India."
5. Read the following sentence from the passage.
- It might surprise you to learn that African and Asian elephants are related to an animal that lives in the ocean.
- Why did the author **most likely** include this information in the passage?
- A. to show the difference between African and Asian elephants
 - B. to explain that African and Asian elephants probably have a similar ancestor
 - C. to show the difference between elephants and whales
 - D. to begin a comparison between elephants and manatees
6. Which of the following is nonessential information from the passage?
- A. "My ancestors are from Scotland."
 - B. "Maybe manatees and elephants have an ancestor in common."
 - C. "Manatees are ocean-dwelling mammals, like whales."
 - D. "Elephants are also known for their keen sense of hearing."

Write It Out

Use the passage to help you write a brief answer to the question below.

7. The passage states, "I wonder if the Asian elephant's ear is shaped like India." Is this an example of essential or nonessential information? Explain your answer.

On Your Own!

Read this passage. Answer the questions that follow it.

To the Editor:

Many of you are too young to remember when the law required people to pick up after their dogs. Unfortunately, not everyone followed the law. Growing up, I remember sidestepping “packages” all over the sidewalk on my way to school. Maybe if today’s young dog walkers had lived through this, they would be more thoughtful.

We’ve all seen someone walking a dog without a plastic bag in his or her hands. We have all seen a dog owner looking in the other direction while his dog deposits a “package” on the sidewalk. No one likes to see that mess!

I propose that we ask the mayor to put up plastic-bag dispensers on popular dog-walking paths. We should place one every few hundred feet, with a sign reminding dog-walkers to clean up after their pets. It can make all the difference.

You’re probably thinking that the dispensers would empty out right away. I propose asking the mayor to assign this responsibility to the director of the city’s dog pound. He could patrol the streets every week and refill the dispensers. Maybe local schools could have doggie-bag collection drives!

If we don’t take this matter into our own hands and force the mayor to do something, we will be sidestepping “packages” again and again.

Yours truly,

James Conti

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| <p>1. What is the writer’s position in this letter to the editor?</p> <ul style="list-style-type: none"> A. All dog walkers are young and irresponsible. B. The mayor should do a better job. C. Plastic-bag dispensers would help keep the streets clean. D. People should think about the elderly more often. | <p>2. What is the writer’s main argument?</p> <ul style="list-style-type: none"> A. Dog walkers are creating a mess in the city because they don’t pick up after their dogs. B. Some people did not pick up after their dogs when they were kids. C. The director of the city pound should patrol the streets for “packages.” D. Local schools could have doggie-bag collection drives. |
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3. Which sentence from the passage is evidence that supports the writer's argument?
- A. "Many of you are too young to remember when the law required people to pick up after their dogs."
 - B. "I propose that we ask the mayor to put up plastic-bag dispensers on popular dog-walking paths."
 - C. "Maybe if today's young dog walkers had lived through this, they would be more thoughtful."
 - D. "We have all seen a dog owner looking in the other direction while his dog deposits a 'package' on the sidewalk."
4. The writer is trying to persuade readers to
- A. ask dog walkers to pick up after their pets
 - B. get the director of the dog pound to refill the plastic-bag dispensers when making his rounds
 - C. pick up after their dogs
 - D. get the mayor to install plastic-bag dispensers along popular dog-walking routes
5. The writer's argument would be more effective if it contained more
- A. tales from his childhood
 - B. evidence of the problem
 - C. advice for dog walkers
 - D. ideas about possible solutions
6. The strongest part of the writer's argument is that
- A. no one likes to see a mess on the sidewalk
 - B. most readers are too young to remember what it used to be like
 - C. the dispensers would empty out right away
 - D. young people are not very thoughtful

Write It Out

Use the passage to help you write a brief answer to the question below.

7. Does the writer present a convincing argument for his viewpoint? Explain your answer.

On Your Own!

Read this passage. Answer the questions that follow it.

Jason has to write a report for his history class about the settlement in Jamestown, Virginia. His first search brought up more results than he had time to look through. He decided to narrow his subject down. Now he is researching how the settlement in Jamestown affected the local Native American tribe, the Powhatans.

But there are so many interesting things about the Powhatans. Jason is having a hard time staying focused on his subject. He wants to read all of the articles about Powhatan leaders, lifestyles, cooking habits, and hunting techniques. He forgot his assignment was to write about how the settlement affected the Powhatans.

Jason has a lot of sources in front of him as he sits down to write his report. He is looking at an article with drawings of a Powhatan village. He is reading about how five-year-old Powhatan boys were allowed to hunt with their own bows and arrows. Jason is now on-line, looking at the Jamestown website, historicjamestowne.org, hoping he and his family can plan a trip to visit the museum there.

1. Which source will help Jason get focused again?

- A. a website about the history of all of the European settlements in North America
- B. an article about the relationship between settlers and Native Americans in early Virginia
- C. an article called "Powhatan Princess: The Real Pocahontas"
- D. a textbook chapter about the lives of the settlers in the first 13 colonies

2. Which phrase could Jason use to focus his search on his chosen topic?

- A. Jamestown settlers and lifestyles
- B. Settlers and Native Americans in the United States
- C. Powhatan conflict with settlers in Jamestown
- D. Powhatan hunting techniques

3. Which would be the **most** trustworthy source for Jason's report?
 - A. a current local newspaper from Jamestown, Virginia
 - B. a friend's description of her visit to the Jamestown museum and the Powhatan village
 - C. an article on the Internet about Powhatan culture
 - D. an encyclopedia entry about settlers and Native Americans in Jamestown
4. To help Jason focus, which of these articles should he remove from his desk?
 - A. "Settlers and Native Americans in Early Virginia"
 - B. "Powhatan Hunting: Five-Year-Old Boys Hunt with the Tribe"
 - C. "Powhatan Indians: How They Greeted the Settlers"
 - D. "Virginia Settlers Fight Powhatans for Power"
5. The Jamestown website might have helpful information. Which of the following links should Jason click on?
 - A. exhibits
 - B. visiting
 - C. history
 - D. contact
6. Jason found a link called "resources" on the Jamestown website. Which of these sources might help him with his report?
 - A. Jamestown Ceramic Research Group (a description of 17th-century ceramics)
 - B. Jamestown 2007 Conference (a comparison of several 17th-century sites in the region)
 - C. Interactive Exercises (activities to discover how archaeology is done at Jamestown)
 - D. Journal of the Jamestown Rediscovery Center (research about early European settlement of North America)

Write It Out

Use the passage to help you write a brief answer to the question below.

