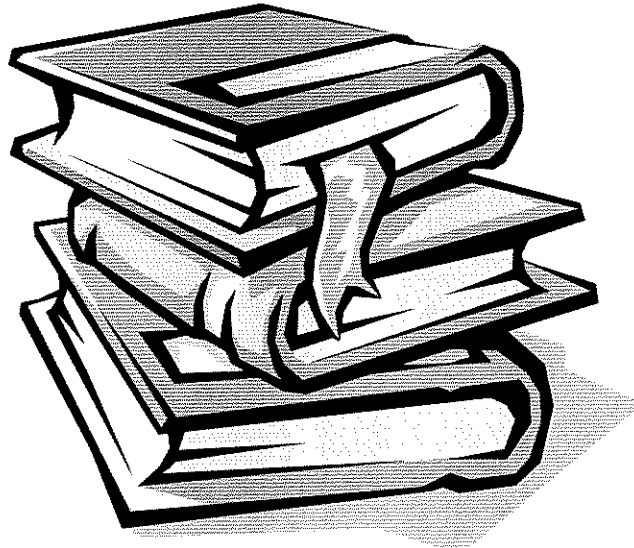


Bryant Middle School
7th grade



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 YELLOW (GRADE 7)

Abate	catastrophe	flaw	melancholy	reprimand
abnormal	cater	fruitless	mellow	resume
abode	chorus		momentum	retort
abrupt	citrus	Gaudy	mortify	robust
accelerate	clamber	geography	mull	rupture
acclaim	climax	gratify	murky	
acknowledge	compromise	gravity		Saga
acquire	concur	grim	Narrative	sequel
aspire	confront	grimy	negligent	sham
acrid	congested	grueling	nimble	shirk
addict	conjure	gruesome	nomadic	simultaneously
adjacent	consult		noteworthy	snare
admonish	corrupt	Haggle	notify	species
affliction	counterfeit	headlong	notorious	status
agitate	covet	hilarious	nurture	stodgy
ajar	customary	homage		substantial
akin		homicide	Obnoxious	subtle
allege	Debut	hospitable	oration	sullen
annihilate	deceased	hurtle	orthodox	supervise
anonymous	dependent	hybrid	overwhelm	
antagonize	despondent			Tamper
apathy	detach	Illiterate	Pamper	throb
arbitrate	devour	impede	patronize	toxic
astute	dishearten	implore	peevish	tragedy
authentic	dismal	incident	pelt	trickle
avert	dismantle	incredulous	pending	trivial
	distraught	infamous	perceived	
Bellow	docile	infuriate	perjury	Uncertainty
beseech	downright	insinuate	permanent	unscathed
bestow	drone	intensified	persist	upright
bewilder	dumbfound	inundate	perturb	urgent
bigot		irate	pique	utmost
blatant	Emblem		pluck	
bleak	endure	Lavish	poised	Vengeance
braggart	ensue	legacy	ponder	vicious
brawl	enthrall	legitimate	potential	vindictive
browse	epidemic	lethal	predatory	vista
bystander	erode	loath	presume	vocation
	exuberant	lurk	preview	void
			prior	
Candid	Fathom	Magnetic	prowess	Wary
canine	feud	mirth		whim
canny	figment	quench	Radiant	wince
capricious	firebrand	magnitude	random	wrath
capsize	flabbergast	maternal	rant	
casual	flagrant	maul	recede	Yearn
casualty				

Creatures that Glow

Have you ever wondered how a firefly makes its body blink and flash like an electric light? When you watch fireflies on a summer evening, they look like little stars that float near the ground. But did you know there are "fireflies" in the ocean, too? They are not insects, of course, but fish, bacteria, and other organisms that make their own light just like fireflies.

For example, there are fish that live deep in the ocean where sunlight cannot reach. These fish have developed ways to make light from their own bodies. Scientists do not know much about them because they are very challenging to study. We can go down into their world in small submarines to watch them, but it is very difficult and dangerous. If anything went wrong, the pressure and tremendous weight of seawater above would crush us. In some ways, these fish are like creatures from another planet because they cannot survive near the surface of the ocean.



However, fish are not the only sea creatures able to make light. There are tiny, bright bacteria and algae that glow when they are disturbed. If you could put some of these "fireflies" into an aquarium and turn out the lights, you would see their beautiful light as you moved your hand through the water. They even have a beautiful name, *Noctiluca scintillans*, which means "sparkling night light."

There are also many jellyfish, like the comb jellies, that have lights along their bodies. Some of the lights appear to move. They blink on and off like Christmas lights and travel down the body of the comb jelly as it moves through the water. We do not know why these animals flash their lights this way. It may be to attract a mate as the fireflies do, or it could be a way to communicate with other comb jellies.

In experiments with fireflies, scientists have discovered how the insects make light. When chemicals found inside fireflies were mixed together in a test tube, the result was the same cool, green light emitted by the firefly.

For another experiment, a biologist took the light-producing chemical from a jellyfish and attached it to a molecule. By using the light, the biologist was able to measure and study the molecule. Thanks to these creatures that make light, scientists will be able to study other kinds of molecules, too.

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 was the author's main purpose in writing this passage?
 - a. to tell about different creatures that make light
 - b. to explain how scientists study fireflies
 - c. to describe new uses for chemicals that make light
 - d. to give you new ideas for science projects
2. Why is it difficult for scientists to study fish that emit light?
 - a. The fish are shy and do not like being studied.
 - b. The fish die when brought up to the surface.
 - c. Scientists cannot use submarines very well.
 - d. Scientists cannot see the deep-sea fish.
3. What is the reason the firefly flashes its light?
 - a. to warn other fireflies that scientists are nearby
 - b. they flash all of the time
 - c. to see where they are going
 - d. to attract a mate
4. What is one reason why scientists study animals that make light?
 - a. to help insects attract mates
 - b. to learn how to use the light-producing chemicals in their experiments
 - c. to help sea creatures to survive better
 - d. to find out why sunlight does not shine deep in the ocean
5. What is the main idea of the third paragraph of the story?
 - a. Fish are not the only sea creatures that make light.
 - b. Deep-sea fish are very difficult creatures to study.
 - c. Scientists study creatures that make light.
 - d. Studying sea creatures is dangerous.
6. Read this sentence from the passage. **There are tiny, bright bacteria and algae that glow when they are disturbed.**
What does *disturbed* mean?
 - a. Angry
 - b. Submerged
 - c. Lit
 - d. Moved

TUSITALA

From the beginning of time, a teller of tales has been a creator of magic. One such person was Robert Louis Stevenson. He is perhaps most famous for writing *Treasure Island*, the story of a young boy, a treasure map, and a peg-legged pirate named Long John Silver. Stevenson also wrote *Dr. Jekyll and Mr. Hyde*, a fearful tale of one man with two opposite personalities. Though his stories are interesting, the author's real life story is a fascinating one.

Everyone enjoys a story about an underdog who overcomes the odds against him. From the day Stevenson was born in Edinburgh, Scotland in 1850, he faced many obstacles. As a child, he spent much of his time in bed, suffering from fevers caused by his weak lungs. Stevenson was often bedridden for weeks at a time. Even walking a few blocks was difficult for him. Still, he was determined to have adventures. When he was feeling well, Stevenson sometimes visited his cousins in the Scottish countryside, where he enjoyed riding ponies, playing pirates, and cliff climbing.

Stevenson often listened to the stories of others and made up his own tales, acting them out with toy soldiers. His book of poetry, *A Child's Garden of Verses*, recalls those days when he dreamed of visiting "parrot islands" and "forests, hot as fire."

Unlike most of the men in his family, Stevenson did not become an engineer or a lawyer, as his father wished. Instead, he became a writer and wandered the world in search of adventure. Stevenson found adventure, but unfortunately he remained troubled by poor health. During his travels, Stevenson looked for ways to improve his condition.

Stevenson married an American woman. After following her from France to San Francisco, he wrote *Treasure Island* for his stepson, Lloyd. Stevenson's ill health forced the family to keep moving to different climates where his condition might improve. He lived briefly in the mountains of New York State and the Alps of Switzerland, but he could not find a place that helped him regain his health.

Finally, still in search of adventure and better health, he sailed with his family to Hawaii and to the South Seas. Stevenson made friends with those he met, including numerous native chieftains. He eventually built a house on the island of Samoa, where he lived until his death at the age of forty-five. Though he had long suffered from tuberculosis, Stevenson died unexpectedly of a stroke.

By the time he died, Stevenson was a world-famous writer. The people of Samoa had given him the name Tusitala, which means Teller of Tales. A group of Samoan chiefs, who were grateful for Stevenson's help with their problems with the government, had built a road from the nearest town to his home, calling it the Road of the Loving Heart. The chiefs also cut a path through the jungle to the hilltop where Stevenson wished to be buried. The chiefs carried his coffin up a mountain, where he was buried and is honored by them still.

Stevenson wrote the words for his own tombstone when he was still a young man. Perhaps the lines that best express his attitude toward life are these:

Glad did I live, and I gladly die,

And I lay me down with a will.*

Stevenson died as he had done everything else in his life — with joy, in spite of the continual obstacles that he faced. And he even wrote the last words of his own incredible story.

"with a will" means willingly

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 main purpose in writing this passage?
 - a. to inform the reader about the life of Robert Louis Stevenson
 - b. to illustrate the stories that Stevenson wrote
 - c. to convince the reader that Stevenson was the best writer of his time
 - d. to describe the time period in which Stevenson wrote
2. According to the passage, Stevenson wrote *Treasure Island*
 - a. before he wrote *Dr. Jekyll and Mr. Hyde*.
 - b. for his stepson, Lloyd.
 - c. because he loved pirates.
 - d. for the people of Samoa.
3. Which of the following statements about Stevenson's life is NOT true?
 - a. He married an American woman.
 - b. He settled and built a home in Samoa.
 - c. He wrote his own epitaph.
 - d. He returned to his homeland of Scotland to die.
4. Which kind of evidence does the author use most in this passage?
 - a. historical facts about Robert Louis Stevenson's life
 - b. personal accounts of Robert Louis Stevenson's life
 - c. the author's own opinions on Robert Louis Steven's life
 - d. the reader's common knowledge of Robert Louis Stevenson
5. According to the passage, what is one reason that people enjoy reading about Stevenson?
 - a. He wrote wonderful mysteries and short stories.
 - b. He married an American woman.
 - c. He was a "little guy" who overcame the odds against him.
 - d. He only lived to the age of forty-five.
6. Read this sentence from the passage. **Stevenson died as he had done everything else in his life — with joy, in spite of the continual obstacles that he faced.**
 What does *obstacles* mean?
 - a. Observances
 - b. Barriers
 - c. Mountains
 - d. Bad health

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth.

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same.

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I
I took the one less traveled by,
And that has made all the difference.

Robert Frost, 1915

A well-loved American poet

Robert Frost (1874-1963) was born in San Francisco, California, but grew up in Lawrence, Massachusetts. As a child, Frost developed a love of New England that remained with him for the rest of his life. His poems tell of people, places, and nature in this place that he loved so much. In 1961, Robert Frost received a great honor. President John Fitzgerald Kennedy invited Frost to read his poem "The Gift Outright" at the presidential inauguration.

