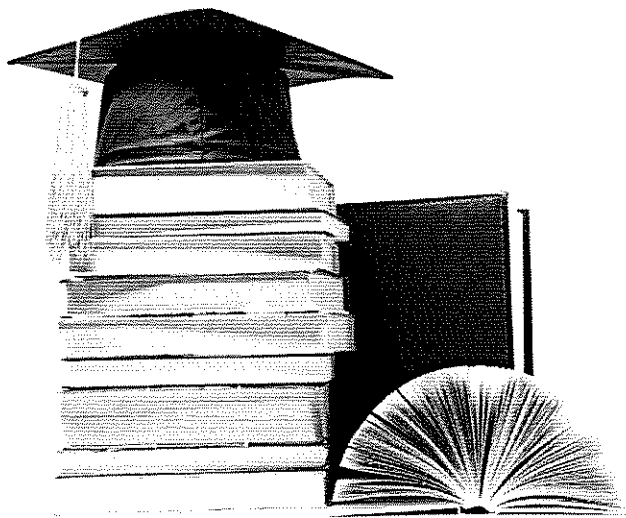


# Bryant Middle School 8<sup>th</sup> grade



## Summer Packet LANGUAGE ARTS

## 2011 Bryant Middle School Summer Reading Log

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# WORD LIST - LEVEL BLUE (GRADE 8)

Abet	connoisseur	exemplify	Languish	renown
accord	conscientious	exotic	legendary	revenue
adept	conservative		liberal	rumble
advocate	contagious	Facilitate	loll	rue
agile	conventional	fallacy	lucrative	
allot	convey	fastidious	luminous	Sage
aloof	crucial	feasible		sedative
amiss	crusade	fend	Memoir	serene
analogy	culminate	ferret	mercenary	servile
anarchy		flair	mien	shackle
antics	Deceptive	flustered	millennium	sleek
apprehend	decipher	foreboding	minimize	spontaneous
ardent	decree	forfeit	modify	sporadic
articulate	deface	formidable	muse	stamina
assail	defect	fortify	muster	stance
assimilate	deplore	foster		staple
atrocious	deploy		Onslaught	stint
attribute	desist	Gaunt	ornate	strident
audacious	desolate	gingerly	ovation	sublime
augment	deter	glut	overt	subside
authority	dialect	grapple		succumb
avail	dire	grope	Pang	surpass
avid	discern	gullible	panorama	susceptible
awry	disdain		perspective	swelter
	disgruntled	Haggard	phenomenon	
Balmy	dispatch	haven	pioneer	Tedious
banter	disposition	heritage	pithy	teem
barter	doctrine	hindrance	pivotal	theme
benign	dub	hover	plausible	tirade
bizarre	durable	humane	plunder	tract
blasé			porous	transition
bonanza	Eccentric	Imperative	preposterous	trepidation
bountiful	elite	inaugurate	principal	turbulent
	embargo	incense	prodigy	tycoon
Cache	embark	indifferent	proficient	
capacious	encroach	infinite	profound	Ultimate
caption	endeavor	instill	pseudonym	ungainly
chastise	enhance	institute	pungent	
citadel	enigma	intervene		Vice versa
cite	epoch	intricate	Rankle	vie
clad	era	inventive	rational	vilify
clarify	eventful	inventory	rebuttal	voracious
commemorate	evolve	irascible	reception	
component	exceptional		recourse	Wage
concept	excerpt	Jurisdiction	recur	wrangle
confiscate	excruciating		renounce	

## The Revelation

Jessica stood stiffly at the edge of the river and stared out into space, deliberately turning her back on the rest of the group. She hadn't wanted to come on this trip at all, but her mother had insisted that it would be good for her.

"You've got to be interested in something," her mother had sighed as she packed Jessica's clothes. "The only thing you seem to like these days is your music. Maybe going on this wilderness trip with other teenagers will be just what you need."

Before they had gotten in the van, Madeline Degas, the woman in charge of the group, had taken away Jessica's CD player and headphones and handed them to her mother. "Nothing electronic on the trip," she had reminded Jessica, smiling. "You'll be surprised by what you notice when you don't have things distracting you."

Jessica had glared at her, outraged by this invasion of her privacy, but it had done no good. Madeline had only grinned at her and walked over to speak with two other girls who had just arrived.

Now that they had reached their destination, Madeline and two other leaders were busily organizing the teenagers. Jessica, irked by their positive attitudes, ignored them. She had been forced to come, so she intended to remain indifferent throughout the entire trip; she would not show a single sign of interest.

While looking over her new surroundings, a faint movement in the brush beside her caught her attention. Walking quietly over, she peered through the greenery and realized that a pair of dark eyes was looking steadily back into her own. She was startled and drew back for a moment, but the creature did not stir, so she parted the greenery to get a better look.

It was a mallard duck. It was nestled low in the bush, and the dark green of its head blended with the leaves, but the band of white on its neck gave it away.

"Sorry, fellow," she murmured. She watched it for a minute, wondering why it had allowed her to come so close. Then she realized that it must be injured. Cautiously, she let the branches fall back where they had been so that she wouldn't startle the bird, which was still staring at her trustingly.

She had to help it, she decided. Trust should not be betrayed. It was something that she felt was missing from the world, based on her experience. Jessica watched Madeline as she bustled about among the other campers. She hated to have to depend on Madeline for help, but she had to ask someone.

"Ready to go, Jess?" Madeline asked cheerfully as she approached.

Jessica hated having her name abbreviated. She managed to shrug it off, however, and replied, "No, actually, I have a question."

"Yes?" Madeline inquired expectantly.

"Is there a rehabilitation center for wildlife anywhere around here?" Jessica asked.

"A rehab center for wildlife?" Madeline repeated a little blankly. "Well, yes, there is. Why do you ask, Jess?"

Gritting her teeth, Jessica answered patiently. "I found a mallard that's been hurt, and he needs someone to take care of him. I'd like to stay with him."

"Would you?" Madeline replied thoughtfully. "My assistant volunteers at the center. She could take you there and you two could catch up with us later."

Jessica nodded, certain that she could help the mallard. Smiling at the duck, she felt as though a great weight had been lifted from her heart. She had not known that helping another living creature could be so rewarding.

It was a revelation.

Directions: Read each selection. Carefully read each question/statement, go back to the selection and find the correct answer. Circle the correct answer.

1. Why does the author limit the readers to Jessica's point of view in this passage?
  - a. so we can understand when and why her feelings change
  - b. so we can know what her opinion of Madeline is
  - c. so we can know why she doesn't want to come on the trip
  - d. so we can understand why she likes her music so much
2. What causes Jessica to become irritated by Madeline?
  - a. She calls her "Jess."
  - b. She does not like animals.
  - c. She makes Jessica go on the trip.
  - d. She reminds Jessica of her mother.
3. What is the setting for this passage?
  - a. a forest
  - b. next to a waterfall
  - c. a wildlife rehabilitation center
  - d. at the edge of a river
4. Based on information in the passage, the reader can conclude that Jessica has been very
  - a. unhappy
  - b. studious
  - c. busy
  - d. tired
5. Why is "The Revelation" an appropriate title for this passage?
  - a. because Jessica makes an important realization
  - b. because Jessica discovers that she likes camping
  - c. because Jessica finally understands that Madeline is a nice person
  - d. because Jessica suddenly understands that she no longer needs her CD player
6. Read the following sentence from the passage:  
**She had been forced to come, so she intended to remain indifferent throughout the entire trip; she would not show a single sign of interest.**  
In this passage, the word *indifferent* means to be
  - a. angry
  - b. excited
  - c. uncaring
  - d. interested

## The Johnson Five

"I can't believe that I'm actually doing this," moaned Vivian while sinking down on the sofa and closing her eyes.