7. Would the historicjamestowne.org website be a trustworthy source? Explain your answer.

On Your Own!

Read this passage. Answer the questions that follow it.

Introduction

Knitting is one way of making yarn into cloth. A knitter loops yarn through stitches on a set of knitting needles. This makes a length of cloth, such as a scarf. Knitters can stitch pieces of cloth together to make a sweater or gloves. They can also knit on a circular needle to make hats and socks.

Knit and Purl Stitches

There are two common types of stitches in knitting. They look different because the yarn is pulled through the stitch in a different direction. The “knit” stitch looks like a “V.” The “purl” stitch looks like a wavy line. Combining knit and purl stitches in different ways makes a pattern in the cloth.

Cables

Sometimes sweaters and scarves have more complicated patterns. A knitter can knit a few stitches onto a very short needle, and then cross them over other stitches. This forms a cable pattern. It looks like braided hair. Cables make the cloth thicker, and therefore warmer.

Additions

Knitters can add other things to a cloth. They can thread buttons and beads onto the yarn before making a stitch. They can also pull loops out to create a shaggy look. A creative knitter can decorate a cloth in many ways!

1. What would be the **best** title for this passage?
 - A. “A Guide to Knitting”
 - B. “The History of Knitting”
 - C. “An Introduction to Knitting Cables”
 - D. “Some Brief Details about Knitting”

2. Read the following sentence.

Many sweaters have a pattern of “knit one, purl one” along the wrists and waistline.

Under which heading from the passage would this sentence **best** fit?

- A. Introduction
- B. Knit and Purl Stitches
- C. Cables
- D. Additions

3. Read the following sentence.

Many heavy winter sweaters have cable patterns knitted into them.

Under which heading from the passage would this sentence **best** fit?

- A. Introduction
 - B. Knit and Purl Stitches
 - C. Cables
 - D. Additions
4. What would be a better heading for the last section of the passage?
- A. Decorations
 - B. Patterns
 - C. Knitting
 - D. Colors

5. This passage is part of a longer book about different kinds of crafts. In which chapter would you expect to find this passage?

- A. Chapter 1: An Introduction to the Sewing Arts
- B. Chapter 3: Crocheting and Hooking
- C. Chapter 6: What Can't You Make with Thread?
- D. Chapter 9: How Yarn Becomes Cloth

6. If you wanted to learn more about this topic, which of the following index entries would you select?

- A. crochet hooks, 34
- B. sewing machines, 12
- C. knitting, 79
- D. threads and yarn, 10

Write It Out

Use the passage to help you write brief answers to the questions below.

7. How do the headings help you understand the information presented in the passage? How would that be different without the headings?

On Your Own!

Read this passage. Answer the questions that follow it.

Arriving at camp, Juan felt sad. He had never been away from his parents overnight. He wasn't sure he liked the idea of staying at sleep-away camp for a week. Some of his friends were there too, but Juan still felt lonely. The first night, he barely slept. When he got up for breakfast, he didn't feel hungry. He walked over to the cafeteria alone, watching his friends run ahead of him.

When Juan arrived at the cafeteria, the place was a mess. Food was everywhere. The cooks were yelling. The campers were laughing. There had been a food fight! Juan was shocked. His parents had told him to be on his best behavior at camp. He couldn't believe the other campers would act this way.

Juan walked into the kitchen. "EXCUSE ME!" he yelled over the noise. When the cooks turned around, they were surprised to see Juan. "Would you like some help cleaning up?" Juan asked.

"That would be great!" the cooks said. Together they started cleaning up the mess in the kitchen. Then they went out to the cafeteria tables and asked everyone to quiet down. Watching Juan, the other campers started to feel bad. They were sorry they'd caused such a mess. They started to help, too. Pretty soon, the cafeteria looked good, and breakfast was served—again. Juan was proud that he'd helped. Maybe camp would be an okay place, after all.

- | | |
|---|---|
| <p>1. At the beginning of the story Juan feels sad because he</p> <ul style="list-style-type: none">A. doesn't like the food they serve at campB. doesn't have any friends at campC. feels lonely at sleep-away campD. hates food fights | <p>2. What is the cause of the mess in the cafeteria?</p> <ul style="list-style-type: none">A. There was a food fight.B. The cooks had an argument.C. Juan dropped his food.D. The campers are messy eaters. |
|---|---|

3. What causes Juan to walk into the kitchen and offer to help the cooks?
 - A. His friends tell him to.
 - B. He remembers what his parents said.
 - C. His camp leader makes him go.
 - D. The cooks call to him.
4. Why does Juan have to yell to get the cooks' attention?
 - A. He is very short and no one sees him.
 - B. Someone is vacuuming up the mess.
 - C. The cooks are fighting with one another.
 - D. The other campers are making a lot of noise.
5. What is the effect of Juan's offer to help clean up?
 - A. The cooks punish the campers.
 - B. The campers have a food fight.
 - C. Everyone is able to eat the food Juan cooked.
 - D. The other campers feel bad and start to help.
6. What effect does cleaning up the food fight **most likely** have on Juan?
 - A. He decides to leave camp early.
 - B. He thinks camp might turn out okay in the end.
 - C. He feels ashamed that he made such a mess.
 - D. He calls home to tell his parents he is lonely.

Write It Out

Use the story to help you write a brief answer to the question below.

7. The food fight is an important event in the story. What are some of the effects of that event?

On Your Own!

Read this passage. Answer the questions that follow it.

The phrase “martial arts” describes a type of hand-to-hand sport that began long ago in the Far East. In the beginning, these sports were used to train soldiers to fight in war. Today, people train in martial arts for physical exercise and mental well-being.

Aikido comes from Japan and isn’t as old as other martial arts. It combines movement, spirituality, and nonviolence. This martial art teaches hand-to-hand fighting methods, but it was never used to train soldiers. It teaches the student how to combine martial arts with a journey to better understand the world. It is thought to be a gentle martial art that focuses on self-defense.

Karate originally comes from China and is known for striking, punching, and kicking. This martial art was used to train soldiers. Many consider Karate to be a more violent martial art. Like Aikido, it seeks to train people to be gentle. It also prepares people to defend themselves, if they need to.

Tai Chi also comes from China. This martial art is very different from Aikido and Karate. Tai Chi looks like it is happening in slow motion. Groups of people practice it together, though they never come into contact with one another. Tai Chi is the only slow and relaxed martial art. Its goal of understanding the larger world, however, is shared by most other martial arts.