"Two roads diverged in a yellow wood"

Frost had the ability to take an ordinary event and turn it into poetry. Frost's readers saw different meanings in the everyday events Frost described in his poems. In 1915, Robert Frost wrote a poem called "The Road Not Taken." In this poem, he describes the experience of taking a walk in the "yellow" wood. The poet's choice of the word "yellow" tells the reader what season it is. However, the season is what's most important to Frost in this particular poem. Frost is inspired to write the poem because of what happened during this walk through the woods. When the poet came to a fork in the road, he had to make a choice about which way he would go. Frost thought both roads looked interesting, so his choice was difficult. "Long I stood trying to decide," he wrote. The poet looked as far as he could down both roads, but standing in one place could not really show him what was beyond the bend of the path.

Making choices

The poet had to choose one of the paths without knowing where each might lead him. The reader is told that one road may have been better because it was "grassy and wanted wear." In this way, the poet reveals he is adventurous and likes new things. He did not choose the way that is covered with the tracks of other people.

Frost makes a decision, but he does not give up on the other road. He writes that he "marked the first for another day!" Even though he might never come back that way again, the poet wanted to keep the road not taken as an option for some future time.

When he selects the road that looked more interesting that morning, Frost knew that he might look back as an old man and wonder what going down the other road might have meant to him. "Two roads diverged in a wood, and I took the road less traveled by, and that has made all the difference."

Consequences

"The Road Not Taken" is not simply a poem about taking a walk in the woods. The walk serves as a metaphor for life. Just as Frost had to decide which direction to take on his walk, everyone has to decide what direction to take in life. Sometimes decisions are easy, while other decisions are more difficult. Some people, like Frost, may try to see what will happen in the future. However, Frost knew that people couldn't see beyond the bend in life any more than he could see beyond the trees in the yellow wood.

Frost does not tell the reader what to do, and does not talk about right and wrong. Instead, he tells the reader that decisions made today affect lives tomorrow.

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 heading BEST tells what "The Road Not Taken" is about?
 - a. "A Well-loved American Poet"
 - b. "Two Roads Diverged in a Yellow Wood"
 - c. "Making Choices"
 - d. "Each Choice Has its Own Result"
2. Why was it important for the poet to choose a particular road?
 - a. It affected the rest of his life
 - b. It made the walk easier
 - c. It made him happier
 - d. It allowed him to meet new people
3. What happened AFTER Robert Frost chose the road "less traveled"?
 - a. He became a poet
 - b. He learned about consequences
 - c. He became an old man
 - d. He tried the first road another day.
4. In the poem, how were the two roads ALIKE?
 - a. Both were difficult
 - b. Both were easy
 - c. Both were well traveled
 - d. Both led to adventure
5. Which sentence BEST tells the reader what the story is about?
 - a. Decisions made today affect lives tomorrow.
 - b. Robert Frost grew up in New England.
 - c. The poet liked to take walks in the woods.
 - d. Robert Frost read a poem at Kennedy's inauguration.
6. Read the sentences below from the passage. **In 1915, Robert Frost wrote a poem called "The Road Not Taken." In this poem, he describes the experience of taking a walk in the "yellow" wood.**

What do the words "yellow wood" mean?

 - a. It was summer
 - b. It was spring
 - c. It was autumn
 - d. It was winter

Girls in Sports



It is a Friday night in October, and the whole school has turned out for a football game. The quarterback is legendary, and the rival team is despised as an enemy. Nearly everyone at the school rallies behind the thirty or so boys who are playing their hearts out to win the big game. However, the undefeated girls' soccer team played earlier in the day before a small crowd of just a few parents and friends. These are common scenes. Many boys enjoy high school sports careers. Some are rewarded with college athletic scholarships. A lucky few even get the chance to play in the big leagues. However, girls simply don't get the same opportunities.

The opportunity to play sports is a part of American life and the American Dream for some children. Little League baseball, high school football, and professional basketball are all part of the American athletic scene. What is still missing from these activities is the participation of more girls. Girls should be given more chances to take part in team sports. They should also receive the same rewards for their efforts that boys do.

Research shows that there are many benefits for girls who play sports. Obviously, girls become much more physically fit and healthy. Also, they are three times more likely to graduate from high school and 92 percent less likely to use drugs than girls who do not play sports. Athletes in team sports learn to become more confident and to deal with success and failure better, too.

With all these benefits, why aren't more girls involved in sports? Perhaps the strongest reason is that there are fewer opportunities for girls than there are for boys. Because there are many different types of sports available to boys, size and strength are unimportant issues. If a boy wants to join a team, he can find a sport and a level of that sport that will suit his size. This is not always true for girls, especially at the elementary and middle school levels where athletic options are often limited. Girls who are not involved in sports before high school are less likely to try out for junior varsity or varsity teams. For this reason, there should be more athletic opportunities provided for girls at the elementary and middle school levels.

Some might argue that there are more boys' teams because they show more interest in athletics than girls do. However, statistics show that more girls would join teams if given the chance. In 1972, only 8 percent of total high school participation in athletics was by girls. In that same year a federal law, Title IX of the Education Amendments Act, was passed. Title IX banned sex discrimination in both the academic and athletic programs of schools that receive federal aid. By 1995, 33 years after that law was passed, nearly 40 percent of high school athletic participation was female. However, school athletic programs often do not offer the range of choices to girls that are offered to boys. Also, girls' teams seldom enjoy the degree of support given to boys' teams. Even so, more girls will play sports as the number of opportunities grows.

Scholarships are another benefit that is still not shared equally by male and female athletes. For male athletes, many more scholarships are received and college recruiting budgets are still much higher. This will change only with the development of more programs for girls at younger ages.

Girls have the right to equal athletic programs. A general sense of fair play demands it, and Title IX requires it. In 1972, women received 9 percent of the medical degrees in this country. By 1994, they received 38 percent. In 1972, women earned 7 percent of the law degrees. By 1994, they received 43 percent. Society is slowly changing to offer girls the equal treatment they are guaranteed by federal law. Providing more equal opportunities in athletic programs will help girls to continue to grow on many levels and to make even greater contributions to our society.

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. The writer of this passage would NOT agree with which of the following statements?
 - a. Girls have the right to more opportunities to participate in team sports.
 - b. Playing sports is an important part of American life.
 - c. Girls receive their fair share of athletic scholarships.
 - d. Girls' participation in athletic programs will increase as opportunities increase.
2. Which point does NOT show the impact of Title IX?
 - a. In 1994, women received 38 percent of medical degrees.
 - b. In 1994, women received 43 percent of law degrees.
 - c. In 1972, 8 percent of high school participation in athletics was by females.
 - d. In 1994, nearly 40 percent of high school athletic participation was by females.
3. According to the passage, which of the following statements BEST describes Title IX?
 - a. It bans sex discrimination in academic or athletic programs of schools receiving federal aid.
 - b. It guarantees women the right to go to law schools that receive federal aid.
 - c. It bans sex discrimination in athletic programs of schools receiving federal aid.
 - d. It guarantees all students the right to participate in any sport they choose.
4. What is one possible argument the passage lists AGAINST having more opportunities for team sports for girls?
 - a. Girls might be awarded too many athletic scholarships.
 - b. Too many girls' teams already exist.
 - c. Girls do not have the right to those opportunities.
 - d. More boys than girls show an interest in athletics.
5. According to the concluding paragraph of this passage,
 - a. career opportunities for women have not changed much.
 - b. federal law guarantees equality in school programs for girls.
 - c. 1982 was the beginning of many changes for women.
 - d. more women should be attending medical school.
6. Read these sentences from the passage. **Because there are many different types of sports available to boys, size and strength are unimportant issues. If a boy wants to join a team, he can find a sport and a level of that sport that will suit his size.**
 What does the word *unimportant* mean?
 - a. Serious
 - b. Flexible
 - c. Meaningless
 - d. Popular

Tiger's Tale

"Just look at this mess, Tiger!" Christie said sternly. "I promised Mom that having a cat would be no trouble at all!"

Tiger's golden eyes looked puzzled, but he listened carefully, his tail twitching nervously.

Disappointed, Christie looked at the milk on the floor, where bright blue shards of broken glass gleamed up at her from the puddle. She had quickly learned not to leave anything on the counter that would be too inviting for Tiger, but her brother Ted had not. She had walked into the kitchen just in time to see Tiger pounce on a sheet of paper that was crumpled around the edges and push it with his paw. A tall glass, filled to the brim with milk, stood on top of the paper. It had tumbled to the floor and shattered.

One more disaster, she thought, and it might be the final straw for Tiger. Just yesterday she had found him batting one of her brother's scarlet origami birds across the carpet in the living room. Fortunately, she had rescued it before Tiger had a chance to shred it.

Ted had fallen in love with origami after his art teacher had shown him how to make the careful folds that produced delicately crafted paper animals. He had made over a hundred of them and hung them from the ceiling in his bedroom. Since Tiger had come to live with them a week ago, he had ruined several of them, including a tiny red-and-white striped zebra and a camel the color of bronze.

"You ought to get rid of him," Ted said bitterly, watching her clean up the milky mess from the floor. "All he knows how to do is destroy things." He held the wrinkled, soggy paper and tried to blot it with a paper towel. With a baffled look on his face, he complained, "This was my homework assignment. The teacher will never believe that the cat did this."

"You're not being fair!" Christie protested earnestly. She knew that Ted had almost convinced their mother that having a cat was not a good idea, and she didn't want to take Tiger back to the animal shelter where she had found him. "He just wants to play!"

Ted stared at the cat, which returned his stare with interest while trying to reach for the paper with his paw. "Sure he does!" he replied. "He wants to finish the job! Just look at him!"

Crumpling his homework paper into a ball, he tossed it angrily at Tiger. "Here! You might as well have it! It's no good to me!"

To their astonishment, Tiger rose on his back legs and batted the paper wad back to Ted. Ted caught it, glanced at Christie in disbelief, and then tossed it again. "That was just dumb luck!" he said, but before the words were out of his mouth, Tiger had swatted it back to him.

Ted spent the next 10 minutes testing the cat. He threw the paper wad high, he threw it low, he faked to the right and threw to the left, and he faked to the left and threw it right. Each time, Tiger swatted it back to him with incredible accuracy.

"This is unbelievable!" Ted exclaimed happily. "Just wait until Jose sees this!" He scratched the cat's head gently before leaving.

As the door slammed behind him, Christie patted her cat. "Well, Tiger," she said cheerfully, "it looks as though you've found a home."