"Doing what?" inquired her brother Adam cheerfully as he threw himself down next to her. "Consider me your confidential adviser and tell me all your problems."

In spite of her misery, Vivian grinned. Adam was the most amiable of her siblings, always prepared to offer her support whenever it was needed. And it was, she reflected, certainly needed now.

"I'm going to baby-sit for the Johnsons this Saturday," she explained, studiously avoiding his eyes.

"The Johnsons?" he demanded, clearly aghast at her announcement, his eyebrows arching into his hairline. "Do you mean that you're going to take care of The Johnson Five?"

Vivian nodded, still not looking at him.

The five Johnson children had earned the name after several horrifying episodes with babysitters. Each sitter had left the house declaring that he or she would never baby-sit again. Tim Johnson, eleven years of age and the eldest of the clan, was a natural comedian. Every mob, he had informed the last sitter, should have a name. They were The Johnson Five. The sitter had given him a glassy-eyed stare, walked to the telephone, called their mother, and informed her that he was leaving immediately.

It was not the name that unnerved him, but the fact that he had just discovered Mathilda and Eli, the two youngest Johnsons, in his new car. Mathilda had been pressing the accelerator while Eli, a very advanced five-year-old, was guiding the car down the middle of the street.

Watching his car disappear around the corner, Chris had suddenly realized that he must take action and sprinted after it, calling Eli's name at the top of his lungs. Fortunately, he caught up with them before any real damage could be done. They had narrowly missed a parked car and an innocent pedestrian.

Chris had staggered back into the house in time to discover two of the others energetically engaged in pulling everything out of the kitchen cabinets and making a giant stack in the middle of the floor. Canned goods were rolling wildly across the tiles while a white cascade of sugar came pouring down upon them.

"I'm a chef!" called Bonnie Johnson, catching the sitter's eye and returning his gaze defiantly. She had carefully broken one dozen eggs into a mixing bowl, and she was whipping them vigorously.

"So I see," murmured Chris helplessly, staring at her. "What are you making?"

Bonnie picked up a sieve and measured two cups of flour into a bowl. "I don't know yet," she announced proudly, "but I'm preheating the oven so I can bake it."

Horried, Chris suddenly realized that the smell he had been vaguely aware of had grown stronger. Yanking open the oven door, he saw that the package of chips that had been placed in the oven for safekeeping was ablaze. Always resourceful, he snatched a canister of flour from the counter and smothered the fire with it.

"Perhaps," Vivian told her brother weakly as she remembered Chris's expression, "perhaps I'll call Mrs. Johnson back and cancel. I think I'm supposed to meet Ruby over at the observatory that day for our science project."

Directions: Read each selection. Carefully read each question/statement, go back to the selection and find the correct answer. Circle the correct answer.

1. Which of these is a FACT stated in this passage?
  - a. Adam is an amiable person.
  - b. There are five Johnson children.
  - c. The Johnson children have a mob.
  - d. Tim Johnson is a natural comedian.
2. At the end of the story, Vivian changes her mind about babysitting because
  - a. she needs to buy a car first.
  - b. she is afraid to babysit the Johnson children.
  - c. she has to meet a friend at the observatory.
  - d. she cannot talk her brother into helping her.
3. What causes Chris to leave the Johnson children?
  - a. He is afraid of fires.
  - b. They are rude to him.
  - c. They are mischievous.
  - d. He has homework to do.
4. What does Vivian's first statement in the story indicate?
  - a. she is tired and must rest
  - b. she likes her brother Adam
  - c. she enjoys talking to her brother
  - d. she thinks she has made a mistake
5. If the story were told from Chris' point of view, which title would be best?
  - a. "Babysitting is for Girls"
  - b. "The Joy of Babysitting"
  - c. "Kids Shouldn't Drive Alone"
  - d. "A Nightmare with the Johnsons"
6. Read the sentences below.

**Canned goods were rolling wildly across the tiles. A cascade of soda burst forth from bottles on the shelves.**

What does the word *cascade* mean?

- a. absence
- b. trickled
- c. bag
- d. flood

## The Navajo Code Talkers

The Navajo Code Talkers were one of America's secret weapons in World War II. They helped the United States Marines send oral communications that the enemy could not translate. Usually the enemy could understand even messages sent in secret code. However, the Navajo Code was never broken. It remained a secret even at the end of the war.

The tradition of Native Americans helping with communication during wartime began in World War I. Soldiers from the Choctaw and Comanche tribes successfully used their own languages to send secret messages for the Americans. In World War II, the same technique was used again. This time the soldiers came from many tribes.

The contribution of the Navajo was unique, however. The Navajo have a particularly difficult language that few people outside the tribe could speak at the time. In 1942, 29 Navajo marines were asked to create a code based on their native language. This made the code even tougher to break. Also, this code was never to be written down. It was to be committed to memory.

When the U.S. Marines began work on the Navajo Code, they chose and memorized 26 words to stand for the letters of the English alphabet. Then they added a vocabulary list of 211 words, which later grew to 411 words as other Navajos joined the code team. They carefully designed a code that did not contain patterns. If the enemy could recognize patterns, they could eventually break the code and understand the messages.

The Navajos memorized their work, taught it to new participants, and practiced using it in many situations. Then they put their knowledge to work on the battlefields. These men were the senders and receivers of the messages -- the Code Talkers.

Approximately 420 Navajo marines served as Code Talkers in the South Pacific during World War II. Their excellent memories and powers of concentration made them very swift and accurate in translating the messages written in the Navajo Code. They deciphered them almost instantly, while a code machine could take as long as four hours. It was the only oral code never broken during the war.

The Code Talkers were amazingly cool under fire. For instance, Iwo Jima was a bloody, 36-day battle. However, even in the midst of the battle, the Code Talkers translated their messages calmly and clearly. Iwo Jima was the turning point of the fight in the South Pacific, and the Code Talkers played a vital part in winning it.

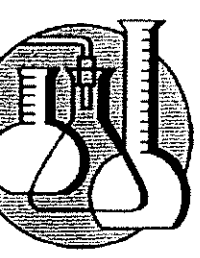
The government kept the Code Talkers as secret as possible. Even at the end of the war in 1945, their work remained a secret. The U.S. government feared that the Navajo Code might have to be used again. Not until 1969 did the government finally tell the public about the achievements of these men during World War II. Even today, not many Americans realize what a valuable contribution the Navajo Code Talkers made to winning the war.

Read the selection. Carefully read each question/statement, go back to the selection to find the correct answer and circle the correct answer.

1. What is the main purpose of the article?
  - a. to update the reader about secret war weapons
  - b. to explain the use of secret codes in World War II
  - c. to convince the reader that secret codes are necessary
  - d. to inform the reader about the Navajo Code Talkers
2. Why did the Navajo Code remain a secret at the end of World War II?
  - a. because the Navajo marines went home, so they could not tell anyone
  - b. because the government thought the code might be needed again
  - c. because it was too difficult to use again
  - d. because no one spoke Navajo any more
3. Which of the following statements does NOT show that the Code Talkers were one of the secret weapons of World War II?
  - a. Their code was never broken during the war.
  - b. They were very swift in decoding messages.
  - c. All of the Code Talkers were Navajo.
  - d. Their work remained secret, even at the end of the war.
4. Which of the following characteristics did a Code Talker NOT need?
  - a. a good memory
  - b. coolness under fire
  - c. the ability to concentrate
  - d. a sense of humor
5. The Navajo Code was difficult to break because
  - a. it used recognizable patterns based on the English alphabet.
  - b. Navajo is a common language but it is difficult to speak.
  - c. the Navajo language was too complex to be written down, so it could not be translated.
  - d. it was based on a complex language, used no patterns, and was never written down.
6. Read these sentences from the article: **Their excellent memories and powers of concentration made them very swift and accurate in translating the messages written in their own Navajo Code. They deciphered them almost instantly, while a code machine could take as long as four hours.**

What does *deciphered* mean?