1. How are Aikido and Karate alike?

- A. They were both used to train soldiers.
- B. They both come from Japan.
- C. They both teach methods of self-defense.
- D. They both look like they happen in slow motion.

2. How are Karate and Tai Chi alike?

- A. They both come from China.
- B. The both involve kicking and punching.
- C. They are both slow and relaxed.
- D. They both involve hand-to-hand fighting.

3. Which of the following is something the passage states all three martial arts have in common?
- A. They are all from China.
 - B. They are all practiced in large groups.
 - C. They were all developed to train soldiers.
 - D. They share a goal of understanding the larger world.
4. Which of the following describes a difference between Karate and Aikido?
- A. Aikido was never used to train soldiers, while Karate was.
 - B. Karate offers self-defense, while Aikido does not.
 - C. Aikido comes from ancient China, and Karate from old Japan.
 - D. Karate is well known for its gentle nature, but Aikido is not.
5. Which of the following lists the three martial arts in order from least violent to more violent?
- A. Aikido, Karate, Tai Chi
 - B. Karate, Aikido, Tai Chi
 - C. Tai Chi, Karate, Aikido
 - D. Tai Chi, Aikido, Karate
6. One important difference that sets Tai Chi apart from the other two martial arts described in the passage is that Tai Chi
- A. is done slowly, in groups
 - B. isn't as old as the others
 - C. comes from Japan
 - D. teaches self-defense

Write It Out

Use the passage to help you write a response to the prompt below.

7. Based on the information in the passage, draw a graphic organizer that represents the similarities and differences between these three martial arts.

On Your Own!

Read this passage. Answer the questions that follow it.

I always pass the same places on my way to school in the morning. Sometimes I even see the same people. I like it when it happens the same way each day, because it gives me the feeling that the day will turn out to be exceptional.

First, I leave my house and walk down the street. We live on a busy street, so I stay on the sidewalk and make sure to check for traffic before crossing. Then I walk by a preschool and wave to the teachers outside. They're really nice.

Next, I pass the gym. My dad goes there in the morning before work. Some days, he walks out of the gym to catch the bus to work just as I pass by. That's always great, because then we get to chat for a minute or two before his bus comes.

Then I walk by the corner store. Mr. Sanchez, the store's owner, is sometimes leaning out the window. He always waves to me. Some days I stop in for a quick snack and use up most of my lunch money. I try not to do that too often!

Finally, I get to school! I like to arrive at school at the same time as my best friend's bus. I wait for him to get off the bus, so we can walk into school together.

1. Where does the narrator go **first**?

- A. into his house
- B. onto the sidewalk
- C. the preschool
- D. the gym

2. What is the **first** place the narrator passes?

- A. the preschool
- B. the gym
- C. the bus stop
- D. the corner store

- | | |
|---|---|
| <p>3. What place does the narrator pass by right after he passes by the preschool?</p> <ul style="list-style-type: none">A. the corner storeB. his schoolC. the gymD. his friend's bus stop <p>4. The narrator passes by the corner store right after seeing</p> <ul style="list-style-type: none">A. the preschool teachersB. Mr. SanchezC. his motherD. his dad | <p>5. What is the narrator's final destination?</p> <ul style="list-style-type: none">A. the preschoolB. his schoolC. his houseD. the corner store <p>6. What is the last thing the narrator does in this passage?</p> <ul style="list-style-type: none">A. walk to the gym with his dadB. buy a snack at the corner storeC. wait for his friend at the busD. wave to the preschool teachers |
|---|---|

Write It Out

Use the passage to help you write brief answers to the questions below.

7. Why is it important that this passage is written in chronological order? What would happen if the events were written in a different order?

On Your Own!

Read this passage. Answer the questions that follow it.

The Ocean Waves to Me

At times you softly pat the shore
As if to reach for more and more,
And cover the sand in your salty embrace
As you come in and out with a steady pace.

At times you strike with force and power,
Attacking the shore for hour upon hour.
Your angry waves crashing into the sand,
Pummeling it heavily with your watery hand.

The times I like best—when you roll with grace,
Tumbling forward at a whimsical pace.
Rising and falling, dancing and twirling,
Stretching up high and suddenly curling.

1. What type of passage is this?

- A. poem
- B. short story
- C. play
- D. article

2. How are the sentences arranged?

- A. in acts
- B. in scenes
- C. in paragraphs
- D. in stanzas

3. How are the words arranged?
- A. The last words in the first and third lines rhyme.
 - B. The last words in each pair of lines rhyme.
 - C. All the lines end with the same sound.
 - D. The first words in each line rhyme.
4. Why are the words arranged as they are?
- A. Words often rhyme in poems.
 - B. Words often rhyme in drama.
 - C. Words often rhyme in articles.
 - D. Words often rhyme in stories.
5. Which is **not** a reason the sentences are arranged as they are?
- A. It is the typical way poems are written.
 - B. It helps the author get the meaning across.
 - C. It is a logical way to organize the information.
 - D. It is the way a description is written.
6. In the last stanza, the poet describes the waves as
- A. angry attackers
 - B. salty embraces
 - C. twirling dancers
 - D. clumsy tumblers

Write It Out

Use the passage to write a brief answer to the question below.

7. What type of activity does the author describe in the second stanza?

On Your Own!

Read this passage. Answer the questions that follow it.

Rob and Drew had been best friends since second grade. They were inseparable, even in competition. No matter what event they competed in, Drew won and Rob took second place. So when Drew suggested that they try indoor climbing at the new climbing gym, Rob hesitantly agreed.

On the day of the climb, the boys put on their safety gear and stared up at the large wall above them. The climb started out smoothly. Both boys found strongholds for their feet and steadily pushed themselves up. With his usual speed, Drew easily took the lead and was soon ahead of Rob.

About halfway up, the wall became more difficult. Rob smiled. He knew that Drew had speed, but he had endurance. "This could be my chance," he thought as he pulled himself even with Drew. The friends smiled, knowing a friendly challenge was on!

They were just a few feet from the top. As Rob stretched to the next hold, he heard a scraping noise and glanced down to see Drew lose his footing. Drew held tight to the hold with his fingers as his feet found their place. Assured that his friend was safe, Rob cleared the wall's top. Then he reached down to help his friend up and over the edge. They both smiled.

1. In this story, the conflict is between
 - A. the boys and the other teams
 - B. the boys and the wall
 - C. Rob and the wall
 - D. Rob and Drew
2. What is Rob's problem?
 - A. He is afraid of heights.
 - B. Drew always wins.
 - C. He slips while climbing.
 - D. He thinks Drew is playing unfair.