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 an OPINION in the story?
 - a. Tiger is an amazing cat.
 - b. Ted crumpled his homework into a ball.
 - c. Shards of broken glass gleamed from the puddle of milk.
 - d. Ted has over a hundred origami animals hanging from his ceiling.
2. What happens in the passage that causes Ted to change his attitude toward the cat?
 - a. Tiger ruins his homework.
 - b. Tiger attacks his origami animals.
 - c. Tiger bats a paper ball to him.
 - d. Christie asks him to be kind to Tiger.
3. Why is Christine disappointed at the beginning of the story?
 - a. She is tired of school.
 - b. Tiger has made another mess.
 - c. Her favorite glass has been broken.
 - d. Tiger has destroyed an origami bird.
4. What conclusion can be drawn from the last sentence of the passage?
 - a. Ted wants Tiger to stay with them.
 - b. Christie is unhappy with her brother.
 - c. Christie will return Tiger to the animal shelter.
 - d. Tiger is in trouble for destroying Ted's paper animals.
5. What is the main idea of this story?
 - a. Ted does not like animals.
 - b. Cats make better pets than dogs.
 - c. Tiger is playful, not destructive.
 - d. Christie likes to help at the animal shelter.
6. Read these sentences from the passage. **He threw the paper wad high, he threw it low, he faked to the right and threw to the left, and he faked to the left and threw it right. Each time, Tiger swatted it back to him with incredible accuracy.**
 What does the word *accuracy* mean?
 - a. Valiant
 - b. Excursion
 - c. Anguish
 - d. exactness

On Your Own!

Read this passage. Answer the questions that follow it.

The Lost City of Pompeii

In ancient times, Pompeii was a busy city in western Italy. The people who lived there built homes, shops, taverns, and bathhouses. They even had theaters and gymnasiums. All of that would be lost on August 24, A.D. 79.

The City Is Buried

Pompeii was located very near a volcano named Mount Vesuvius. In early August, small quakes began. On August 24, the earth rumbled as the volcano erupted. People rushed to get away, but most people were killed by poisonous gases or falling buildings.

Under Ashes for Centuries

The thick, hot ash that fell covered all the buildings in the city, as well as the people. For centuries, Pompeii remained hidden. It wasn't until 1748 that people began digging to find what remained of the lost city.

The City Uncovered

Diggers at the site uncovered a city that looked much as it had when the volcano occurred. They found beautiful buildings, objects used in daily life, artwork, money, roads, and skeletons of people—all preserved under the volcanic material. Their discoveries give us a glimpse of life as it was before the earthquake.

Pompeii Today

Teams have worked for many years to expose additional parts of this city. Now, many parts of Pompeii have been uncovered. Visitors travel from all over the world to see it. Tourists and scientists want to learn more about this city and the people who lived there so long ago.

1. What is the main heading of this passage?

A. "Pompeii Today"
 B. "Under Ashes for Centuries"
 C. "The Lost City of Pompeii"
 D. "The City Uncovered"

2. In which section would you find information about the current situation in Pompeii?

A. "The City Is Buried"
 B. "The City Uncovered"
 C. "Under Ashes for Centuries"
 D. "Pompeii Today"

- | | |
|--|---|
| <p>3. In which section would you look for information about what the diggers found?</p> <ul style="list-style-type: none"> A. "The City Uncovered" B. "Under Ashes for Centuries" C. "Pompeii Today" D. "The City Is Buried" | <p>5. In which section would you find additional information about the paintings found in Pompeii?</p> <ul style="list-style-type: none"> A. "The City Uncovered" B. "Under Ashes for Centuries" C. "The City Is Buried" D. "Pompeii Today" |
| <p>4. In which section would you find additional information about Mount Vesuvius?</p> <ul style="list-style-type: none"> A. "The Lost City of Pompeii" B. "Under Ashes for Centuries" C. "The City Is Buried" D. "The City Uncovered" | <p>6. Which of the following would best replace the main heading of this passage?</p> <ul style="list-style-type: none"> A. "Pompeii: A City in Italy" B. "Pompeii: A City Buried in Time" C. "Mount Vesuvius Erupts" D. "Pompeii Today" |

Write It Out

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

7. In your own words, tell what happened when the volcano erupted.

On Your Own!

Read this passage. Answer the questions that follow it.

All fifty states in America have chosen official state trees. For example, New York's state tree is the sugar maple, and Pennsylvania's is the eastern hemlock. Texas named the pecan as its tree, and Georgia selected the live oak.

In some ways, the state trees are similar. The wood from all of these trees is used to meet people's needs. Sugar maples and pecans both produce wood that is used for making furniture. Wood from live oaks is very heavy. In fact, it's too heavy for furniture. Wood from this tree was used to make the curved ribs of ships' hulls during the Civil War. All of these trees also produce shade and look attractive in areas where they are planted. And of course, each tree is native to its state.

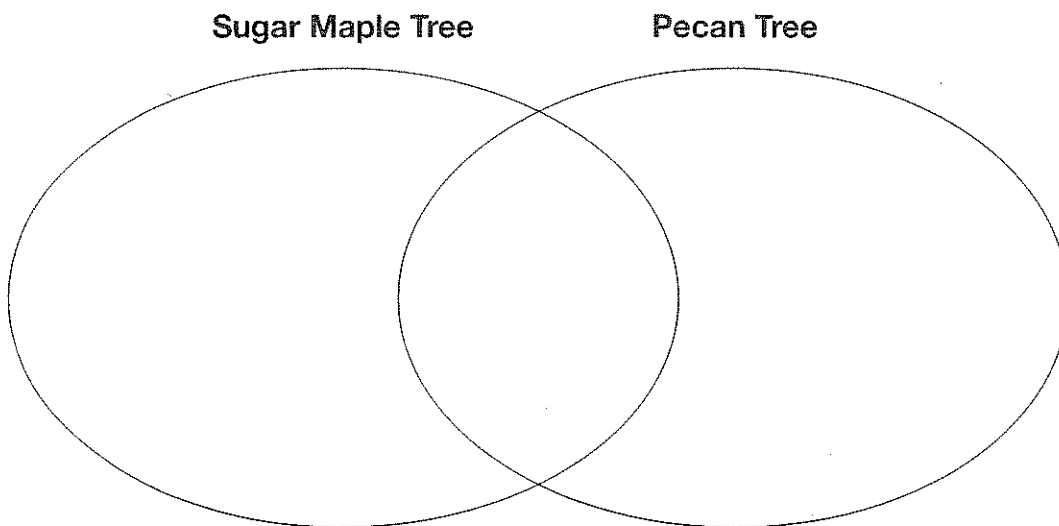
In other ways, the trees differ. Some of the trees were selected because they are linked to important historical events, while others were chosen because of their importance to the local economy. The pecan tree produces pecans, which is a favorite nut throughout the United States. In contrast, the sugar maple produces maple syrup. Although both crops are important to their local economy, their uses are very different.

- | | |
|--|---|
| <p>1. In what way are all state trees alike?</p> <ul style="list-style-type: none">A. They are found in cold climates.B. They are native to their state.C. They produce food for people.D. They are used in furniture-making. | <p>2. What is one way the sugar maple is similar to the pecan tree?</p> <ul style="list-style-type: none">A. Both are the state tree of New York.B. Both have heavy wood.C. Both produce wood used in furniture.D. Both are linked to historic events. |
|--|---|

3. What is one way the sugar maple and the pecan tree differ?
- A. One is important to the local economy, but the other isn't.
 - B. One is linked to important historical events, but the other isn't.
 - C. One produces a popular product, and the other doesn't.
 - D. One produces nuts, and the other produces syrup.
4. In what way is the wood of the live oak different from that of the sugar maple?
- A. Live oak wood is lighter.
 - B. Live oak wood is curved.
 - C. Live oak wood is too heavy for furniture-making.
 - D. Live oak wood is used for the food it produces.
5. In the third paragraph, which words signal that things are being contrasted?
- A. also, other
 - B. differ, in contrast
 - C. differ, favorite
 - D. in contrast, also
6. Which sentence from the passage does **not** compare ideas?
- A. "Sugar maples and pecan trees both produce wood that is used for making furniture."
 - B. "The wood from all of these trees is used to meet people's needs."
 - C. "In contrast, the sugar maple produces maple syrup."
 - D. "And of course, each tree is native to its state."

Write It Out

Complete the Venn diagram below to compare and contrast the sugar maple tree and the pecan tree.



On Your Own!

Read this passage. Answer the questions that follow it.

We use plastics for many things in our lives. This causes a lot of plastic trash. Plastic can be treated for reuse, or recycled, in special buildings called plants. The process of recycling takes many steps.

First, workers sort through the trash to weed out plastic items that can't be recycled. They take out plastic that might be unsafe. Second, the usable plastic is chopped into flakes and washed. The dirty water from this step is sent to a treatment plant. There the water is treated for reuse. Then the plastic flakes are placed in a flotation tank. This separates types of plastic. In the tank, some types float and others sink.

After the plastic is separated in the tank, the plastic flakes are placed in a dryer. The flakes are dried well. Next, the dry flakes go through a melting machine. Heat and pressure melt the plastic. Then the plastic is forced through a screen and formed into strands. This removes any unsafe elements that might remain.

In the next part of the process, the strands are cooled in water. Then they are chopped into very small pieces called pellets. Finally, the pellets are placed in bags. The bags are shipped to people who will reuse the plastic.

1. According to the passage, the **first** step in the recycling process is

- A. chopping the plastic into flakes
- B. drying the plastic
- C. placing the plastic pellets in bags
- D. sorting the trash

2. According to the passage, the **last** step in the recycling process is

- A. placing the pellets in bags
- B. shipping bags of recycled plastic
- C. washing the plastic flakes
- D. melting the plastic

3. Which step takes place right **before** the pellets are formed into strands?
 - A. The plastic is melted.
 - B. The plastic is forced through a screen.
 - C. The plastic is washed.
 - D. The recycled plastic is shipped.
4. Which two steps come right **after** the plastic is formed into strands?
 - A. The strands are cooled and chopped into pellets.
 - B. The strands are melted in a machine.
 - C. The strands are chopped into pellets and placed in bags.
 - D. The strands are sorted and cooled.
5. Which step takes place right **before** the pellets are placed into bags?
 - A. The strands are forced through a screen.
 - B. The flakes are melted.
 - C. The plastic is sorted.
 - D. The strands are chopped into pellets.
6. The dirty water sent to a treatment plant
 - A. after the plastic is washed
 - B. right before the plastic pellets are placed in bags
 - C. at the same time the plastic flakes are melted
 - D. while the plastic strands are cooling

Write It Out

Use the passage to complete the chart below. Fill in the first five steps in order.

7.

Steps in Recycling Plastic	
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

On Your Own!

Read this passage. Answer the questions that follow it.

Zubin Mehta, one of the world's **foremost** musicians, was born in Bombay, India. He immigrated to the United States. This leading **conductor** was **exposed** to music from the time he was young. Zubin always heard music playing in his home. His father loved music and had **founded** the Bombay Symphony. He created the group one year before Zubin was born.

Initially, Mehta studied medicine. Later, he wanted to become a musician. He studied music with a **renowned** teacher. This well-known instructor **predicted** that Mehta would someday become world-famous. And he did.

After working with many famous orchestras, Zubin Mehta became the conductor of the Israel Philharmonic Orchestra. He has led this **ensemble** on many world tours. Everywhere they performed, he and his group of musicians **galvanized** their audience. They captured the attention of listeners all across the world. Mehta was made music director for life of this orchestra.