  - a. Spoke
  - b. Sifted
  - c. Read
  - d. Translated



## Michael Faraday, Amateur Scientist

Michael Faraday was born in the English village of Newington in the year 1791. The son of a blacksmith, Michael attended the local village school until he was 14 years old. Unfortunately, he had to leave school that year to start working so he could help support his family. Since he did not want to be a blacksmith, Michael chose to become a bookbinder's assistant. He quickly learned the art of preparing the leather for book covers and made sure the pages of every book were bound correctly.

Michael was a good bookbinder, but the work did not interest him much. He soon discovered he did not want to be a bookbinder all his life. This prompted him to work quickly in order to have time to read some of the books he bound. He read about geology, physics, and chemistry, and rapidly developed a passion for science. While Michael worked at binding the books, he often thought about the various scientific things he had read. Michael decided to perform some simple chemistry experiments on his own and was delighted to find that what he had read in the books really was true.

One day, a friend invited Michael to go to the Royal Institution in London to hear a lecture by the famous chemist Humphrey Davy, who was director of the laboratory at the institution. Michael was excited at the chance to hear the great scientist. He took careful notes during Davy's lecture, which he later copied and added his own illustrations to. He then bound his work into a book and sent it to Davy. Enclosed with his book was a letter asking if he could work in Davy's laboratory as an assistant. Davy found young Michael's interest and ability so impressive that he promptly hired Michael as his new assistant.

The weeks passed, and Davy saw that his new assistant was becoming skillful in conducting experiments. Michael asked many questions about what the results of the experiments meant and was soon thinking up new experiments on his own. He also helped Davy perform experiments in the classes and lectures at the Royal Institution.

As Davy's lab assistant, Michael was happy and excited by his work. He was also curious about what other scientists were doing, especially in the new fields of electricity and magnetism. He would read about their work, then go to the lab and try the experiments they had done. Often, he found important things that others had missed. Over time, his work in electricity led to the invention of electric generators and motors. In chemistry, he discovered benzene and many other new chemical compounds.

Michael Faraday's hard work continued to pay off throughout his life. When Humphrey Davy retired from the Royal Institution in 1825, Michael was named director of the laboratory. In 1833, he also became a professor of chemistry. Michael continued to make important discoveries in electricity, magnetism, chemistry, and physics up until his death in 1867. Michael Faraday's accomplishments, which spanned a lifetime, were quite impressive for an amateur scientist from such humble beginnings.

Read the selection. Carefully read each question/statement, go back to the selection to find the correct answer and circle the correct answer.

1. What was the author's purpose in writing this passage?
  - a. to inform readers about a famous scientist
  - b. to describe the laboratory of Humphrey Davy
  - c. to educate the reader on how to find a job in London
  - d. to encourage readers to study electricity
2. Why was Michael Faraday such a good scientist?
  - a. because he worked hard and read dozens of chemistry books
  - b. because he was hired by the great scientist, Humphrey Davy
  - c. because he was interested in so many areas of science
  - d. because he made many experiments to test his theories
3. What job did Michael have BEFORE he became a scientist?
  - a. School teacher
  - b. Bookbinder
  - c. Chemist
  - d. Blacksmith
4. Based on information in the passage, the reader can conclude that Michael Faraday
  - a. was a terrible blacksmith.
  - b. wanted to be rich and famous.
  - c. was a skilled and dedicated scientist.
  - d. became a chemist to support his family.
5. Which phrase BEST describes the theme of this story?
  - a. You can succeed in spite of your beginnings.
  - b. Moving to London is a good way to get a job.
  - c. If you work for a successful person, you will also become successful.
  - d. Working hard will make you successful.
6. Read these sentences from the passage: **He was also curious about what other scientists were doing, especially in the new fields of electricity and magnetism. He would read about their work, then go to the lab and try the experiments they had done.**

What is *magnetism*?

- a. The ability to hypnotize
- b. The study of magnets
- c. The ability to attract
- d. The study of magic

## Teen Curfews

It was midnight in a small Indiana city. A group of teens were gathered at a parking lot outside a neighborhood mall. A police car pulled up, rounded up the young people, who ranged in age from thirteen to sixteen, and took them to the police station. Had they been picked up for drinking, fighting, or doing drugs? No. The teens were arrested because they were violating a state curfew law, which states that teens must not be in a public place after 11 p.m. Sunday through Thursday, or after 1 a.m. on Friday and Saturday.

On July 3, 2000, a U.S. District Court judge, who declared that it was unconstitutional, struck down the Indiana curfew law for teens. Although Indiana no longer has a state curfew law because of this ruling, curfew laws still exist in other communities. Should they exist? No. Curfew laws infringe upon the rights of both teens and their parents.

Since parents are responsible for the education and behavior of their children, they should be able to determine whether their teens need a curfew and, if so, what that curfew will be. The government should not make those decisions, nor should the police be the ones enforcing them. Those are decisions that parents should exercise if they deem it necessary.

Although many argue that curfew laws protect teens by helping to keep them safe and out of trouble, there is evidence to contradict this opinion. According to statistics released in 1997 at the U.S. Conference of Mayors, not all cities reported a marked decrease in juvenile crime after enacting curfew laws. In fact, at least six cities reported an increase after curfews were established.

Curfew laws do little to keep teens out of trouble because most juvenile crime occurs in the afternoon, not at night. The 1999 Justice Department records show that juveniles themselves are more likely to be victims of crimes in the hour after school than at any other time of the day. With these facts brought to light, curfews do not seem either to protect the young or stop them from committing a crime.

The most important argument against curfew laws is their effect on teens with no prior criminal record. Minors arrested for breaking curfew are subjected to police interrogation and drug testing. These unfair arrests also skew the statistics for juvenile crime. Including curfew arrests in the total number of young people arrested inaccurately raises the number of juvenile offenders. Teens, like all citizens, should be arrested for wrongdoing, not for being out late.

It is time to return decision-making rights to the parents of teens, who have the final responsibility for their children's actions. Parents are better suited than the government to determine the guidelines for their children. Teens guilty of real crimes will still be arrested; those who are merely out late will be treated as citizens with the same civil rights as other members of 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. What is the author's main purpose in writing this article?
  - a. To explain the laws regarding teen curfew to the reader
  - b. To inform the reader about the reasons for having teen curfews
  - c. To convince the reader that there should be now teen curfews
  - d. To persuade the reader to vote in favor of teen curfews
2. According to this article, what is the most important reason for not having curfews?
  - a. The government has no right to make them
  - b. The negative effect upon teens arrested for breaking curfew
  - c. The increase in juvenile crime wherever there are curfews
  - d. Six cities reported an increase in crime
3. Which of the following is an important point made in the final paragraph?
  - a. Parents need to spend more time with their teens.
  - b. Teens should be protected from arrest.
  - c. Teens should have the same civil rights as other citizens.
  - d. Teens should be subject to drug tests.
4. According to the article, if the number of teens arrested only for breaking curfew was included with arrests for other offenses,
  - a. The statistics for juvenile crime would be inaccurate.
  - b. The need for earlier curfews would be clear.
  - c. The need for better enforcement of the curfew laws would be clear.
  - d. Curfew laws would be declared unconstitutional
5. Which of the following sentences BEST states the article's main point?
  - a. Curfew laws infringe upon the rights of both teens and their parents.
  - b. Most juvenile crime occurs in the afternoon, not in the evening.
  - c. Decision-making rights should be returned to the parents.
  - d. Parents are responsible for the education and behavior of their children.
6. Read this sentence from the passage. **They were arrested because they were violating a state curfew law stating that teens must not be in a public place after 11 p.m. Sunday through Thursday, or after 1 a.m. Friday and Saturday.**

What is a curfew?