3. Why is the third paragraph important to the story?
- A. It shows the boys can climb high.
 - B. It describes an important change of events.
 - C. It shows that Rob wants Drew to fall.
 - D. It describes how Rob can stretch easily.
4. Which event signals a possible big change in the story's outcome?
- A. Drew slips, and Rob keeps climbing.
 - B. Rob helps Drew over the top of the wall.
 - C. Drew invites Rob to the climbing wall.
 - D. The boys gather the gear and start the climb.
5. The fourth paragraph shows
- A. how Rob's problem gets bigger
 - B. how the boys stop being friends
 - C. how the main conflict is solved
 - D. how much Drew needs Rob
6. The story's conflict is solved when
- A. Drew helps Rob over the edge of the wall
 - B. the boys decide climbing is too dangerous and quit
 - C. Rob and Drew decide to work as a team and finish together
 - D. Rob reaches the top first

Write It Out

Use the story to help you write a brief answer to the question below.

7. What is another ending for this story? Tell how the conflict might be solved differently.

On Your Own!

Read this passage. Answer the questions that follow it.

Tobias was tired, but excited too. Pa had never asked him to help in the fields before. Tobias usually spent the morning caring for the animals and cutting wood. Times had not been easy since they loaded the covered wagon and began their journey to the far West.

At their old home, winter had meant a welcome relief from chores. But now, whenever there was a break in the snow, Pa toiled hard to get the field ready to plant in the spring. Clearing fields was hard work. This morning Tobias helped Pa clear around the stumps. Then they tied ropes around the stumps and attached them to Betsy, their mule. Tobias urged Betsy to pull. As Betsy tugged on the stump, Pa cut the roots with an ax until the stump was removed from the ground.

Tobias sat and looked around at the pile of stumps. He opened up the tin pail that Ma had packed earlier this morning. He gobbled up the cornbread and salted meat. Breakfast seemed so long ago. He couldn't wait to taste the hot stew Ma would have bubbling on the fire for supper.

Tobias had blisters forming from his work cutting the stumps. Pa dipped his handkerchief in cold water and placed it around Tobias's sore hands. Tobias was ready to work again. Pa said that with Tobias's help, the ground would be cleared by March. Tobias had never felt so proud.

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|--|---|
| 1. Where does this story take place?
A. in a swamp
B. at home on a prairie
C. on a farm
D. in a barn near Tobias's house | 2. What time of day does the story take place?
A. before breakfast
B. before lunchtime
C. after dinner
D. after bedtime |
|--|---|

- | | |
|--|---|
| <p>3. What paragraph best helped you to determine the time of day when the story takes place?</p> <ul style="list-style-type: none">A. first paragraphB. second paragraphC. third paragraphD. last paragraph <p>4. In which part of the country is the farm?</p> <ul style="list-style-type: none">A. the NorthB. the SouthC. the EastD. the West | <p>5. In what time period does the story take place?</p> <ul style="list-style-type: none">A. American RevolutionB. pioneer daysC. World War IID. the present <p>6. Which clue best helped you to determine the time period?</p> <ul style="list-style-type: none">A. "... caring for the animals and cutting wood."B. "Pa toiled hard to get the field ready to plant in the spring."C. "Pa cut the roots with an ax ..."D. "... the hot stew Ma would have bubbling on the fire for supper." |
|--|---|

Write It Out

Use the story to help you write a brief answer to the question below.

7. How would Tobias's day be different if the story were set in a city?

On Your Own!

Read this passage. Answer the questions that follow it.

The jungle animals had called a meeting. Lion presided, since the animals looked to him for leadership. All the animals, except one, were in attendance.

Monkey spoke first. "I've had it! Today he took all of my bananas." Monkey's face was red as he paced excitedly, waving his hands in the air.

"That explains what happened to me," interrupted timid Zebra. "While I was walking, I slipped on a pile of banana peels and sprained my hoof. Why does he pick on me?"

Just then Spider walked by. "Hmm . . . a meeting. Perhaps I should listen in."

Lion roared loudly. "Quiet! We can't all speak at once. I know that you are upset, but does anyone have proof that it was Spider?"

"You know we don't!" yelled Snake, who had a bandage on his tail from one of Spider's tricks.

Lion listened thoughtfully. He suspected the animals were right, but he didn't want to accuse Spider unjustly. "We need to catch Spider in the act. Then we can punish him."

"Yes, but how?" wailed Zebra. "He's gotten away with things before."

"They won't catch me," muttered Spider as he listened. "I need a plan of my own," he thought as a new scheme began to run through his head.

1. Which character is the trickster?

- A. Monkey
- B. Zebra
- C. Spider
- D. Snake

2. Monkey **most likely** feels

- A. calm
- B. happy
- C. angry
- D. sad

3. Which word **best** describes Lion?
- A. greedy
 - B. fair
 - C. critical
 - D. careless
4. Which of the following **best** describes Spider's behavior in the fourth paragraph?
- A. sneaky
 - B. mean
 - C. helpful
 - D. kind
5. How can Zebra's feelings be described?
- A. afraid
 - B. cheerful
 - C. angry
 - D. discouraged
6. Which **best** describes Spider's character?
- A. easily gets confused
 - B. takes the lead
 - C. likes to play tricks
 - D. enjoys helping others

Write It Out

Complete the chart to show how you learn about Spider's character.

7.

Source	What you learn
what Spider says	
what Spider does	
what Spider thinks	

On Your Own!

Read this passage. Answer the questions that follow it.

Everyone said Ellie couldn't do it. Even her mom had discouraged her. "That's an awfully big job, Ellie," she'd said. "Why don't you pick another project? Maybe you can volunteer at the hospital or the library. They always need help."

But Ellie felt up to the challenge. Every day after school and on Saturdays, she spent her time at the empty lot down the block from her family's apartment. Sometimes she got discouraged and was tempted to think the job would never get done. The lot had been ignored for years. There were huge piles of soda bottles and newspapers to prove it. No one else seemed to see what the lot had to offer. Someone had even dumped all of their trash over the fence and crushed her first batch of flowers.

It was hard facing the mess almost every day. Whenever she felt sad or doubted herself, Ellie remembered what her Nana had said: "You can move a mountain, if only you believe you can." Ellie knew Nana was right. She had to finish her work in the empty lot.

Now Ellie looked around the beautiful flower garden. Only weeks earlier it had been a messy, garbage-filled lot. "I did it!" she said proudly.