Zubin Mehta is known for the **diverse** music in his programs. His musicians enjoy playing music of many different styles and from many different time periods. Mehta has received numerous honors for his work. He even was honored by the United Nations.

1. In this passage, what does the word "initially" mean?

- A. first
- B. finally
- C. in the middle
- D. at the end

2. The word "renowned" means

- A. unknown
- B. poor
- C. famous
- D. unusual

3. What does the word “ensemble” mean?
- A. entire
 - B. group
 - C. team
 - D. chorus
4. The word “galvanized” means
- A. galloped
 - B. bored
 - C. startled
 - D. excited
5. As used in the passage, “diverse” means
- A. similar
 - B. uninteresting
 - C. varied
 - D. difficult
6. The phrase that helps you figure out the meaning of “exposed” is
- A. “... always heard music playing ...”
 - B. “He created the group ...”
 - C. “... before Zubin was born.”
 - D. “... immigrated to the United States.”

Write It Out

Write the meaning for each word from the passage in the space provided in the chart.

7.

Word	Meaning
founded	
conductor	
predicted	
foremost	

On Your Own!

Read this passage. Answer the questions that follow it.

The first weeks in our new neighborhood were awful. Our apartment was a horrible mess, filled with gigantic boxes. Mom and Dad were particularly irritable. My big brother Jimmy got to go back and visit with his friends in the old neighborhood. I was pretty much alone.

The dark bedroom I shared with my baby sister faced the railroad tracks. Instead of painting the room my favorite color, blue, Mom had selected lavender. To leave space for my sister's clothing, I had to fold most of my things and arrange them on a couple of shelves in the closet. I also had to be certain that there were no small objects anywhere that my sister might swallow.

Then there was my new school. My teacher at my old school knew everyone in my family. She always inquired about my sister and my brother. My new teacher, Ms. Walters, only seemed interested in my reading and math levels. The other kids had been classmates for ages. They chose each other for teams, sat together at lunch, and often visited each other's homes after school.

One day, Ms. Walters said to the girl sitting next to me, "Carmen, you will be Tamara's partner for the new art project." Carmen's jaw dropped. But after our project was voted best in the class, her expression changed!

- | | |
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| <p>1. Based on the first paragraph, you can infer that Mom and Dad were irritable because</p> <ul style="list-style-type: none"> A. they were having a great time in the new apartment B. they were exhausted from all the work they did to get settled C. they were annoyed because they had packing to do D. they were disappointed that Jimmy wasn't around very much | <p>2. Based on the first paragraph, you can infer that Jimmy</p> <ul style="list-style-type: none"> A. was very happy in the new place B. tried hard to make new friends C. missed his old friends D. wanted to help the family unpack |
|--|--|

3. What can you infer about how Tamara felt when Jimmy returned to the old neighborhood?
- A. She was glad he went.
 - B. She wished he'd stay away longer.
 - C. She really didn't care.
 - D. She was sad and lonely.
4. Based on the third paragraph, you can infer that Tamara thought her new teacher
- A. was excellent at teaching reading and math
 - B. wasn't interested in getting to know her personally
 - C. was just like her teacher at her old school
 - D. wasn't liked by the most of the other students
5. What inference can you make about Tamara's feelings toward her classmates?
- A. She felt they were unfriendly toward her.
 - B. She felt they were not good friends to one another.
 - C. She felt they hardly knew one another.
 - D. She felt they were very interested in learning about her.
6. What is the **most likely** reason Carmen's jaw dropped in the last paragraph?
- A. She was so happy to have a chance to work with Tamara.
 - B. She was relieved to be working with a partner.
 - C. She hated doing art projects.
 - D. She didn't want to work with Tamara.

Write It Out

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

7. What can you infer about Carmen's feelings toward Tamara at the end of the story?

On Your Own!

Read this passage. Answer the questions that follow it.

Joan Baez, the singer and songwriter, spent her early years in New York, Baghdad, and California. In California, she faced discrimination because of her Mexican background. When she was fifteen years old, she heard Martin Luther King, Jr. speak about civil rights. She never forgot his ideas about nonviolence.

In the 1960s, many folk singers were involved in social and political issues. Joan Baez was part of that group. When she toured southern colleges, she made sure people of all colors could attend her concerts. This was not common at the time. She performed in 1963 at the March on Washington. She appeared at a benefit for California farm workers striking for better wages and working conditions.

Baez was also active in protests. At her high school, she refused to take part in an air-raid drill. She thought it was held to increase students' fear of the Cold War. In 1964, she didn't pay part of her taxes as a protest against military spending. She was arrested at a rally in protest of the Vietnam War. In 1976, she went to Northern Ireland to call for peace in that country. To this day, Joan Baez speaks out about issues she thinks are important.

1. Based on the second paragraph, what can you conclude about Joan Baez's feelings about discrimination at concerts?

- A. She thought it was acceptable.
- B. She thought it was wrong.
- C. She felt she had to agree to it.
- D. She felt that people wouldn't mind.

2. You can conclude that Joan Baez supported California farm workers because

- A. she felt sorry for them because they lived in California
- B. she realized that farm workers in California were overpaid
- C. she thought workers in California deserved more than workers in other states
- D. she believed all workers deserved decent pay and working conditions

3. From this passage, which of the following can you conclude?
- A. Baez was sensitive to discrimination because she had experienced it herself.
 - B. Baez felt people should protest social and political issues by not paying taxes.
 - C. Baez was a strong supporter of the Cold War.
 - D. Baez was only interested in helping women.
4. What conclusion can you draw from the fact that Joan Baez protested in Northern Ireland?
- A. She was only interested in social issues in the United States.
 - B. She liked to travel to places she'd never been.
 - C. She felt that peace in Ireland was an important issue.
 - D. She wanted to meet the people in Northern Ireland.
5. Based on Baez's action in the third paragraph, you can conclude that she
- A. was willing to risk punishment for her actions
 - B. thought no one would care what she did
 - C. was only interested in her singing career
 - D. only worried about issues that affected her directly
6. Which conclusion can you draw from the information in the last paragraph?
- A. Baez thought air-raid drills were an important way to stay safe during the Cold War.
 - B. Baez wanted the government to spend more money on the military.
 - C. Baez has stopped protesting as she has grown older.
 - D. Baez is generally opposed to war.

Write It Out

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

7. Write one or two sentences to tell what you conclude about the kind of person Joan Baez is.

On Your Own!

Read this passage. Answer the questions that follow it.

Zeke was eagerly looking forward to traveling across the wilderness in his family's wagon. He had helped his family load the wagon with provisions. He and his father had stocked up on as much food, clothing, animal feed, and wagon replacement parts as they could carry. Now, they were ready to head off.

The next morning, Zeke made sure the oxen that would pull the wagon were fed and watered. One of his jobs would be to make sure the animals stayed healthy on the journey. He also would be responsible for helping to repair the wagon if it broke down during the long trip.

When they left, Zeke had no idea how difficult the trip would be. He did not know that the heavily loaded wagon would be unable to travel more than 15 miles a day.

After a long, rainy spring in which he, his sister, and his parents were often drenched to the skin, they finally reached their destination. The trip had been unbelievably difficult. Now, Zeke was overjoyed to be in this new place that would be home to his family.

1. This passage is written from which point of view?

- A. first person
- B. second person
- C. third person
- D. fourth person

2. How do you know this passage is **not** written from a first-person point of view?

- A. It is too factual.
- B. The person telling the story doesn't use the pronouns "I" or "we."
- C. The person telling the story is part of the story.
- D. The characters are telling their feelings about the subject.

3. Which word in the second paragraph signals a third-person point of view?
 - A. I
 - B. we
 - C. he
 - D. she
4. What does the word “they” in the first paragraph tell you?
 - A. The story is written from a first-person point of view.
 - B. The story is written from a third-person point of view.
 - C. The story is fiction.
 - D. The story is written to inform.
5. Which sentence from the passage does not contain a clue about whether or not the narrator is a character in the story?
 - A. “He had helped his family load the wagon with provisions.”
 - B. “One of his jobs would be to make sure the animals stayed healthy on the journey.”
 - C. “Now, they were ready to head off.”
 - D. “The trip had been unbelievably difficult.”
6. Which characteristic of a story written from a third-person point of view can you find in this passage?
 - A. the use of a narrator who is not part of the story
 - B. the use of a narrator who is part of the story
 - C. the use of the pronoun “I”
 - D. the use of interesting characters

Write It Out

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

7. Rewrite the first two sentences of the story from a first-person point of view.

On Your Own!

Read this passage. Answer the questions that follow it.

Is water conservation important? Most experts agree it is! The demand for water is increasing yearly. As the world's population grows, so does the use of water. The more water we use, the greater the problem. Water pollution is increasing, too. The more we pollute, or dirty, our water supply, the less safe water we will have. Droughts around the world have also affected our water supply. To ensure that living things have enough water in the future, it's important to conserve our limited supply of this resource.

Some people have incorrect ideas about the problem. They think that even if we start to conserve today, it won't make a difference. They believe that using less water will be costly. Some think that the lack of water won't affect plants and animals very much.

People need to learn the benefits of saving water. Using less water will save money on water and energy bills. Cutting back will help preserve the habitats of plants and animals. It will reduce the need to build as many water treatment plants. It will give us time to discover better ways to manage Earth's water supply.

To conserve, look for places to save water in your home, water your garden less often, and make other people aware of the need to preserve our water supply.

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| <p>1. In this passage, the author is trying to convince the reader that</p> <ul style="list-style-type: none"> A. water is being polluted B. it's important to conserve water C. it's important to use water for irrigation D. there's enough water for plants and animals | <p>2. From the author's perspective, which of the following is not a cause of a reduced supply of usable water?</p> <ul style="list-style-type: none"> A. increased use B. pollution of water C. not enough water reservoirs D. droughts |
|--|---|

3. Based on what you read, how does the author **most likely** feel about people who do not conserve water?
 - A. The author thinks they are correct about some of the issues.
 - B. The author completely agrees with them.
 - C. The author wonders why they have their opinion.
 - D. The author does not agree with them.
4. From the author's perspective, what are two of the major benefits of using less water?
 - A. having water for irrigation and building water treatment plants
 - B. stopping droughts and saving money on energy bills
 - C. reducing water bills and preserving habitats
 - D. ending pollution and finding new solutions to the problem
5. Which of the following actions does the author try to convince the reader to take?
 - A. Save water at home, and convince others to do the same.
 - B. Measure the amount of water used at home, and buy bottled water.
 - C. Stop using water in the garden, and don't do any planting.
 - D. Use water only for drinking and bathing.
6. How does the author give you clues to her perspective on water conservation?
 - A. The author includes facts about the water supply and ways to conserve it.
 - B. The author tells funny stories about how water is used around the world.
 - C. The author describes how water is processed and used in different places.
 - D. The author explains why water conservation won't make a difference.

Write It Out

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

7. Write two sentences about water conservation from the perspective of someone who does **not** think it is necessary.

On Your Own!

Read this passage. Answer the questions that follow it.

Mangrove swamps are a type of wetland. In North America they are found from south Florida to Texas. They occur where freshwater meets saltwater. Mangrove swamps are named for the mangrove trees that grow in this habitat. Redwood trees grow in forests.