  - a. A regulation
  - b. A taboo
  - c. A lapse
  - d. A hindrance

## Escape at Bedtime

by Robert Louis Stevenson

The lights from the parlour and kitchen shone out  
Through the blinds and the windows and bars;  
And high overhead and all moving about,  
There were thousands and thousands of stars.  
There ne'er were such thousands of leaves on a tree,  
Nor of people in church or the Park,  
As the crowds of the stars that looked down upon me,  
And that glittered and winked in the dark.  
The Dog, and the Plough, and the Hunter, and all,  
And the star of the sailor, and Mars,  
These shone in the sky, and the pail by the wall  
Would be half full of water and stars.  
They saw me at last, and they chased me with cries,  
And they soon had me packed into bed;  
But the glory kept shining and bright in my eyes,  
And the stars going round in my head.

*\*Since Stevenson wrote this poem and many others about his childhood, the child in the poem is referred to as "he" in the questions.*

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 does the first stanza of the poem do?
  - a. It focuses the reader's attention on the light.
  - b. It describes to the reader how dark and cloudy the night was.
  - c. It causes the reader to feel nervous or afraid.
  - d. It informs the reader that the poem's narrator is in bed early.
2. What happened as a result of the stars shining so brightly?
  - a. The pail needed to be filled with more water.
  - b. The leaves have fallen from all of the trees.
  - c. The water in the pail reflected the stars' light.
  - d. The leaves were falling into the pail of water.
3. What happened AFTER the narrator was seen by his caretakers?
  - a. He was chased into bed.
  - b. His bed was packed up for him.
  - c. He was chased until he cried.
  - d. He cried himself to sleep.
4. To what does the word "These" at the beginning of line 11 refer?
  - a. The people who take care of the narrator.
  - b. The constellations named in lines nine and ten
  - c. All of the stars in the pail
  - d. "the star of the sailor"
5. What is the main idea of the poem?
  - a. The child narrating the poem wants to run away at bedtime.
  - b. Going to bed is a frightening experience for the narrator
  - c. The narrator thinks children love to count stars at night
  - d. The narrator loves the beauty of the stars in the evening
6. Read the following sentence from the poem. **There ne'er were such thousands of leaves on a tree.** What does the word ne'er mean?
  - a. Always
  - b. Never
  - c. Near
  - d. Nightly

## Women Spies of the Civil War

In wartime, not all of the heroes are on the battlefield. Espionage — the practice of spying — can make the difference between winning and losing. During the Civil War, three of the most clever and courageous spies were women.

Confederate spy Belle Boyd was only 17 when the war began, but she outwitted men more than twice her age. When she was arrested and questioned by Allan Pinkerton, the head of Union espionage, Belle was so charming that she convinced Pinkerton she was not a spy. Pinkerton let her go, and Belle promptly went back to spying for the South. Belle traveled back and forth between the North and the South, carrying information about troop movements and Union plans. Once she listened to secret battle plans through an air vent in a hotel room. She was captured several times, but she never revealed information about the South. Belle was offered her freedom if she would take an oath of allegiance to the Union. However, she refused and remained in prison.

Like Belle Boyd, Elizabeth Van Lew was a southern woman, but she was a spy for the Union. Her neighbors knew that she was a Union sympathizer, and they knew that every day Elizabeth brought food to Union soldiers in the nearby prison. What they did not know was that she also hid escaping Union soldiers, often as many as 20 or 30, in a secret room in her huge house. Elizabeth's neighbors were also unaware that she sent coded messages to the North through a network of people she had organized. When they finally grew suspicious, Elizabeth faked a nervous breakdown. They called her "Crazy Bet" and no longer took her seriously. When the Union army overtook her city, General Ulysses Grant sent a cavalry troop to protect her because he considered Elizabeth his most valuable agent.

Rose Greenhow was a wealthy southern widow who lived in Washington, D.C. She was a beautiful, charming woman with access to important information through her friends in Washington society. As a spy for the South, Rose delivered information that allowed the Confederate Army to win Bull Run, the first battle of the war. When she was finally arrested, the evidence found in her home revealed that Rose was the head of a ring of at least 50 spies, most of them women. Because of her popularity, she was released from prison and sent back to the South. She then sailed to Europe to try to raise support for the South in France and England. Rose sailed home with two-thousand dollars in gold and important letters, but a Union warship stopped the voyage. She took a small boat and tried to escape, but was drowned.

All three women believed ardently in their causes and were willing to die for them. Although they did not fight on a battlefield, these women used their wits and courage to make a difference in their world.

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

1. What is the author's purpose in writing this article?
  - a. To convince the reader that women make the best war spies
  - b. To educate the reader about events of the Civil War
  - c. To explain the dangers of spying to the readers
  - d. To inform the reader about three spies of the Civil War
2. Elizabeth Van Lew faked a nervous breakdown because--
  - a. She was not afraid to be called crazy
  - b. Her city was taken by the Union army
  - c. She was a very clever spy
  - d. Her neighbors grew suspicious
3. According to this article, which two women used charm to help in their spying efforts?
  - a. Belle Boyd and Rose Greenhow
  - b. Rose Greenhow and Elizabeth Van Lew
  - c. Elizabeth Van Lew and Belle Boyd
  - d. Rose Greenhow and Crazy Bet
4. According to the article, General Grant valued which of the spies?
  - a. Rose Greenhow
  - b. Elizabeth Van Lew
  - c. Belle Boyd
  - d. Allan Pinkerton
5. Although two of the three women spies discussed in the article outwitted Allan Pinkerton during their careers, the article mentions only one doing so. Which spy is it?
  - a. Belle Boyd
  - b. Rose Greenhow
  - c. Elizabeth Van Lew
  - d. Crazy Bet
6. According to the article, in what ways were the women ALIKE?
  - a. All three women were courageous southerners
  - b. All three women were clever southerners
  - c. All three women were clever and courageous
  - d. All three women were clever, courageous southerners
7. What is the main idea of the passage?
  - a. Spying is a very dangerous thing to do.
  - b. Not all war heroes are on the battlefield.
  - c. It was a woman's job to spy since women could not fight in the Civil War.
  - d. Three of the most clever and courageous spies of the Civil War were woman.
8. Read the following sentence from the passage: **She was captured several times, but she never revealed information about the South.** What does revealed mean?
  - a. Concealed
  - b. Exposed
  - c. Suppressed

d. Disguised

### **Reduce, Re-use, and Comply**

Many American consumers are concerned about recycling. Recycling removes usable products from the garbage stream. Garbage does not go to the local dump, but is used again to make something new. Last month's homework sheets become a cereal box. A plastic soda bottle can be made into carpeting, a park bench, or tires for a car.

Recycling is not magic. There are some problems to consider. Three recycling issues that environmentalists want people to think about are: source reduction, re-use, and compliance.

Source reduction means making less packaging for products. For example, instead of buying eight 4-ounce cups of yogurt, environmentalists recommend buying one 32-ounce container of yogurt. For a small serving of yogurt, use a bowl or other container. Another example of source reduction is buying cereal in plastic bags instead of waxed paper bags inside of cardboard boxes. These methods require less cardboard, plastic, or glass than regular packaging and also produce less garbage.