1. What is the theme of this story?
 - A. It is important to give back to your community.
 - B. Believe in yourself, and you will succeed.
 - C. Always listen to your parents.
 - D. It is good to help others who are in need.
2. Which paragraph **best** supports the theme?
 - A. first paragraph
 - B. second paragraph
 - C. third paragraph
 - D. last paragraph

Ellie's actions tell us that she

- A. only cares about herself
- B. has a lot in common with Nana
- C. thinks that everyone should agree with her
- D. only wants to please her parents

After someone throws garbage into the lot and ruins her flowers, Ellie

- A. decides to give up on the project
- B. realizes that nobody notices her hard work
- C. is disappointed, but stays focused
- D. decides to leave the trash in the lot

5. What does the author want readers to understand about children?

- A. They can do more than people think.
- B. They need constant supervision.
- C. They can be thoughtful and caring.
- D. They should always respect adults.

6. Which title would **best** express the theme of the story?

- A. "From Trash to Treasure"
- B. "Ellie Believes"
- C. "How to Clean Up Your Neighborhood"
- D. "Flowers Aplenty"

Write It Out

Use the story to write a brief answer to the question below.

How would the story be different if the theme were "Working as a team accomplishes more"?

On Your Own!

Read this passage. Answer the questions that follow it.

Fido was as gentle as a lamb, which is why nobody could understand why I was trembling. I'm terrified of dogs. When I see a dog, I run like my life depends on it. Imagine my dismay when my scout troop decided to volunteer at the animal shelter.

It started two years ago. My brother and I had been fighting like cats and dogs all morning. Mom got tired of it and sent us to the park. When we got there, I saw a dog. I reached out my hand to pet it, and it exploded like a volcano, growling and nipping me several times. Since then, I haven't been able to get near a dog without shaking.

Seeing my fear, the workers at the shelter assigned me the job of organizing the leashes. They were heaped on the floor like a big pile of spaghetti. I untangled them and hung them up. One of the workers talked to me. He suggested that I might be able to overcome my fear by breathing deeply.

I walked toward a small dog lying in its cage. I nervously approached the cage, stopping every few steps to take some deep breaths. I reached out my hand toward the cage, concentrating on my breathing. Finally, I was able to stand right next to the cage. The breathing technique was working like a dream.

1. What is the simile in this sentence?

Fido was as gentle as a lamb, which is why nobody could understand why I was trembling.

- A. "Fido was as gentle as a lamb"
- B. "which is why nobody"
- C. "could understand why"
- D. "I was trembling"

2. Which sentence from the passage includes a simile?

- A. "When I see a dog, I run like my life depends on it."
- B. "My brother and I had been fighting like cats and dogs all morning."
- C. "Since that day, I have not been able to get near a dog without shaking."
- D. "I reached out my hand toward the cage, concentrating on my breathing."

- | | |
|--|---|
| <p>3. To what does the narrator compare the dog in paragraph 2?</p> <ul style="list-style-type: none"> A. a lamb B. spaghetti C. a volcano D. a cat | <p>5. Which simile best describes how the narrator approached the dog's cage?</p> <ul style="list-style-type: none"> A. as quickly as a fox B. as timidly as a kitten C. as carefully as an acrobat D. as playfully as a puppy |
| <p>4. What is the narrator saying about the leashes when he compares them to spaghetti?</p> <ul style="list-style-type: none"> A. They have sauce on them. B. They are long and wet. C. They are twisted and tangled. D. They are hanging in straight lines. | <p>6. When the narrator says the breathing technique is "working like a dream" he most likely means</p> <ul style="list-style-type: none"> A. he imagined the whole thing B. he wished it hadn't happened C. it was all a dream D. it was successful |

Write It Out

Use the story to help you write a brief answer to the question below.

7. In the last paragraph, the narrator says, "I walked toward a small dog lying in its cage." What simile could you use to describe the dog? Rewrite the sentence using a simile.

On Your Own!

Read this passage. Answer the questions that follow it.

As we went to bed on April 17, 1906, neither I nor the other people in San Francisco had any idea of what was to come. I awoke abruptly at 5:12 A.M. My bed was a bucking bronco, shaking violently in all directions. As I woke from a sound sleep, it took several seconds for me to realize that this was an earthquake. My quiet life was now a terrifying nightmare.

I was a statue, frozen in fear until the rumbling ended. As soon as it stopped, I cautiously left my room. My mother came out of the bedroom with my sister. Together, we all went out into the street. We looked around. The ground was a blanket of debris, littered with shattered glass, bricks from toppled buildings, and fallen trees. At first everyone stood still in shocked disbelief. Then suddenly they were a whirlwind of movement. Within minutes the streets became a steady flood of people moving up the hill toward us.

That's when we noticed the smoke coming from downtown. Huge fires had ignited after the earthquake and were spreading quickly. My father rushed us inside, and we began packing our bags. We were lucky; we had a horse and wagon that could carry us safely out of the city.

1. Which sentence from the first paragraph contains a metaphor?
 - A. "I awoke abruptly at 5:12 A.M."
 - B. "... it took several seconds for me to realize that this was an earthquake."
 - C. "... neither I nor the other people of San Francisco had any idea of what was to come."
 - D. "My quiet life was now a terrifying nightmare."
2. When the narrator says "My bed was a bucking bronco . . ." she means
 - A. she had a bed shaped like a horse
 - B. her room had a western theme
 - C. her bed was bumping and moving all around
 - D. she bought her bed from a cowboy

3. Which sentence from the passage contains a metaphor?
- A. "I was a statue, frozen in fear until the rumbling ended."
 - B. "As soon as it stopped, I cautiously left my room."
 - C. "My mother came out of the bedroom with my sister."
 - D. "Together, we all went out into the street."
4. What does the narrator mean when she says, "The ground was a blanket of debris . . ."?
- A. The ground was very warm.
 - B. The ground was covered with glass and bricks.
 - C. The ground was smooth.
 - D. The ground was covered with large pieces of cloth.
5. What does the narrator mean when she says the streets were "a steady flood of people . . ."?
- A. There was water flooding everywhere.
 - B. A river was flowing up the hill.
 - C. The streets were crowded with people.
 - D. A few people were in the streets.
6. Which sentence from the passage contains a metaphor?
- A. "Then suddenly they were a whirlwind of movement."
 - B. "That's when we noticed the smoke coming from downtown."
 - C. "Huge fires had ignited after the earthquake and were spreading quickly."
 - D. "My father rushed us inside, and we began packing our bags."