Mangroves have three types of roots. Some of these roots grow above the water. Mangrove trees don't have pretty leaves. Anchor roots support the tree against strong waves and tides. Small roots grow out from the main root. These roots absorb water and nutrients. A third kind of root supplies oxygen for the tree.

Mangrove swamps are home to a variety of animals. Among them are fish and shrimp. Wading birds, pelicans, and bald eagles live in mangrove swamps. American crocodiles also live there. It's hard to identify all the bugs in a swamp.

Not too many other kinds of plants grow in these swamps. That's because the water is too salty. Plants that do live there have adapted to life in the salty water. No one likes to study plants. These plants include sea oat, reeds, saltbush, ferns, and hibiscus.

Mangrove swamps provide many benefits. Some people think the mangrove tree is ugly. The roots of the mangrove tree stop erosion of the shoreline. The trees are a source of lumber. They also act as a windbreak in storms.

1. Which of the following is nonessential information from the passage?
 - A. "Redwood trees grow in forests."
 - B. "Mangrove swamps are a type of wetland."
 - C. "They occur where freshwater meets saltwater."
 - D. "Mangrove swamps are named for mangrove trees that grow in this habitat."

2. Which of the following is essential information from the passage?
 - A. "Some people think the trees are ugly."
 - B. "Redwood trees grow in forests."
 - C. "Mangroves have three types of roots."
 - D. "No one likes to study plants."

3. Which sentence in the third paragraph is nonessential information?
- A. "Mangrove swamps are home to a variety of animals."
 - B. "Among them are fish and shrimp."
 - C. "Wading birds, pelicans, and bald eagles live in mangrove swamps."
 - D. "It's hard to identify all the bugs in a swamp."
4. In the second paragraph, the idea that mangroves don't have pretty leaves is nonessential to because it
- A. is not true
 - B. is not related to the other information in the paragraph
 - C. is not interesting
 - D. is information that the reader might already know
5. Which sentence in the last paragraph is nonessential information?
- A. "Mangrove swamps provide many benefits."
 - B. "Some people think the mangrove tree is ugly."
 - C. "The trees are a source of lumber."
 - D. "They also act as a windbreak in storms."
6. Read this sentence from the fourth paragraph.
- No one likes to study plants.
- Why is this information nonessential to the paragraph?
- A. because it is not very interesting
 - B. because a lot of people like to study plants
 - C. because it is in the wrong paragraph
 - D. because it is not about plants that live in mangrove swamps

Write It Out

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

7. In the fourth paragraph, the writer states, "These plants include sea oat, reeds, saltbush, ferns, and hibiscus." Is this essential or nonessential information? Explain your answer.

On Your Own!

Read this passage. Answer the questions that follow it.

Everyone likes to visit places where important events in history occurred. Three fascinating American cities where you can do that are New York City, Philadelphia, and San Antonio.

It was in New York City that George Washington was sworn in as president of the new republic in 1789. The population of New York City grew as large groups of immigrants settled there in the 1800s and 1900s. As the city prospered, huge skyscrapers were built, as well as roads, bridges, and tunnels. Tourists flocked to the city. They still do today. New York City is definitely the most exciting city in the United States for tourists to visit.

In 1776, the Declaration of Independence was created and signed in Philadelphia. One of the first public schools in the American colonies opened there in 1698. In this city, in 1752, Ben Franklin showed that lightning and electricity were the same. Despite its terrible summer weather, modern Philadelphia is a great city. All tourists enjoy seeing Independence Hall, Ben Franklin's print shop, and the best museums in the country.

San Antonio, Texas, is the home of the Alamo. In 1836, the Alamo was the site of a heroic fight for freedom during the Texas Revolution. Once thought of as a cattle town, San Antonio is now a modern city. Its easygoing atmosphere attracts many tourists. They come to see the Alamo, the San Antonio River Walk, and the city's beautiful architecture.

- | | |
|--|---|
| <p>1. Which statement from the passage expresses an opinion about New York City?</p> <p>A. "New York City is definitely the most exciting city in the United States for tourists to visit."</p> <p>B. "The population of New York City grew as large groups of immigrants settled there in the 1800s and 1900s."</p> <p>C. "It was in New York City that George Washington was sworn in as president of the new republic in 1789."</p> <p>D. "Tourists flocked to the city."</p> | <p>2. In this passage, it is a fact that</p> <p>A. New York is an exciting place to visit</p> <p>B. the River Walk in San Antonio is a lot of fun</p> <p>C. Washington was sworn in as U.S. president in New York City</p> <p>D. Philadelphia has terrible summer weather</p> |
|--|---|

3. Which sentence from the passage states a fact about Philadelphia?
- A. "Despite its terrible summer weather, modern Philadelphia is a great city."
 - B. "One of the first public schools in the American colonies opened here in 1698."
 - C. "All tourists enjoy seeing Independence Hall, Ben Franklin's print shop, and the best museums in the country."
 - D. "They come to see the Alamo, the San Antonio River Walk, and the city's beautiful architecture."
4. Which sentence expresses an opinion?
- A. The Alamo was the site of a battle during the Texas Revolution.
 - B. San Antonio is now a modern city.
 - C. Skyscrapers, bridges, and tunnels were built in New York City.
 - D. Philadelphia has the best museums in the country.
5. In this passage, it is an opinion that
- A. many tourists visit big cities
 - B. all tourists love to visit cities where historical events took place
 - C. a fight for freedom took place at the Alamo
 - D. the population of New York City grew during the 1800s and 1900s
6. Which of the following states an opinion with which the author of this passage would **most likely** agree?
- A. Big cities where historical events took place are fun and interesting.
 - B. Philadelphia is the best city to visit in the summer.
 - C. Most tourists think visiting museums and historical sites is boring.
 - D. People should only visit San Antonio after they've been to New York City.

Write It Out

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

7. Write one fact and one opinion about a place you like to visit.

On Your Own!

Read this passage. Answer the questions that follow it.

In ancient times, many Chinese inventions changed or improved the way things were done and how people lived. Among these were the wheelbarrow, gunpowder, printing, and the compass.

A wheelbarrow makes it easier to move a load from place to place. Chinese armies first used the wheelbarrow to bring supplies to injured soldiers. The wheelbarrow gave them such an advantage over their enemies that the device was kept secret for a long time.

The Chinese also invented gunpowder. This invention led to the production of more powerful and efficient weapons for use in wartime. The invention of gunpowder later led to the design of cannons, modern rockets, and missiles. Gunpowder eventually changed the way wars were fought all over the world.

The invention in China of wood-block printing also had a big effect on people's lives. Many more books could be printed using this technique than by writing them by hand. This gave people greater access to all kinds of books and information.

The compass has long been an important tool for sailors. The invention and use of the compass allowed early Chinese trading ships to travel farther without getting lost.

1. What is the main idea of the first paragraph?
 - A. There were many Chinese inventions.
 - B. The Chinese invented the wheelbarrow.
 - C. The compass was a very important invention.
 - D. Early Chinese inventions changed how people lived.

2. Which sentence **best** states the main idea of the second paragraph?
 - A. The invention of the wheelbarrow gave the Chinese an advantage over their enemies.
 - B. Wheelbarrows are used to move things from one place to another.
 - C. The wheelbarrow was invented by the Chinese.
 - D. The wheelbarrow is still used today.

3. In the third paragraph, the main idea is that gunpowder
 - A. was discovered by accident
 - B. led to the design of rockets
 - C. changed the way wars were fought
 - D. was used to surprise the enemy
4. What is the main idea of the fourth paragraph?
 - A. Wood-block printing was invented by the Chinese.
 - B. Wood-block printing led to people having easier access to information.
 - C. Wood-block printing is not an important invention.
 - D. Wood-block printing was an easy process.
5. What is the last paragraph mostly about?
 - A. how ancient compasses worked
 - B. why early Chinese compasses were not accurate
 - C. why magnets were used in early Chinese compasses
 - D. how Chinese compasses helped sailors navigate without getting lost
6. A good title for this passage would be
 - A. "How Gunpowder Changed the World"
 - B. "Ancient Chinese Printing"
 - C. "Some Early Chinese Inventions"
 - D. "Life in Old China"

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.

The night of March 13, 1888, was rainy in New York City. Right around midnight the rain turned to sleet. As the hours passed, the icy sleet changed to wind-blown snow. Temperatures fell rapidly. By early morning, the streets were completely covered in snow. A gigantic blizzard had hit New York City! A total of 40 inches of snow fell, with winds of up to 48 miles an hour. Some snowdrifts were reported between 40 and 50 feet high. It was the greatest recorded blizzard the city had ever seen.

The city was paralyzed. No trains, cars, or buses were able to move, and horses were unable to draw carriages through the deep snow. The East River was clogged by ice, cutting off Manhattan Island from the rest of the country. Firefighters couldn't reach fires. There was no way to communicate. Electrical wires were down. Telephone and telegraph wires were down, as well.

Extreme winds and snowdrifts made it difficult for people to walk outdoors. Several people were injured in falls, and others had to be helped across the slippery streets. Many streets were also extremely hazardous because of litter. Blown-down signs, abandoned horse carriages, and damaged carts lay over the streets, making them impossible to cross. Business came to a standstill. Stores and schools were closed, and factories were shut down. Necessities such as fresh bread, milk, and coal could not be delivered until snow removal began.

1. Which detail **best** supports the idea that a huge blizzard hit New York City?

- A. Necessities such as bread, milk, and coal could not be delivered.
- B. Forty inches of snow fell with winds of up to 48 miles an hour.
- C. Streets were hazardous.
- D. Electrical wires were down.

2. Which detail **best** supports the idea that the city was paralyzed?

- A. The streets were covered in litter.
- B. Several people were injured.
- C. Telephone and telegraph wires were down.
- D. No trains, cars, buses, or horse carriages were able to move.

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| <p>3. Which sentence from the passage backs up the idea that there was no way to communicate?</p> <ul style="list-style-type: none"> A. "The city was paralyzed." B. "Firefighters couldn't reach fires." C. "Telephone and telegraph wires were down, as well." D. "Business came to a standstill." <p>4. The details about trash in the streets support the idea that the streets</p> <ul style="list-style-type: none"> A. were very hazardous to cross B. were icy and windy C. needed to be shoveled D. were filled with people | <p>5. Which sentence from the passage best supports the idea that business was at a standstill?</p> <ul style="list-style-type: none"> A. "There was no way to communicate." B. "Stores and schools were closed, and factories were shut down." C. "Firefighters couldn't reach fires." D. "Electrical wires were down." <p>6. Which sentence best supports the idea that conditions made walking outdoors difficult?</p> <ul style="list-style-type: none"> A. "Several people were injured in falls, and others had to be helped across the slippery streets." B. "The East River was clogged by ice, cutting off Manhattan Island from the rest of the country." C. "Many streets were also extremely hazardous because of litter." D. "It was the greatest recorded blizzard the city had ever seen." |
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Write It Out

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

7. In your own words, write the main idea of the passage. Then list at least three supporting details.

On Your Own!

Read this passage. Answer the questions that follow it.