Source reduction also means less packaging to recycle. That's not a bad idea. First, not everything that goes into the recycling bin is actually recycled. That's because there may be more packaging at the recycling center than can be used. When that happens, recyclables may wind up in the garbage. Not every container is recyclable. For instance, brown and green glass and certain types of plastic cannot be recycled.

Another recycling issue is shifting the focus away from re-use. People can put that 32-ounce yogurt container in the recycling bin. It might make it to the recycling center and eventually become someone's living room carpet, or it might not.

Environmentalists claim that it can be more economical and more environmentally friendly to re-use that yogurt container. It is a way to help the environment and save money. It might make a great container for leftover soup. Young children might like to take it to the beach and use it as a sand pail.

The final recycling issue is compliance, which refers to consumers who are actively recycling. Sometimes it's easier to throw a container away rather than recycle it. Consumers might decide that it's too much bother to rinse out a container, scrub off its label, and sort out the paper, plastic, and glass. When this happens, people are not in compliance with a recycling program.

Many recycling problems can be solved through educating people about the issue. As people learn more about the benefits of recycling, such as source reduction and re-use, they are more likely to comply with recycling programs.

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

1. What is the author's purpose for writing this article?
  - a. To educate people about source reduction, re-use, and compliance
  - b. To persuade people that recycling is a bad idea
  - c. To inform people about how homework becomes a cereal box
  - d. To compare the ways that recycling is like magic
2. Another way to describe recycling is that it is about
  - a. Turning used products into something new
  - b. Sending trash to the dump
  - c. Using large containers
  - d. Sorting paper, plastic, and glass
3. When people comply with a recycling program, they
  - a. Buy recycled products
  - b. Recycle their containers
  - c. Use their containers again
  - d. Go to the garbage dump
4. How does source reduction help the environment?
  - a. It turns soda bottles into park benches.
  - b. It reduces packaging waste.
  - c. It makes smaller containers.
  - d. It helps people put containers in the recycling bin.
5. Why do environmentalists want people to re-use containers?
  - a. Because young children need sand buckets
  - b. Because there aren't enough storage containers being made
  - c. Because some containers don't make it to the recycling center
  - d. Because they like to eat soup out of them
6. If this article needed a new title, the BEST choice would be
  - a. "Reasons to Recycle"
  - b. "Recycling Issues and Answers"
  - c. "Recycling Does Not Work"
  - d. "Time to Take Out the Trash"
7. Read this sentence from the article. **Environmentalists claim that it can be more economical and more environmentally friendly to re-use that yogurt container.**  
What does economical mean?
  - a. Money-saving
  - b. Expensive
  - c. Exciting
  - d. Friendly

# On Your Own!

Read this passage. Answer the questions that follow it.

## The Art of Origami

by Abby Butler

### A Brief History

The art of Japanese paper folding is called origami. *Ori* is Japanese for “folding,” and *kami* is Japanese for “paper.” Interestingly, because paper originated in China, paper folding originated there, too. This art form traveled to Japan around 600 AD. Originally, origami figures were used as a kind of wrapper.

### Origami Today

Though origami has been practiced through the ages, it gained popularity in the 20th century due to the contributions of an artist named Akira Yoshizawa. In the 1950s, he created a notation system which made origami designs easier to understand. This system is still used today. He also founded the International Origami Centre and dedicated his life to educating people all over the world about the ancient artform. As a result of his efforts, origami has become a hobby for many people around the globe today. Some people enjoy making simple animal figures out of colored paper, while others make more complex shapes that demonstrate geometrical concepts.

To take part in this tradition, you can make a simple origami snake. Using a rectangular sheet of paper, roll the paper tightly from one corner toward the opposite corner. Before you reach the opposite corner, stop and begin rolling the opposite corner toward the original roll. Gently twist the roll to secure the shape of the tube. Now, bend the tube into flowing curves to form the body of a snake raising its head.

*Crafty Hobbies*, January 2004

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| <p>1. The footer includes the</p> <ul style="list-style-type: none"> <li>A. page number and author's name</li> <li>B. magazine title and author's name</li> <li>C. magazine title, publication date, and page number</li> <li>D. author's name, researcher's name, and page number</li> </ul> | <p>2. What magazine is this passage from?</p> <ul style="list-style-type: none"> <li>A. <i>Origami Today</i></li> <li>B. <i>Crafty Hobbies</i></li> <li>C. <i>The Art of Origami</i></li> <li>D. <i>Japanese History</i></li> </ul> |
|---|---|

3. What is the first paragraph **mainly** about?
- A. how origami gained worldwide fame
  - B. how origami was developed
  - C. how to create your own origami
  - D. why paper-folding is a fun hobby
4. The **best** subheading for the third paragraph would be
- A. The Art of Akira Yoshizawa
  - B. Make Your Own Origami
  - C. All About Snakes
  - D. The Origin of Paper
5. Which of the following would be the **best** addition to the article?
- A. a map of trade routes to ancient Japan
  - B. a diagram of an origami snake
  - C. a timeline about Akira Yoshizawa's life
  - D. a chart showing different Japanese crafts
6. What did Akira Yoshizawa do?
- A. He invented and spread the art of paper folding.
  - B. He figured out how to make an origami snake.
  - C. He created a notation system for origami.
  - D. He brought origami from China to Japan.

**Write It Out**

Use what you know about references to help you write a brief response to the prompt below.

7. Explain how textbooks and magazine articles are alike. Give three examples.

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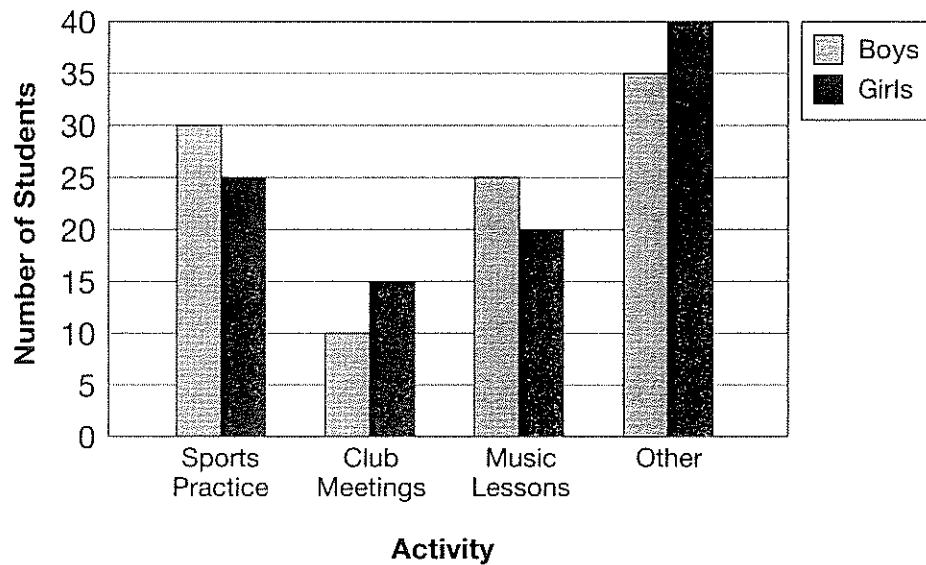


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**On Your Own!**

Read these sentences and study the bar graph. Answer the questions that follow.

A recent survey at a local middle school asked 200 students (100 boys and 100 girls) how they spend time after school. The bar graph below shows their responses.