Write It Out

Use the passage to help you write a brief answer to the question below.

7. In the last paragraph, the narrator says, "Huge fires had ignited after the earthquake and were spreading quickly." What metaphor could you use to describe the fires? Rewrite the sentence using a metaphor.

On Your Own!

Read this passage. Answer the questions that follow it.

"Argh! This computer hates me! I can't believe it broke down again. And the night before my science project is due." Matt covered his face with his hands. "Maybe it's not that bad." He peeked through his fingers. Then the computer hiccupped and coughed. The screen went blank and was silent.

"Mom," Matt yelled. "Help!" The stairs creaked, alerting Matt that help was on the way.

"What's up?" Mom asked as she came into his room. Matt pointed to the blank screen. "This may be fixable," she said. "The guide book will tell us what to do."

Matt's mom narrowed the problem down to the power cord. Then she went into the garage and dug through a carton looking for a spare. "Why is that cord hiding from me?" she moaned. Finally, she found a spare cord and brought it to Matt.

As she plugged in the computer using the new cord, she and Matt both held their breath. The computer blinked on. It gave a sigh.

"Mom! You're my hero." Matt laughed. With his computer humming along like new, Matt got back to his project.

1. Which sentence from the passage shows personification?

- A. "This computer hates me!"
- B. "I can't believe it broke down again."
- C. "Matt covered his face with his hands."
- D. "He peeked through his fingers."

2. Read this sentence from the passage.

The stairs creaked, alerting Matt that help was on the way.

What does this sentence mean?

- A. He has an alarm on the stairs.
- B. The stairs yell to him that his mom is coming.
- C. The creaking noise lets him know someone is walking upstairs.
- D. Mom tells him that she is coming.

3. Which sentence from the passage shows personification?
- A. "Then the computer hiccupped and coughed."
 - B. "The screen went blank and was silent."
 - C. "Matt pointed to the blank screen."
 - D. "Matt's mom narrowed the problem down to the power cord."
4. Read this sentence from the passage.
- "Why is that cord hiding from me?" she moaned.
- What does this sentence mean?
- A. The cord does not want to be found.
 - B. The cord is not in the garage at all.
 - C. The cord is buried under other things.
 - D. The cord does not work.
5. Which is **not** an example of personification?
- A. "'Why is that cord hiding from me?' she moaned."
 - B. "Matt laughed."
 - C. "The computer blinked on."
 - D. "It gave a sigh."
6. The author says the computer is "humming along like new" to show that
- A. Matt is listening to music on his computer
 - B. Matt and his mom weren't able to fix the computer
 - C. Matt's science project is about humming
 - D. the computer is working perfectly now

Write It Out

Use the passage to write a brief response to the prompt below.

7. In the fourth paragraph, the author says, "Finally, she found a spare cord." Rewrite the sentence using personification to describe the power cord.

On Your Own!

Read this passage. Answer the questions that follow it.

It was easier to look outside than to look at the people in the room. So I stared at the dark, gray clouds. Not a ray of light could get through those clouds. A knot formed in my stomach as I waited for the principal to call my name. I was anxious. I had no idea what I would say. I wanted to protect my friend, but I didn't want to lie.

As Ms. White called my name, I dragged my feet slowly toward her office. Glancing out the window once more, I think I was hoping for a way to escape. Surprisingly, a ray of sunshine streamed through the clouds. "Tomas, I want to thank you for coming today." Was that a smile on her face? I wondered. "Miguel stopped by earlier and told me the whole story. He told me that you encouraged him to be honest and to admit what he had done."

I remained silent, still staring out the window. I wasn't sure what to say. I noticed a rainbow breaking through the clouds and washing the sky with color. "It took a lot of courage to stand up to your friend," said Ms. White. All I could stammer was a surprised, "Thank you, Ms. White." Then she walked me out of her office. I was still in shock. This definitely hadn't turned out as I had feared.

1. What symbol is used in the first paragraph?

- A. the room
- B. dark clouds
- C. a friend
- D. sunshine

2. In the first paragraph, the weather symbolizes Tomas's

- A. dread
- B. excitement
- C. anger
- D. frustration

3. What symbol is used in the second paragraph?
 - A. the chair
 - B. a smile
 - C. a ray of sunshine
 - D. a bird in flight
4. How does the weather give a hint to what comes next in the second paragraph?
 - A. It shows the principal's anger.
 - B. It shows Tomas's upcoming punishment.
 - C. It shows that something bad is about to happen.
 - D. It shows that things are about to get better.
5. What symbol is used in the third paragraph?
 - A. a rainbow
 - B. the window
 - C. Ms. White
 - D. the sky
6. How does the weather symbolize Tomas's mood in the third paragraph?
 - A. The clouds show his bleak mood.
 - B. The rainbow shows his hope that the situation is worked out.
 - C. The clouds show that things are about to get worse.
 - D. The rainbow shows that he has learned to tell the truth.

Write It Out

Use the story to help you write a brief answer to the question below.

7. Imagine that Tomas goes outside at the end of the story. What season might be described to symbolize Tomas's mood? Why?

On Your Own!

Read this passage. Answer the questions that follow it.

Once a hungry traveler had an idea. He picked up a rock and put it in his pocket. Then he walked to a nearby village and put his plan into action. There he made a fire, filled a pot with water, and tossed in the rock.

A curious villager approached. "What are you doing?" she asked.

"I am making stone soup," the traveler replied. "I'll gladly share some with you. I just wish I had some potatoes." After hesitating. The villager offered to get some.

The villager returned with the potatoes and added them to the pot. Then her friend came over. "What are you doing?" the friend asked.

"We are making stone soup," the first villager replied.

"I'll share it with you," said the traveler. "I just wish it had some tomatoes. Then it would be perfect." The friend. Offered to share a few tomatoes.

Soon the whole village was gathered around the pot. People offered to share beans, carrots, and ham. The traveler stirred the soup, and a wonderful aroma filled the air. When the soup was ready, he dished out soup for himself and for the villagers. Everyone loved the delicious soup. Everyone begged the traveler to leave his magic soup stone. The traveler smiled to himself, and he tossed the stone to the first villager. As he headed out of town, he tucked another rock in his pocket.

1. Which sentence from the passage is a sentence fragment?
 - A. The villager returned with the potatoes and added them to the pot.
 - B. Offered to share a few tomatoes.
 - C. "What are you doing?" she asked.
 - D. I just wish it had some tomatoes.
2. Which sentence from the passage is a compound sentence?
 - A. The traveler smiled to himself, and he tossed the stone to the first villager.
 - B. As he headed out of town, he tucked another rock in his pocket.
 - C. People offered to share beans, carrots, and ham.
 - D. Everyone loved the delicious soup.