Uncle Bob had been promising to take Shaun fishing for months. The weekend had finally come! Uncle Bob had an old fishing boat that he had been fixing up for at least year.

This was the first trip Uncle Bob had taken in the repaired boat. He was almost as excited as Shaun to finally test his hard work. After just half an hour in the water, the engine sputtered and stopped. Uncle Bob pulled and pulled the engine cord, but nothing happened. The engine was dead.

Bob and Shaun spent the afternoon adrift on the lake. They had nothing better to do but keep fishing and wait to be rescued. After a few hours, they had a cooler full of fish to take home, but no way to get there. Uncle Bob kept apologizing and checking his cell phone for a signal.

It was nearly dark when they finally drifted close to shore. They noticed a crowd of people standing on the beach. Shaun was both relieved and horrified when he realized they had drifted to a girls' camp. Two teenage girls rowed out in a small boat, rescued the two unlucky sailors, and towed their boat to shore. Later Uncle Bob realized that after all his hard work, he had forgotten to fill the engine with gas!

1. The problem at the beginning of the story is that
 - A. the boat is too old to use for the trip
 - B. Shaun doesn't want to go fishing
 - C. Uncle Bob can't take the fishing trip
 - D. the boat's engine stopped working
2. Which of the following is **not** a way Uncle Bob tries to solve the problem?
 - A. He fills the engine with gas.
 - B. He pulls the engine cord again and again.
 - C. He checks his cell phone for a signal
 - D. He shouts and waves to get the campers' attention.

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| <p>3. What happens in the plot right after the engine stops?</p> <ul style="list-style-type: none"> A. Uncle Bob tries to restart the engine. B. Uncle Bob tries to call for help. C. Shaun keeps fishing. D. The boat begins to sink. <p>4. What does Uncle Bob do once he knows the engine is dead?</p> <ul style="list-style-type: none"> A. He tries to call for help. B. He catches some fish. C. He blames Shaun. D. He paddles to shore. | <p>5. How is the problem finally solved?</p> <ul style="list-style-type: none"> A. Uncle Bob starts the engine. B. Shaun swims to the shore. C. Two girls rescue the boaters. D. Uncle Bob phones for help. <p>6. What additional problem does Shaun have?</p> <ul style="list-style-type: none"> A. There are no fish where they are boating. B. The fishing trip is cancelled. C. He is embarrassed to be rescued by girls. D. The fish were too small to eat. |
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Write It Out

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

7. What else could have happened to delay the rescue of Uncle Bob and Shaun even more?

On Your Own!

Read this passage. Answer the questions that follow it.

Michelle came home from soccer practice exhausted. She plopped herself down at the kitchen table and dropped her head into her hands. Tomorrow was the big game. Michelle had been working hard and staying late with Coach Bianco every day this week. Her hands were tired from knocking hundreds of balls away from the goal.

Now that practice was over, her mind started racing. All she could think about was her responsibility to the team. She couldn't stand the thought of allowing a ball to hit the back of the net, especially during the tournament. She had such a knot in her stomach!

When Michelle's mom asked, "What's wrong?" Michelle only said she was thinking about tomorrow's game.

"You've been preparing for this game for a long time. Your team knows that you will do whatever you can to get another win," her mom encouraged.

Suddenly Michelle realized something. She did feel nervous, but more importantly she felt ready. She would never let her team down.

1. Who is the main character of the story?
 - A. Coach Bianco
 - B. Michelle
 - C. Michelle's mom
 - D. the other team's goalie
2. Why is Michelle so exhausted when she gets home?
 - A. She was stuck late at school.
 - B. She hasn't been sleeping well.
 - C. She has been spending extra time practicing with her coach.
 - D. She was working on a project at a friend's house.

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| <p>3. Which of the following best describes Michelle in this story?</p> <ul style="list-style-type: none"> A. lazy and uninterested B. content and joyful C. angry and frustrated D. hard-working and nervous <p>4. How does Michelle change at the end of the story?</p> <ul style="list-style-type: none"> A. She wishes she could forget about the game. B. She wonders if another player could play for her. C. She realizes that she is ready for the game. D. She decides to try out for the basketball team. | <p>5. In this story, Michelle's mom is</p> <ul style="list-style-type: none"> A. caring and thoughtful B. demanding and bossy C. excited and impatient D. sluggish and selfish <p>6. Which sentence from the passage does not give the reader information about Michelle's character?</p> <ul style="list-style-type: none"> A. "She would never let her team down." B. "Her hands were tired from knocking hundreds of balls away from the goal." C. "All she could think about was her responsibility to the team." D. "Tomorrow was the big game." |
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Write It Out

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

7. Why is tomorrow's game so important to Michelle? Use an example from the story to support your answer.

On Your Own!

Read this passage. Answer the questions that follow it.

Marla had started at plenty of new schools. Her family had moved to a different town almost every year. She had met her new teacher, Mrs. Santana, the week before and was confident about beginning in her class. Class—she could handle. The bus ride—now that was another matter.

Marla arrived 20 minutes early and stood at the bus stop quietly. She looked around at all of the neat, ranch houses that lined the street. People seemed to take very good care of their yards.

As Marla enjoyed the morning sun, she wondered about the kids who lived in the houses. If the kids were as friendly and bright as their houses, Marla might really like this neighborhood.

Marla kept on daydreaming while she waited for the bus. She didn't notice as other kids walked down the hill toward her. To Marla's surprise, a girl walked up and said hello with a big smile. Marla mumbled a bit but replied with a cheerful hello. After introducing herself as Inez, the girl asked Marla to sit next to her on the bus. Relieved that she wouldn't have to face the bus ride alone, Marla said, "Yes!"

1. Where does this story mostly take place?

- A. in Marla's yard
- B. at Marla's house
- C. at the bus stop
- D. in Mrs. Santana's class

2. What time of day does the story take place?

- A. before school
- B. during school
- C. after school
- D. on a Saturday afternoon

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| <p>3. Which sentence from the passage best helps the reader know what time of day the story takes place?</p> <p>A. "People seemed to take very good care of their yards."</p> <p>B. "Her family had moved to a different town almost every year."</p> <p>C. "She didn't notice as other kids walked down the hill toward her."</p> <p>D. "As Marla enjoyed the morning sun, she wondered about the kids who lived in the houses."</p> | <p>5. Which sentence from the passage best helps the reader understand where the story takes place?</p> <p>A. "Marla had started at plenty of new schools."</p> <p>B. "Marla arrived 20 minutes early and stood at the bus stop quietly."</p> <p>C. "She looked around at all of the neat, ranch houses that lined the street."</p> <p>D. "She didn't notice as other kids started walking down the hill toward her."</p> |
| <p>4. What do Marla's observations tell you about her new neighbors?</p> <p>A. Most of the neighbors take good care of their property.</p> <p>B. Some of the neighbors are messy.</p> <p>C. Some neighbors don't like flowers.</p> <p>D. Most of the neighbors have houses in bad shape.</p> | <p>6. What makes Marla hopeful about her new neighborhood?</p> <p>A. the mean kids at the bus stop</p> <p>B. the short walk to the bus stop</p> <p>C. the colorful yards and the nice girl at the bus stop</p> <p>D. the messy yards and loud dogs down the block</p> |

Write It Out

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

7. What would the story be like if Marla were in a different place and time? Write a few sentences to begin a new story.

On Your Own!

Read this passage. Answer the questions that follow it.

Mom watched with interest as Tyler and his friend Jacob were absorbed in conversation on the sofa. "What plan are they hatching now?" she wondered.

Tyler turned to his mom and said, "Jacob says it's awesome, but there are only a few left. We have to get to the store today!"

"And you're sure you have the money?" his mother asked.

"I got five dollars for raking the Bensons' yard, so now I have enough," Tyler replied.

When they got to the store, Tyler ran to the aisle and grabbed the game off the shelf. He paid for it, and opened the package on the ride home. He and Jacob played with it all day long.

The next day, Tyler's mom found him sitting in front of the TV.

"Where's that game you bought yesterday?" she asked. "Don't you like it anymore?"

Tyler sighed. "Nah, it was kind of boring after I figured it out. I wish I had bought something else instead."

1. What is the theme of this passage?
 - A. Buy things that your friends think are good.
 - B. Be careful what you spend your money on.
 - C. Spend less time watching television.
 - D. Save your money instead of spending it.

2. Which paragraph **best** supports the theme?
 - A. first paragraph
 - B. second paragraph
 - C. fifth paragraph
 - D. last paragraph

3. What lesson did Tyler learn?
- A. to think before acting
 - B. to act before thinking
 - C. to shop with parents
 - D. to shop alone
4. Which title would **best** reflect the theme of this passage?
- A. "Shop Until You Drop"
 - B. "Nothing Spent, Nothing Gained"
 - C. "Spend Your Money Wisely"
 - D. "Pay Less, Get More"
5. How would the story be different if the theme were "money not spent is wasted"?
- A. Tyler would use his savings to buy another game.
 - B. Tyler would open a savings account.
 - C. Tyler and Jacob would create a game.
 - D. Tyler would give the game to a friend.
6. How does the author feel about Tyler's actions?
- A. He feels that impulse buying is good.
 - B. He feels that buying games is always bad.
 - C. He feels that buying with a friend is a problem.
 - D. He feels that impulse buying is bad.

Write It Out

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

7. What advice would you give Tyler before he goes shopping the next time?

On Your Own!

Read this passage. Answer the questions that follow it.

Native American people have a strong connection to the Earth. Elements of nature occur in many aspects of their lives and culture. For example, Native Americans often use elements of nature in stories. A storyteller might tell a tale like the one below to a gathering of children.

A family of forest animals sees a spark created by lightning. Rabbit blows and blows to make the spark go away, but instead, the spark turns into a flame. Robin flaps her wings above the fire to try and put it out. However, Robin's wings only fan the flames, and the fire grows. When Wolf sees the fire, he goes to the river and takes a mouthful of water. He runs to the fire and spits the water upon it. The fire is extinguished, and the family is saved.

Another way that some tribes use natural elements is in totem poles. The totem poles show what is important to a tribe. Tribes often have an elder who knows the history of the people. One job of the elder is to use the tribe's totem pole to help his people learn from their history. If the tribe had to protect themselves in many battles over the years, their totem might include a hawk.

Native American names use nature, too. Imagine a family in which the mother has died and an older sister takes the mother's role. She feeds and cares for the younger children. She makes clothes and teaches the children. Her name might be Little Bear.

1. In the second paragraph, wisdom is symbolized by

- A. the storyteller
- B. Rabbit
- C. Robin
- D. Wolf

2. What symbol is described in the third paragraph?

- A. an elder
- B. a tribe
- C. a totem pole
- D. a hawk

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| <p>3. In the third paragraph, the symbol most likely stands for</p> <ul style="list-style-type: none"> A. patience B. strength C. peace D. harvest <p>4. Why would a tribe most likely use the symbol described in the third paragraph on their totem pole?</p> <ul style="list-style-type: none"> A. They live high in the mountains. B. They can travel quickly. C. They want to show that their tribe is strong in battle. D. They want to show that they have a knowledge of birds. | <p>5. What symbol is described in the last paragraph?</p> <ul style="list-style-type: none"> A. a bear B. a mother C. a daughter D. a family <p>6. How does the symbol used in the last paragraph represent the older sister?</p> <ul style="list-style-type: none"> A. Bears are good hunters, and the sister hunts for the family. B. Bears care for their cubs, and the sister cares for the children. C. Bears can catch fish, and the sister fishes for food. D. Bears are loud and furry, and the sister is noisy and wears a bearskin. |
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Write It Out

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

7. Imagine a group of Native Americans that were very good farmers. What symbol from nature would be appropriate for their totem pole? Why?