1. How many boys participate in sports practice after school?

A. 15  
B. 20  
C. 25  
D. 30

2. How many girls take music lessons?

A. 15  
B. 20  
C. 25  
D. 30

3. How many girls participate in some activity other than sports, club meetings, or music lessons?
  - A. 10
  - B. 20
  - C. 30
  - D. 40
4. Which activity is done by the same number of boys and girls?
  - A. sports practice
  - B. club meetings
  - C. music lessons
  - D. none of the above
5. Which of the following is true?
  - A. More boys than girls go to club meetings.
  - B. More boys than girls go to sports practice.
  - C. More girls than boys go to music lessons.
  - D. More girls than boys go to sports practice.
6. What would be the **best** title for the bar graph?
  - A. After-School Activities by Gender
  - B. After-School Activities by Grade
  - C. After-School Activities by Class
  - D. Favorite Middle School Subjects

**Write It Out**

Use what you know about graphics to help you write a brief answer to the question below.

7. What other graphic could be used to display the information in this graph? Explain your response.

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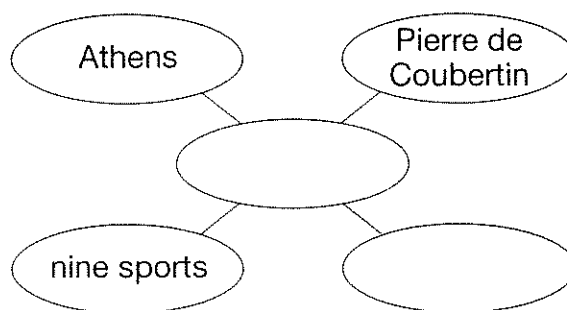


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**On Your Own!**

Read this passage and study the graphic organizer. Answer the questions that follow.

In 1896, a Frenchman named Pierre de Coubertin suggested that the ancient Olympics be revived as a way to promote peace between nations. That is how the modern Olympics began. The 1896 games took place in Athens, Greece, and included only summer events. (The Winter Olympics were not held until 1924.) About 300 athletes from fewer than 15 countries participated in 43 events in nine sports. The nine sports at the 1896 games were cycling, fencing, gymnastics, target shooting, swimming, tennis, track and field, weightlifting, and wrestling. Athletes and spectators considered the Olympics a success.



The Olympics were held every four years and continued to grow. World War I forced the cancellation of the 1916 Games, and World War II caused the cancellation of the 1940 and 1944 games. Many countries have boycotted the Olympics over the years for political reasons. However, the Games went on. As years have passed, the Olympics have become even bigger and more popular. In the 2004 Summer Games in Athens, more than 10,000 athletes from 202 countries competed in 28 different sports.

1. Which phrase belongs in the center circle of the graphic organizer?

- A. 2008 Olympics
- B. 2004 Olympics
- C. 1916 Olympics
- D. 1896 Olympics

2. Which phrase belongs in the empty outer circle of the graphic organizer?

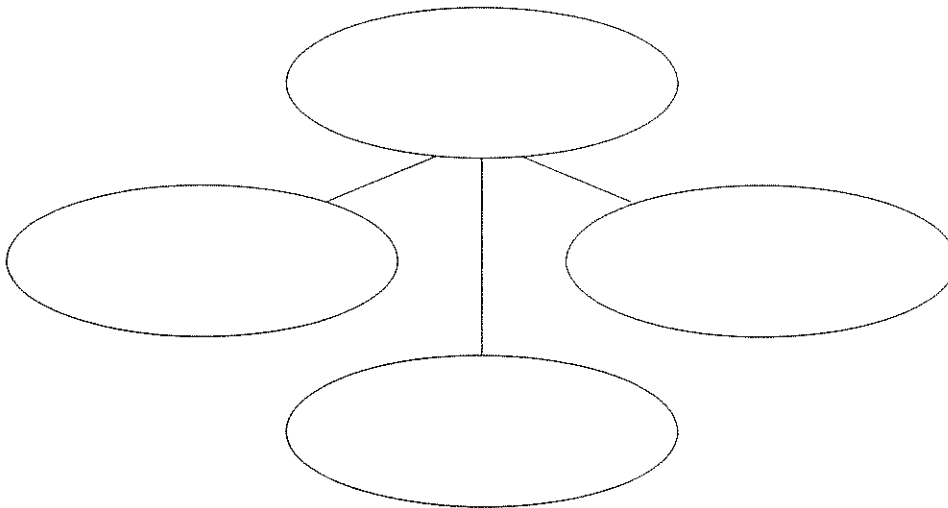
- A. 10,000 athletes
- B. 202 countries
- C. fewer than 15 countries
- D. cancelled by World War I

3. If you wanted to name each sport the athletes competed in, you would
  - A. add another center circle
  - B. add another outer circle
  - C. add new circles connected to the "nine sports" circle
  - D. add new circles connected to the "Athens" circle
4. What would the center circle of a graphic organizer about the second paragraph **most likely** say?
  - A. Growth of the Olympics
  - B. 2004 Summer Games
  - C. Political Boycotts
  - D. The Winter Olympics
5. Which of the following would **not** be part of a graphic organizer for the second paragraph?
  - A. cancelled games
  - B. political boycotts
  - C. promoting peace
  - D. popularity today
6. What is the main idea of the entire passage?
  - A. the ancient Olympics
  - B. the modern Olympics
  - C. the 1896 Athens Olympics
  - D. the 2008 Summer Olympics

**Write It Out**

Complete the graphic organizer below using information from the last sentence of the passage.

7.



**On Your Own!**

Read this index. Answer the questions that follow it.

Amusement Parks	20, 43
Antiques	11, 19, 140
Beaches	32, 83, 103
Food	47, 58, 96
Historical Sites	24, 39, 346
Mountains	33
Museums	49, 94, 142
Natural Wonders	37, 79, 533
Recreation	56, 65, 195
Scenic Drives	216
Shopping	77, 117, 275
Waterways	89, 198

- Which of these pages should you look on to find information about amusement parks?  
**A.** 19  
**B.** 43  
**C.** 113  
**D.** 216
- How many page references are there for beaches?  
**A.** 0  
**B.** 1  
**C.** 2  
**D.** 3

3. Which index listings have the fewest page references?
- A. "Waterways" and "Scenic Drives"
  - B. "Food" and "Natural Wonders"
  - C. "Mountains" and "Scenic Drives"
  - D. "Antiques" and "Amusement Parks"
4. If you wanted to find places to buy souvenirs, you would look under the topic
- A. "Amusement Parks"
  - B. "Historical Sites"
  - C. "Museums"
  - D. "Shopping"
5. If a new listing for "Campgrounds" were added, where would it be placed in the index?
- A. right before "Beaches"
  - B. right after "Beaches"
  - C. right before "Recreation"
  - D. right before "Historical Sites"
6. Based on its topics, this is **most likely** an index for a
- A. travel guide
  - B. biography
  - C. textbook
  - D. how-to manual

**Write It Out**

Use what you know about text format to help you write a brief answer to the question below.

7. How can the list of topics in the index help a researcher?

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**On Your Own!**

Read this passage. Answer the questions that follow it.

There is some community disagreement about the undeveloped land next to Field School. There are two different proposals on the table. Though supporters of these viewpoints all want what is best for our community, we will have to make a decision as to which action would benefit the most people.

One community group sees the land as an opportunity to create a small nature preserve. Residents and their children would have the chance to observe unspoiled nature. There are a variety of trees and other plants there already. Small animals and birds of many species abound. The land could become a “green” asset for the community.

On the other hand, some community members think the land should be used to extend the campus of Field School. The student body continues to increase year after year, and the addition of a new building would enable small class sizes to be maintained.

Supporters of both viewpoints will have a chance to express their feelings at the next community board meeting.