3. Which sentence from the passage is a simple sentence?
- A. Once a hungry traveler had an idea.
 - B. He picked up a rock and put it in his pocket.
 - C. Then he walked to a nearby village and put his plan into action.
 - D. There he made a fire, filled a pot with water, and tossed in the rock.
4. Which of the following is **not** a complete sentence?
- A. A curious villager approached.
 - B. "What are you doing," she asked.
 - C. After hesitating.
 - D. The villager offered to get some.
5. Which sentence from the passage is a compound sentence?
- A. "I am making stone soup," the traveler replied.
 - B. Soon the whole village was gathered around the pot.
 - C. The traveler stirred the soup, and a wonderful aroma filled the air.
 - D. He dished out soup for himself and for the villagers.
6. Which is the **best** way to combine the following sentences?
- Everyone loved the delicious soup.
Everyone begged the traveler to leave his magic soup stone.
- A. Everyone loved the soup, while they begged the traveler to leave his stone.
 - B. Everyone loved the soup, everyone begged the traveler to leave his stone.
 - C. Everyone loved the soup and they begged the traveler to leave his stone.
 - D. Everyone loved the soup, and they begged the traveler to leave his stone.

Write It Out

Read the following sentence. Break it up into smaller sentences to make the text easier to understand.

7. As he headed to the next village, the traveler held tightly to his rock and thought about how easily he had tricked the villagers, wondering if his plan would work in the next village, or if he would need to come up with some other way of getting food.

On Your Own!

Read this passage. Answer the questions that follow it.

Yearbook Committee Report

Class Pages: Each of the pages are being looked at carefully to make sure all the names are spelled correctly. Beth and Cameron noticed that the wrong name was under Mr. Gomez's picture. Neither Mrs. Helmer's nor Ms. Williams's page is done. We hope to have them finished on Wednesday.

Sports: Vinegar and oil dressing are not good for pages! Someone spilled salad dressing on the sports page. We are redoing that page. It will be done tomorrow.

Activities: We are working on the school-play page. *Two Brave Soldiers* are the title of the play. We will use pictures of flags and banners on the page. Megan and Tia are taking a few more pictures for this section.

Cover Design: We are having a contest to name the book. So far, *Silverlake Special* is in the lead. *Silverlake Stars* are in second place. The contest to name the yearbook ends on Thursday.

Sales: The price last year was \$10. We are increasing the price by \$2. Twelve dollars are not too much for a yearbook. We will begin our sales drive in March.

Advertising: All students needs to help with our advertising. We ask that each person contact two businesses to see if they will sponsor an ad. Several ads have already been sold. Eli and Molly are in charge of designing the ads.

1. Which sentence from the passage contains an error in subject-verb agreement?

- A. Each of the pages are being looked at carefully to make sure all the names are spelled correctly.
- B. Beth and Cameron noticed that the wrong name was under Mr. Gomez's picture.
- C. Neither Mrs. Helmer's nor Ms. Williams's page is done.
- D. We hope to have them finished on Wednesday.

2. Which sentence from the passage contains an error in subject-verb agreement?

- A. Vinegar and oil dressing are not good for pages!
- B. Someone spilled salad dressing on the sports page.
- C. We are redoing that page.
- D. It will be done tomorrow.

3. Which sentence from the passage is **not** written correctly?
- A. We are working on the school-play page.
 - B. *Two Brave Soldiers* are the title of the play.
 - C. We will use pictures of flags and banners on the page.
 - D. Megan and Tia are taking a few more pictures for this section.
4. Which sentence from the passage contains an error in subject-verb agreement?
- A. We are having a contest to name the book.
 - B. So far, *Silverlake Special* is in the lead.
 - C. *Silverlake Stars* are in second place.
 - D. The contest to name the yearbook ends on Thursday.
5. Which sentence from the passage contains an error in subject-verb agreement?
- A. The price last year was \$10.
 - B. We are increasing the price by \$2.
 - C. Twelve dollars are not too much for a yearbook.
 - D. We will begin our sales drive in March.
6. Which sentence from the passage is **not** written correctly?
- A. All students needs to help with our advertising.
 - B. We ask that each person contact two businesses to see if they will sponsor and ad.
 - C. Several ads have already been sold.
 - D. Eli and Molly are in charge of designing the ads.

Write It Out

Rewrite these sentences in the space below, correcting any errors.

7. Get your yearbook today! *Silverake Stars* are on sale in the library. Twelve dollars are all it costs.

On Your Own!

Read this passage. Answer the questions that follow it.

Today I say good-bye to Champ, the puppy I have been taking care of for the past year. It's a little sad but I know it is the right thing. Our family raises puppies to be used as guide dogs for the blind.

The guide dogs are trained to walk in a straight line unless they see an obstacle. They will stop at curbs and they will alert the person they are guiding. They can even find common places such as bus stops for their owner.

We teach the puppies to obey commands. We take the puppies everywhere with us, even to the grocery store. This helps them get used to being around people. It would be dangerous for a guide dog to run off when they are leading a person. The dogs work but we also play with them. The truth is Champ could chase a tennis ball for hours!

Most of our dogs go to guide school, but some others help community groups. Champ has learned to obey and he is ready to go to guide school. There he will learn to wear a special harness lead a person and watch for danger. I'm sad to say good-bye to Champ, but we know he will be happy. He will make a difference. And soon we will get our next puppy, Lucy.

1. Choose the sentence that has the correct punctuation.
 - A. It's a little sad but I know it is the right thing.
 - B. It's a little sad, but I know it is the right thing.
 - C. It's a little sad but, I know it is the right thing.
 - D. It's a little sad, but, I know it is the right thing.

2. Choose the sentence that has the correct punctuation.
 - A. They will stop at curbs and they will alert the person they are guiding.
 - B. They will stop at curbs, and, they will alert the person they are guiding.
 - C. They will stop at curbs and, they will alert the person they are guiding.
 - D. They will stop at curbs, and they will alert the person they are guiding.

3. Which sentence is written correctly?
- A. The dogs work, but we also play with them.
 - B. The dogs work but, we also play with them.
 - C. The dogs work, but, we also play with them.
 - D. The dogs work but we also play with them.

4. Where should commas be added in this sentence?

There he will learn to wear a special harness lead a person and watch for danger.