On Your Own!

Read this passage. Answer the questions that follow it.

Adam walked around the optometrist's office. There were racks full of eyeglasses sparkling like diamonds under the display lights. Adam's mother encouraged him to try on a pair, but he was as stubborn as a mule. He thought he didn't need glasses.

The school nurse had called home the week before. Adam hadn't been able to read the eye chart for his vision test. Adam knew why. He'd gone to see the nurse right before lunch. He'd been as hungry as a bear, and all he could think about was his sandwich. Who cared about letters on a chart that didn't spell anything?

Adam's mom had quickly called the eye doctor. Now Dr. Chen was shining a light into Adam's eyes. Then she had him look through a large machine with tiny lenses. The machine looked like a robot with two giant eyes.

"Which is better, A or B?" Dr. Chen asked. She was flipping the little lenses in the machine. Adam looked at the chart across the room. Looking through lens A was like looking through water. Lens B was much clearer. Finally she was done, and the lenses in front of Adam's eyes let him see better than he ever had. Maybe he would like wearing glasses after all. Suddenly, Adam couldn't wait to pick out a pair.

1. Which sentence from the passage includes a simile?

- A. "Adam walked around the optometrist's office."
- B. "Who cared about letters on a chart that didn't spell anything?"
- C. "Adam's mother encouraged him to try on a pair, but he was as stubborn as a mule."
- D. "Then she had him look through a large machine with tiny lenses."

2. Which sentence from the passage includes a simile?

- A. "Adam hadn't been able to read the eye chart for his vision test."
- B. "Now Dr. Chen was shining a light into Adam's eyes."
- C. "Maybe he would like wearing glasses after all."
- D. "The machine looked like a robot with two giant eyes."

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| <p>3. In the second paragraph, the author compares Adam to</p> <ul style="list-style-type: none"> A. a bear B. a horse C. a sandwich D. a textbook <p>4. The author compares eyeglasses to diamonds to show that</p> <ul style="list-style-type: none"> A. the glasses were very expensive B. the glasses were shiny and good-looking C. Adam and his mom were actually in a jewelry shop D. Adam found a diamond ring on the rack of eyeglasses | <p>5. Which simile best describes how Adam felt about getting glasses at the end of the story?</p> <ul style="list-style-type: none"> A. as mad as a hornet B. as timid as a mouse C. as sad as a clown D. as excited as a puppy <p>6. The author says that looking at the chart through lens A was “like looking through water” to show that</p> <ul style="list-style-type: none"> A. the chart looked very blurry B. the chart looked very clear C. the lens was wet D. the lens felt cool |
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Write It Out

Rewrite the sentence below using a different simile to describe the glasses.

7. There were racks full of eyeglasses sparkling like diamonds under the display lights.

On Your Own!

Read this passage. Answer the questions that follow it.

Astronomers now say that Pluto is no longer a planet! How can this be? I learned all about Pluto in elementary school. Pluto was the ninth and smallest planet in our solar system. Today Pluto is the same brown marble that it was a hundred years ago. So how can it suddenly not be a planet?

How can something that did not change be changed? That's like saying my uncle, a dedicated couch potato, suddenly became a world-class athlete. It seems that the facts I learned in school are moving targets. How in the world will I be able to help my own kids do their homework if I don't know what's what? I thought I could count on reference books. I believed the encyclopedia was a rock of dependability. However, now I'm not so sure.

People say that the mind is a sponge. Considering the way things change these days, everything I've learned is a temporary tattoo.

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| <p>1. To what does the writer compare Pluto in the first paragraph?</p> <ul style="list-style-type: none">A. a brown marbleB. a planetC. a hundred-year-old ideaD. an elementary school | <p>2. The writer uses the metaphor in the first paragraph to show that Pluto is</p> <ul style="list-style-type: none">A. very smallB. made of glassC. smooth and shinyD. round and brown |
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| <p>3. In the second paragraph, the writer says his uncle is a “couch potato” to show that his uncle</p> <ul style="list-style-type: none"> A. is covered in dirt B. makes sofas C. likes to eat potatoes D. is very lazy <p>4. Which sentence from the passage includes a metaphor?</p> <ul style="list-style-type: none"> A. “Astronomers now say that Pluto is no longer a planet!” B. “Pluto was the ninth and smallest planet in our solar system.” C. “It seems that the facts I learned in school are moving targets.” D. “I thought I could count on reference books.” | <p>5. What does the writer mean when he says, “I believed the encyclopedia was a rock of dependability”?</p> <ul style="list-style-type: none"> A. The cover of an encyclopedia is very hard. B. An encyclopedia contains lots of factual information. C. An encyclopedia weighs a lot. D. The encyclopedia is available on the Internet. <p>6. At the end of the passage, the writer compares his knowledge to a temporary tattoo to show that</p> <ul style="list-style-type: none"> A. he cannot expect the facts he has learned to last forever B. he can change his mind whenever he wants C. his knowledge is very colorful D. he often forgets things he has learned |
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Write It Out

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

7. In the last paragraph, the writer compares the mind to a sponge. Explain this metaphor in your own words.

On Your Own!

Read this passage. Answer the questions that follow it.

Fred pierced the soil with the shovel. The ground opened up to display its riches. The soil was full of earthworms, so Fred knew it was ideal for a garden. Now he had a lot of work to do. First, all of the grass and weeds had to be removed. However, the soil was reluctant to give up its green treasures, and it held on to them tightly. Fred had to use a spade, a shovel, and his hands to get the area cleared.

Next, Fred decided to construct a picket fence. The pickets would stand guard against rabbits, raccoons, and other critters who might harm the garden. Fred hammered and sawed, working until his hands were blistered. Finally the fence surrounded the site, and it was time to plant.

Fred flipped his rake upside down. The handle pointed out a spot in the soil where the carrot seeds would go. The radish seeds lined up nearby. Row by row, the handle scratched out furrows. Beans settled into hills, and corn asked for more breathing space. Finally, in the far back, the watermelons demanded room to run. In a few short weeks, Fred would be able to take pleasure in the fruits—and vegetables—of his labor.

1. Which sentence from the passage includes personification?

A. "First, all of the grass and weeds had to be removed."
B. "Next, Fred decided to construct a fence."
C. "Fred flipped his rake upside down."
D. "The radish seeds lined up nearby."

2. Which part of the sentence below contains an example of personification?

The pickets would stand guard against rabbits, raccoons, and other critters who might harm the garden.

A. "The pickets would stand guard . . ."
B. "... against rabbits, raccoons . . ."
C. "... and other critters . . ."
D. "... who might harm the garden."

3. Which sentence from the passage includes personification?
- A. "Fred pierced the soil with the shovel."
 - B. "The ground opened up to display its riches."
 - C. "Fred had to use a spade, a shovel, and his hands to finally get the area cleared."
 - D. "Fred hammered and sawed, working until his hands were blistered."
4. In the first paragraph, which object is given human characteristics?
- A. the shovel
 - B. the earthworms
 - C. the weeds
 - D. the soil
5. Which of the following is **not** an example of personification?
- A. "The ground opened up to display its riches."
 - B. "The handle pointed out a spot in the soil . . ."
 - C. "Fred flipped his rake upside down."
 - D. "... corn asked for more breathing space."
6. When the author says "the watermelons demanded room to run," she means
- A. the watermelons need their own separate garden
 - B. the watermelons insist on being planted at the back of the garden
 - C. the watermelon plants are watery and runny
 - D. the watermelons need a lot of space to grow

Write It Out

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

7. In the second paragraph, the writer states, "Fred hammered and sawed, working until his hands were blistered." Write two sentences using personification to describe the hammer and saw.

On Your Own!

Read this poem. Answer the questions that follow it.

Spring Training

Muscles that have not been used
Now get ready to be abused
By coaches who so like to yell
From morning till the dinner bell.

"Sampson, get your guts in gear,"
The manager yells in my ear
As I run drills across the field,
Hoping that my legs won't yield.

Batting practice is up next,
My bat acts like it has been hexed;
I swing high when the pitch is low
If I warmed up, it does not show.

If I even make the team
(As has been my lifelong dream)
I swear that I will demonstrate
Sportsmanship that is first-rate.

1. Which word in the first stanza rhymes with "abused"?

- A. yell
- B. used
- C. bell
- D. get

2. The first two lines have the same meter because they have

- A. words that sound alike
- B. the same number of words
- C. the same number of beats
- D. words that are the same length

3. Which words from this poem do **not** rhyme?

- A. "yell" and "bell"
- B. "ear" and "field"
- C. "next" and "hexed"
- D. "first-rate" and "demonstrate"

4. Which set of words from the poem shows alliteration?

- A. "guts" and "gear"
- B. "legs" and "yield"
- C. "batting" and "practice"
- D. "even" and "team"

5. Which describes the rhyming structure of each stanza?

- A. All the lines in a stanza end with the same sound.
- B. The last words in each pair of lines rhyme.
- C. The last words in the first and third lines of each stanza rhyme.
- D. The last words in the second and fourth lines of each stanza rhyme.

6. The meter of the poem

- A. is the same in every stanza
- B. changes from stanza to stanza
- C. changes from line pair to line pair
- D. is the same only in the first and last stanzas

Write It Out

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

7. Use the ideas from the poem to write a four-line stanza that uses the same rhyming pattern.

On Your Own!

Read this passage. Answer the questions that follow it.

When you want to teach your friends a new game, there's a lot to consider. How do you establish the rules? Do you understand the game, and can you teach it correctly? What happens if you forget something while playing? There are some basic things you can do to help new players learn a game.

Tell everyone the game's objective. Give a summary of how to reach it. Most players like to identify immediately what they're trying to accomplish. For example, you could say, "The winner is the one with the most points at the end. You get points by collecting the most blue, yellow, and red cards."

Next, explain what you can do on a turn. Don't give too much detail. While you're playing the first game. You can give more details. You may also want to play a couple of turns to demonstrate how the game works.

Finally, show players the various parts of the game, such as the board, cards, play pieces, and anything else they need to use. This way, they can see how the rules and the parts of the game all fit together. Most of all, don't forget to relax and have fun!

1. What type of sentence is the one below?

Most players like to identify immediately what they're trying to accomplish.

- A. incomplete
- B. simple
- C. compound
- D. complex

2. Which of the following sentences is **not** complete?

- A. How do you establish the rules?
- B. Tell everyone the game's objective.
- C. While you're playing the first game.
- D. You can give more details.