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| <p>1. Which phrase from the passage signals a contrast?</p> <ul style="list-style-type: none"><li>A. “an opportunity”</li><li>B. “would enable”</li><li>C. “both viewpoints”</li><li>D. “on the other hand”</li></ul> | <p>2. Which paragraph discusses the argument of those who want to use the land as a preserve?</p> <ul style="list-style-type: none"><li>A. the first paragraph</li><li>B. the second paragraph</li><li>C. the third paragraph</li><li>D. the fourth paragraph</li></ul> |
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3. The argument for using the land to extend the school is discussed in
- A. the first paragraph
  - B. the second paragraph
  - C. the third paragraph
  - D. the fourth paragraph
4. Read this sentence from the passage.
- Supporters of both viewpoints will have a chance to express their feelings at the next community board meeting.
- The word “both” shows
- A. a similarity
  - B. a difference
  - C. both a similarity and a difference
  - D. neither a similarity nor a difference
5. What is similar about both viewpoints?
- A. They both are impossible to achieve.
  - B. They both are positive uses of the land.
  - C. They both favor nature lovers.
  - D. They both favor school expansion.
6. Read this sentence.
- Hiking trails would allow all local residents to enjoy the land.
- The sentence would **best** fit in
- A. the first paragraph
  - B. the second paragraph
  - C. the third paragraph
  - D. the fourth paragraph

**Write It Out**

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

7. Explain why the compare-and-contrast method was an effective way to organize this passage.

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**On Your Own!**

Read this passage. Answer the questions that follow it.

It is important to remember those who fought to overcome social **impediments**. We must not forget people such as Jackie Robinson, who became the first African American to play major league baseball.

Robinson was outstanding at sports. He **excelled** at baseball, basketball, football, and track. But it was his **proficiency** at baseball that attracted the attention of Branch Rickey, the owner of the Brooklyn Dodgers. Rickey invited Robinson to play baseball for a Dodgers farm team called the Montreal Royals in 1945. After Robinson won **acclaim** for fielding and batting, Rickey asked Robinson to join the Dodgers in 1947.

Although Robinson encountered instances of racism, he focused on playing ball and was supported by many **fervent** fans. He soon became one of the best and most popular baseball players. He was inducted into the Baseball Hall of Fame in 1962—the first African American to receive this honor. Robinson received another **accolade** in 1997, when his team number, 42, was retired from professional baseball. Though he passed away in 1972, Robinson’s achievements on and off the field will live on throughout history.

1. Read this sentence from the passage.

It is important to remember those who fought to overcome social impediments.

What does the word “impediments” **most likely** mean?

- A. fences
- B. ladders
- C. obstacles
- D. mysteries

2. Which word helps you figure out the meaning of “impediments”?

- A. important
- B. remember
- C. overcome
- D. social

3. What does the word “excelled” mean?
- A. did something poorly
  - B. failed to stand out in a crowd
  - C. failed to surpass others
  - D. did something outstanding
4. Another word for “acclaim” is
- A. disapproval
  - B. recognition
  - C. criticism
  - D. accident
5. As used in the passage, “fervent” means
- A. enthusiastic
  - B. unconcerned
  - C. different
  - D. talented
6. Which word **best** helps you figure out the meaning of “accolade”?
- A. receive
  - B. team
  - C. honor
  - D. history

**Write It Out**

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

7. How can you use context clues to figure out what the word “proficiency” means? Use examples from the passage to explain your answer.

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**On Your Own!**

Read this passage. Answer the questions that follow it.

In 1849, the cry of “gold” brought thousands of people hoping to strike it rich to the American West. Miners flooded into the hills and valleys of California searching for gold. Merchants came too, knowing that someone had to supply the miners with all the goods they would need. One of these merchants was a man from Bavaria who had been trained as a tailor. He arrived in San Francisco in 1853 with a plan to make and sell tents and wagon covers for the miners. He had already been in New York for several years. His name was Levi Strauss.

Strauss brought with him very sturdy canvas and quickly began making his tents and covers. However, he soon found there was very little interest in his products, so he began to make pants out of the sturdy canvas. Miners quickly learned that these pants were perfect for their hard, dirty work. Strauss opened a factory and began manufacturing the pants as fast as he could. Some people called the pants “waist overalls.” He soon added copper fastenings called rivets at the stress points of the pants to make them even more durable. He also switched from the canvas fabric to a heavy blue denim material. The material, called “genes” in France, became known as “jeans” in America. Strauss was a multi-millionaire by the time of his death in 1902. The original factory was destroyed in the 1906 earthquake in San Francisco.

1. All of the essential information in the passage relates to
  - A. the difficulties of mining
  - B. the California gold rush
  - C. the history of blue jeans
  - D. the evolution of fashion
2. Which of the following is nonessential information in the first paragraph?
  - A. Strauss had already been in New York for several years.
  - B. Strauss planned to sell tents and wagon covers to the miners.
  - C. Miners searched for gold in California.
  - D. Merchants also went to California.

3. Which sentence from the second paragraph contains nonessential information?
- A. "Strauss opened a factory and began manufacturing the pants as fast as he could."
  - B. "Miners quickly learned that these pants were perfect for their hard, dirty work."
  - C. "The original factory was destroyed in the 1906 earthquake in San Francisco."
  - D. "He also switched from the canvas fabric to a heavy blue denim material."
4. The information in the sentence above is nonessential because
- A. it did not really happen
  - B. it has no supporting facts
  - C. it does not relate to blue jeans
  - D. it does not mention Levi Strauss
5. Which of the following would be essential information for a report about blue jeans?
- A. Levi Strauss was a tailor from Bavaria.
  - B. Levi Strauss arrived in San Francisco in 1853.
  - C. Levi Strauss made durable pants for miners.
  - D. Levi Strauss died a wealthy man in 1902.
6. Which of the following information would be **most** essential to a biography of Levi Strauss?
- A. the names of all of Strauss's brothers and sisters
  - B. other businesses that Strauss developed
  - C. the locations of blue jeans factories today
  - D. the exact address of the San Francisco factory

**Write It Out**

Use what you know about essential and nonessential information to help you write a brief answer to the question below.

7. Why is it important to recognize essential information when you are reading? Explain your answer.

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**On Your Own!**

Read this passage. Answer the questions that follow it.

If you take a look around your school building, somewhere you are likely to find the most beautiful flag in the world: the American flag. If asked who made the first American flag, you, like all other Americans, would answer, "Betsy Ross." You may or may not be right. There are no written records to support this account.

As a young woman, Betsy Ross was trained by John Webster to be an upholsterer—someone who fits furniture with stuffing, cushions, and covering. She also learned to sew curtains, bed linens, kitchen linens, and other household items. As a young married woman, Ross and her husband opened an upholstery shop in Philadelphia. Here, Ross proved herself to be the best upholsterer in Philadelphia. She retired at the age of 76, troubled by the onset of blindness. After such a long career, she must have hated to retire.

The legend concerning the flag comes from members of Ross's family, who claimed in 1870 that they had heard the story from Ross herself. The family said that George Washington brought Ross a sketch of the flag and asked her to make it, but these family members were obviously terrible liars. We can be certain that Ross sold flags, since the Pennsylvania State Navy Board paid Ross for flags in 1777. Ross also had a relative on the flag committee. However, none of this is proof that Ross is, in fact, responsible for sewing our stars and stripes.

1. Which of these sentences is a fact?
  - A. "...you, like all other Americans, would answer, 'Betsy Ross.'"
  - B. "There are no written records to support this account."
  - C. "...Ross proved herself to be the best upholsterer in Philadelphia."
  - D. "...but these family members were obviously terrible liars."