- A. There he will learn, to wear a special harness, lead a person and watch for danger.
- B. There he will learn to wear, a special harness, lead a person and watch, for danger.
- C. There he will learn to wear a special harness lead a person, and watch for danger.
- D. There he will learn to wear a special harness, lead a person, and watch for danger.

5. Which sentence is punctuated correctly?

- A. Champ has learned to obey, and, he is ready to go to guide school.
- B. Champ has learned to obey and he is ready to go to guide school.
- C. Champ has learned to obey, and he is ready to go to guide school.
- D. Champ has learned to obey and, he is ready to go to guide school.

6. Which sentence is punctuated correctly?

- A. The truth is Champ could chase a tennis ball for hours!
- B. The truth is Champ could chase a tennis ball, for hours!
- C. The truth is, Champ could chase a tennis ball for hours!
- D. The truth is, Champ, could chase a tennis ball for hours!

Write It Out

Rewrite the following sentence in the space below, correcting any errors.

7. Some puppies have a hard time learning to obey but most puppies learn quickly.

On Your Own!

Read this passage. Answer the questions that follow it.

My name is buniq, which means “sweet daughter” in the inuit language. Some people call inuit people eskimos, but i just call them family. We live in the southern part of alaska on the alaska peninsula. I love being an Inuit.

We are known for our artwork, especially our beautiful stone carvings. I love walking through the village and seeing everyone’s creations. Mr. James Houston visited our village in the 1940s and taught my people the art of printmaking. Some people in our village sell their art to people all around the world. Many of the artists in our village make nature prints. People think Alaska is bare and covered with snow all the time. However, in the spring, the fields are filled with tiny wildflowers. Even winter provides inspiration, with icicles hanging from pines, and hares leaving paw prints as they leap across the snow

I am also an artist. I work with my Mother, whose name is Nukka. She makes beautiful nature prints. I write poems to go with them. We recently published a book called *a walk with the inuit*. I am planning a trip to a museum in albany, new york, to share my book at an exhibit of Inuit art.

1. Which sentence has correct capitalization?
 - A. My name is Buniq, which means “sweet daughter” in the Inuit language.
 - B. My name is buniq, which means “Sweet Daughter” in the inuit language.
 - C. My name is buniq, which means “Sweet Daughter” in the Inuit Language.
 - D. My name is Buniq, which means “sweet daughter” in the inuit language.
2. Which sentence has correct capitalization?
 - A. Some people call inuit people Eskimos, but i just call them family.
 - B. Some People call inuit people eskimos, but I just call them family.
 - C. Some people call Inuit people Eskimos, but I just call them family.
 - D. Some people call Iniut People Eskimos, but I just call them Family.

3. Which sentence has correct capitalization?
- A. We live in the southern part of alaska on the alaska peninsula.
 - B. We live in the southern part of Alaska on the Alaska Peninsula.
 - C. We live in the Southern part of Alaska on the Alaska peninsula.
 - D. We live in the Southern part of Alaska on the Alaska Peninsula.
4. Which sentence has correct capitalization?
- A. We recently published a book called *a walk with the inuit*.
 - B. We recently published a book called *A walk with the inuit*.
 - C. We recently published a book called *A Walk With The Inuit*.
 - D. We recently published a book called *A Walk with the Inuit*.
5. Which sentence contains a capitalization error?
- A. She makes beautiful nature prints.
 - B. I wrote poems to go with them.
 - C. However, in the spring, the fields are filled with tiny wildflowers.
 - D. I work with my Mother, whose name is Nukka.
6. Which sentence contains a capitalization error?
- A. Some people in our village sell their art to people all around the world.
 - B. I love walking through the village and seeing everyone's creations.
 - C. I am planning a trip to a museum in albany, new york, to share my book at an exhibit of Inuit art.
 - D. We are known for our artwork, especially our beautiful stone carvings.

Write It Out Rewrite the following sentence, correcting any errors in capitalization.

7. in january, i read a book called alaska: the great outdoors.

On Your Own!

Read this passage. Answer the questions that follow it.

Tom's room had three bookshelves. They were filled with many of the things you would find in any ten-year-old boy's room. Tom had books, baseballs, and model cars. Tom also had several trophies for soccer, tennis, and football. What he didn't have was a trophy for the most home runs. Tom wanted that trophy badly.

Each day after school, he went to the batting cage to practice. He hit ball after ball forcefully. Now, here he was in the final game of the season. Tom just needed to hit one home run to beat the record. At his first turn at bat, Tom marched to the plate with a look of determination. He thought he saw the perfect pitch. "Wait for it!" he coached himself. As it zoomed toward the plate, Tom kept his eyes on the ball. He controled his movements, making contact.

The ball went high and straight into the outfield. "Please, don't catch it!" he hopped as he rounded the bases. As Tom headed for home, the second-base player wound up to throw the ball to the catcher. Tom ran faster than he thought he could. His heart was pounding in his chest. He slid onto the plate as the umpire yelled, "Safe!" Tom had finally acheived his goal.

1. Which sentence has a spelling error?

- A. Tom's room had three bookshelves.
- B. They were filled with the same things you would find in any ten-year-old boy's room.
- C. What he didn't have was a trophy for most home runs.
- D. Tom wanted that trophy badly.

2. Which sentence has a spelling error?

- A. The ball went high and straight into the outfield.
- B. Tom just needed to hit one home run to beat the record.
- C. At his first turn at bat, Tom marched to the plate with determination.
- D. Tom also had several trophies for soccer, tennis, and football.

3. Which sentence has a spelling error?
- A. He thought he saw the perfect pitch.
 - B. Each day after school, he went to the bating cage to practice.
 - C. "Wait for it!" he coached himself.
 - D. As the pitch zoomed toward the plate, Tom kept his eyes on the ball.
4. Which sentence has a spelling error?
- A. "Please, don't catch it!" he hopped as he rounded the bases.
 - B. Now, here he was in the final game of the season.
 - C. Tom ran faster than he thought he could.
 - D. He slid onto the plate as the umpire yelled, "Safe!"
5. Which phrase has a spelling error?
- A. Each day after school
 - B. controled his movements
 - C. As Tom headed for home
 - D. the second-base player wound up
6. Which phrase has a spelling error?
- A. to throw the ball to the catcher
 - B. ran faster than he thought
 - C. His heart was pounding
 - D. acheived his goal

Write It Out

Rewrite the sentence below, correcting the spelling errors.

7. To be strong hiters, many baseball players lift wieghts.