3. Which sentence from the first paragraph is a compound sentence?
 - A. When you want to teach your friends a new game, there's a lot to consider.
 - B. How do you establish the rules?
 - C. Do you understand the game, and can you teach it correctly?
 - D. There are some basic things you can do to help new players learn a game.

4. Which of the following is a complex sentence?
 - A. Most players like to identify immediately what they're trying to accomplish.
 - B. When you want to teach your friends a new game, there's a lot to consider.
 - C. You get points by collecting the most blue, yellow, and red cards.
 - D. While you're playing the first game.

5. What is the **best** way to create a compound sentence from the first two sentences in the third paragraph?
 - A. Next, explain what you can do on a turn don't give too much detail.
 - B. Explain what you can do on a turn though don't give too much detail.
 - C. Next, explain what you can do on a turn so you don't give too much detail.
 - D. Next, explain what you can do on a turn, but don't give too much detail.

6. What is the **best** way to create a complex sentence from the first two sentences in the second paragraph?
 - A. After you tell everyone the game's objective, give a summary of how to reach it.
 - B. Tell everyone the game's objective, give a summary of how to reach it.
 - C. Tell everyone the game's objective, but give a summary of how to reach it.
 - D. Although you tell everyone the game's objective, and give a summary of how to reach it.

Write It Out

Use what you know about types of sentences to write a brief response to the prompt below.

7. Write a compound sentence telling about some games you like to play.

On Your Own!

Read this passage. Answer the questions that follow it.

6th-Grade Choir Information

1. Practice Dates and Times

Practices starts on January 23 and last from 3:30 to 4:30 PM every Wednesday. The choir takes the summer off, so there is no practices from May 21 until August 13. Practices will begin again on August 20.

2. Set Up/Clean Up

In order to make practices more efficient, one group of students is responsible for setting up each week. A second group will clean up after practice. The set-up group must be sure that all equipment are in place and ready at 3:30. We want to be able to start on time.

3. Communication

There will be time for announcements at the end of practice. If you need to get a message out to everyone between practices, contact Ms. Bialock. She _____ everyone's e-mail addresses and can distribute information to the group.

4. Other Information

To ensure a fun and stress-free year, students _____ to arrive on time and ready to sing. If you must miss a practice, please let Ms. Bialock know ahead of time. Everybody get ready to make some music. The choir is going to have a great year!

1. How would you change the first sentence in section 1 to make it correct?

- A. Change "last" to "lasts."
- B. Change "starts" to "start."
- C. Change "every" to "each."
- D. No change is needed.

2. How would you change the second sentence in section 1 to make it correct?

- A. Change "is" to "are."
- B. Change "takes" to "take."
- C. Change "there" to "that."
- D. Change "until" to "through."

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| <p>3. How would you change the third sentence in section 1 to make it correct?</p> <ul style="list-style-type: none"> A. Change “practices” to “practice.” B. Change “will” to “wills.” C. Change “begin” to “begins.” D. No change is needed. <p>4. In which sentence from section 2 does the verb not agree with the subject?</p> <ul style="list-style-type: none"> A. In order to make practices more efficient, one group of students is responsible for setting up each week. B. A second group will clean up after practice. C. The set-up group must be sure that all equipment are in place and ready at 3:30. D. We want to be able to start on time. | <p>5. Which word correctly completes the sentence in section 3?</p> <ul style="list-style-type: none"> A. have B. had C. has D. having <p>6. Which word correctly completes the sentence in section 4?</p> <ul style="list-style-type: none"> A. need B. needs C. needed D. needing |
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Write It Out

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

7. Rewrite the last sentence of the passage, changing the subject from “The choir” to “We.” Explain how this change affects the verb in the sentence.

On Your Own!

Read this passage. Answer the questions that follow it.

Dear Mr. Johnston:

For the past ten years, I have followed your career through news stories, interviews, and web searches. Your dedication to: helping build homes for the homeless is admirable. You understand the important role that senior citizens can play in charity work you believe that anyone can make a difference. I believe I was 18 years old when I heard you say "If everyone helped one neighbor, the world would be a better place." That sentence changed my life.

After graduating from college, I volunteered with an agency that provided medicine for people without insurance. I have since had the opportunity to work for three successful charities: Housing for Homeless, Animals for All, and The H Foundation. In each organization I was in charge of communications, press releases, and publicity. I would like to meet with you to discuss how my experience, and skills might be of use to your organization. I will be in New York City from May 15 to May 19, and I'd like to visit with you. I have a portfolio of my work. that I will bring with me. My schedule is open each morning from 8:00 to 10:00. Which day would be more convenient for you I will call your office next week to discuss setting a meeting time.

Sincerely,
Peter Branch

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| <p>1. Which sentence from the passage does not use commas correctly?</p> <ul style="list-style-type: none">A. For the past ten years, I have followed your career through news stories, interviews, and web searches.B. I would like to meet with you to discuss how my experience, and skills might be of use to your organization.C. I will be in New York City from May 15 to May 19, and I'd like to visit with you.D. In each organization I was in charge of communications, press releases, and publicity. | <p>2. Which sentence from the passage is missing a semicolon?</p> <ul style="list-style-type: none">A. My schedule is open each morning from 8:00 to 10:00.B. You understand the important role that senior citizens can play in charity work you believe that anyone can make a difference.C. After graduating from college, I volunteered with an agency that provided medicine for people without insurance.D. I will call your office next week to discuss setting a meeting time. |
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| <p>3. Which sentence is missing a comma?</p> <ul style="list-style-type: none"> A. I believe I was 18 years old when I heard you say "If everyone helped one neighbor, the world would be a better place." B. That sentence changed my life. C. In each organization I was in charge of communications, press releases, and publicity. D. I will be in New York City from May 15 to May 19, and I'd like to visit with you. | <p>5. Which part of the passage does not use the colon correctly?</p> <ul style="list-style-type: none"> A. 8:00 B. Dear Mr. Johnston: C. Your dedication to: helping build homes for the homeless is admirable. D. I have since had the opportunity to work for three successful charities: Housing for Homeless, Animals for All, and The H Foundation. |
| <p>4. Which sentence does not use the period correctly?</p> <ul style="list-style-type: none"> A. That sentence changed my life. B. I will call your office next week to discuss setting a meeting time. C. My schedule is open each morning from 8:00 to 10:00. D. I have a portfolio of my work. that I will bring with me. | <p>6. Which sentence is punctuated correctly?</p> <ul style="list-style-type: none"> A. Which day would be more convenient for you: B. Which day would be more convenient for you! C. Which day would be more convenient for you? D. Which day would be more convenient for you. |

Write It Out

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

7. What are three ways commas are used? Give examples to support your answer.

On Your Own!

Read this passage. Answer the questions that follow it.

Here are directions you'll need to get to our house this weekend. Since it's a long drive, I want to give you the best route for good sightseeing along the way.

Get on Highway 243 and travel north from Springfield for about 25 miles. You should stop to eat at Linda's Diner. It's a great restaurant that has won many awards. After that, get back on the interstate and drive about 60 miles until you see a petting zoo off the highway. The family that runs it speaks french, so you can practice your language skills while you are there.

Shortly after you get back on the road, you'll see an exit for the state highway. Take the exit and go east for about 20 miles. At that point, you'll pass a park that was the location of a civil War battle. Continue on that highway for another 15 miles. Take the Morgan Road exit, and then take a left on Maple Lane. Our house is the third one on the right.

I look forward to seeing all of you on saturday!

1. Which word is **not** capitalized correctly in the following sentence?

Get on Highway 243 and travel north from springfield for about 25 miles.

- A. Highway
- B. north
- C. springfield
- D. miles

2. Which sentence is **not** capitalized correctly?

- A. The family that runs it speaks french, so you can practice your language skills while you are there.
- B. Since it's a long drive, I want to give you the best route for good sightseeing along the way.
- C. After that, get back on the interstate and drive about 60 miles until you see a petting zoo off the highway.
- D. Shortly after you get back on the road, you'll see an exit for the state highway.

3. Why is "Linda's Diner" capitalized?
- A. It is a title.
 - B. It is the name of a place.
 - C. It is the name of a person.
 - D. It is at the beginning of a sentence.

4. Which word is **not** capitalized correctly in the following sentence?

At that point, you'll pass a park that was the location of a civil War battle.

- A. you'll
- B. park
- C. civil
- D. battle

5. Which of the following does **not** need to be capitalized?

- A. the name of a historic event
- B. the name of a city
- C. the name of a person
- D. the name of a food

6. Which sentence is **not** capitalized correctly?

- A. Continue on that highway for another 15 miles.
- B. Take the exit and go east for about 20 miles.
- C. I look forward to seeing all of you on saturday!
- D. Take the Morgan Road exit, and then take a left on Maple Lane.

Write It Out

Read these two sentences from the passage. Then write a brief answer to the question below.

Shortly after you get back on the road, you'll see an exit for the state highway. Take the Morgan Road exit, and then take a left on Maple Lane.

7. Why is the word "road" capitalized in one sentence but not the other?

On Your Own!

Read this passage. Answer the questions that follow it.

Chocolate Chip Cookies

This is a great recipe your freinds are sure to love. Adding coffee may seem wierd, but it adds a very distinctive flavor.

1 cup butter

1 cup white sugar

1 cup brown sugar

2 eggs

1 teaspoon vanilla extract

3 cups all-purpose flour

1/2 teaspoon salt

2 cups semisweet chocolate chips

1 teaspoon baking soda

1 teaspoon instant coffee

2 teaspoons hot water

1. Preheat the oven to 350 degrees F.

2. Mix the butter, white sugar, and brown sugar until the mixture is smooth. Beat the eggs one at a time and add them to the mixture. Add the vanilla. The batter should now be a beautiful golden brown. Dissolve the baking soda in the hottest water you can get from the tap. Add this to the mixture with the salt. Dissolve the coffee in the hot water and add. Stir in the flour and chocolate chips. Spoon the dough onto an ungreased cookie sheet, about two tablespoons per cookie.

3. Bake for about 10 minutes. The cookis are finished when they are brown and crispy. After bakeing, let them cool before eating.

1. Which word in the following sentence is misspelled?

This is a great recipe your freinds are sure to love.

- A. great
- B. recipe
- C. freinds
- D. love

2. Which word in the following sentence is misspelled?

Adding coffee may seem wierd, but it adds a very distinctive flavor.

- A. adding
- B. coffee
- C. wierd
- D. distinctive

3. Which word in the following sentence is misspelled?

The batter should now be a beautiful golden brown.

- A. batter
- B. now
- C. beautiful
- D. golden

4. Which word in the following sentence is misspelled?

Dissolve the baking soda in the hottest water you can get from the tap.

- A. baking
- B. hottest
- C. water
- D. tap

5. Which word in the following sentence is misspelled?

The cookis are finished when they are brown and crispy.

- A. cookis
- B. finished
- C. brown
- D. crispy

6. Which word in the following sentence is misspelled?

After bakeing, let them cool before eating.

- A. bakeing
- B. cool
- C. before
- D. eating

Write It Out

Write a brief response to the prompt below.

7. Look carefully at these word pairs: dine/dining, like/likable.

Write the rule that tells how each word changes when the suffix is added.