2. Read this sentence from the passage.

After such a long career, she must have hated to retire.

Which words from this sentence show that it expresses an opinion?

- A. "After such"
- B. "long career"
- C. "must have"
- D. "to retire"

3. Which of the following statements is an opinion?
- A. The American flag is the most beautiful flag in the world.
  - B. The Pennsylvania State Navy Board paid Ross for flags.
  - C. Betsy Ross was trained to be an upholsterer by John Webster.
  - D. Members of the family claimed they heard the story from Ross.
4. Read this sentence from the passage.
- We can be certain that Ross sold flags, since the Pennsylvania State Navy Board paid Ross for flags in 1777.
- This fact would **most likely** be supported by the information in
- A. an official document
  - B. a face-to-face interview
  - C. a historical novel
  - D. a magazine article
5. In the third paragraph, which phrase acts as a clue that an opinion is being expressed?
- A. “family said that”
  - B. “obviously terrible liars”
  - C. “none of this is proof”
  - D. “who claimed in 1870”
6. Read this sentence from the passage.
- Ross proved herself to be the best upholsterer in Philadelphia.
- Why is this statement an opinion?
- A. John Webster was the best upholsterer.
  - B. Betsy Ross did not live in Philadelphia.
  - C. It can be supported by reference materials.
  - D. The word “best” makes it hard to prove.

**Write It Out**

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

7. Do you believe that Betsy Ross sewed the first American flag? Explain your opinion using facts from the passage.

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**On Your Own!**

Read this passage. Answer the questions that follow it.

"Are we there yet?" Freddie asked. He was traveling to the mountains with his family and was eager for his vacation to begin. His mom told him they were still pretty far away.

"Why don't you be in charge of reading out the directions?" his dad asked. Freddie agreed, only because he wanted something to do. He looked down at the directions his mother passed to him:

Take the interstate to Exit 4. Make a right and continue straight for 45 minutes. At the fork in the road, you will make a left. Continue down this road for approximately 30 minutes. You will see a sign for Mountain Glen Cabins. Make your next right and park in front of the office.

Freddie was dismayed. "Dad, it's going to take forever to get there!" he exclaimed. How was he going to pass the time? Then he had an idea. He took out his journal and began to write:

I'm on my way to the mountains with my parents for our family vacation. I am really excited, but the drive takes so long! I can't wait to go fishing on the lake with Dad. Maybe I can even convince Mom to go waterskiing with me.

As Freddie wrote, his mind drifted off. He thought of all of the fun things he would do during the week. Before he knew it, the car stopped and Freddie's mom announced, "We're here!" Freddie looked out the window at the beautiful, green scenery and smiled.

1. The story is **mainly** told from a
  - A. first-person point of view
  - B. second-person point of view
  - C. third-person point of view
  - D. fourth-person point of view
2. Which sentence **best** demonstrates this point of view?
  - A. "I am really excited, but the drive takes so long!"
  - B. "His mom told him they were still pretty far away."
  - C. "At the fork in the road, you will make a left."
  - D. "I can't wait to go fishing on the lake with Dad."

3. The directions are written from which point of view?
  - A. first person
  - B. second person
  - C. third person
  - D. cannot be determined
4. Which words help you identify the point of view of the directions?
  - A. “take” and “sign”
  - B. “you” and “your”
  - C. “make” and “front”
  - D. “the” and “will”
5. Freddie’s journal entry is written from a
  - A. first-person point of view
  - B. second-person point of view
  - C. third-person point of view
  - D. fourth-person point of view
6. Why is this point of view effective for writing journal entries?
  - A. It distances the narrator from the action of the story.
  - B. It shows that the narrator is honest and reliable.
  - C. It lets the narrator address the reader directly.
  - D. It allows the narrator to express personal thoughts.

**Write It Out**

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

7. Could this story also be told from another point of view? Identify a different point of view and explain whether it would be more or less effective in telling the story.

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**On Your Own!**

Read this passage. Answer the questions that follow it.

Recycling is the best thing anyone can do to contribute to the health of our planet and all the creatures on it. If you are not recycling yet, you should join the millions of people who have decided to make a difference.

Every day, we dump tons and tons of garbage into landfills across the world. The average American discards about 7.5 pounds of garbage every day. Much of that garbage is material that could be used again, saving space in the landfill and preventing the destruction of more of our natural resources.

In this country, only 32.5 percent of all our garbage is recycled. While that is a substantially higher number than it was fifteen years ago, we can do much better. We recycle only 31 percent of our plastic bottles and only 45 percent of our aluminum cans. Every three months, we dump enough aluminum into our landfills to totally rebuild our entire fleet of commercial airplanes!

Over the course of your lifetime, you have the opportunity to recycle 25,000 cans. How many have you recycled so far? Probably not enough. If you are not recycling, you are behaving in an irresponsible way.

1. What is the author's viewpoint on recycling?
  - A. It is a good idea, but it is not that important.
  - B. It is very important and everyone should do it.
  - C. It is not effective in helping the environment.
  - D. It is important only in other parts of the world.
2. Read this sentence from the passage.

If you are not recycling yet, you should join the millions of people who have decided to make a difference.

Why is this sentence an example of the bandwagon technique?

  - A. It features a well-known person who says that you should recycle.
  - B. It tries to persuade you to recycle because "everyone" else is doing it.
  - C. It tells you that your classmates and other people like you are recycling.
  - D. It claims that you will be labeled negatively if you do not recycle.

3. Which sentence contains an example of loaded words?
- A. "Every day, we dump tons and tons of garbage into landfills across the world."
  - B. "In this country, only 32.5 percent of all our garbage is recycled."
  - C. "Much of that garbage is material that could be used again..."
  - D. "If you are not recycling, you are behaving in an irresponsible way."
4. How could the author make a stronger argument in the second paragraph?
- A. by telling how much garbage is dumped in total
  - B. by telling exactly where the landfills are located
  - C. by explaining what a landfill looks like
  - D. by describing the average American
5. The author shows bias in the passage by
- A. talking only about aluminum cans and not about plastics
  - B. putting no importance on how much more is being recycled now
  - C. telling people what they should be doing at home
  - D. encouraging people to recycle whenever they can
6. How does the author **best** support his argument?
- A. by including numbers and statistics about recycling
  - B. by using quotes about recycling from celebrities
  - C. by explaining how one person can make a difference
  - D. by saying that millions of people are currently recycling

**Write It Out**

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

7. How could the author improve his argument? In your answer, include at least two specific ways the author can make his argument stronger.

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**On Your Own!**

Read this passage. Answer the questions that follow it.

One Saturday morning, Penelope slept late. Despite the air conditioning, she woke up sweating. The heat seemed to seep through her windows. When she stumbled downstairs to the kitchen, daydreaming about eating cinnamon toast, she found her family looking out the windows and pointing.

"What happened?" she asked, noticing that no one was making cinnamon toast.

"Everything is burning up," Penelope's little brother, Paul, answered.

"What do you mean 'burning up'?" Penelope asked, irritated. She looked out a window. Under a thick cloud of smoke, she saw that the grass and flowers in the field behind her house had shriveled and died. The family stood motionless, not knowing what to do.

"Is it another brushfire?" asked Penelope's mother.

"I'm not sure," said Penelope's father. He thought for a moment, then the smell of smoldering ash spurred him to action. "One thing is certain, though—we need to leave the house now, before it gets any worse!"

They all ran to the car in the garage. Penelope's mother turned on the radio to find out what was going on. The radio yielded nothing but a static buzz.

1. From this story, you can infer that Penelope is

A. a mother  
B. a sibling  
C. an only child  
D. an old person

2. Read these sentences from the passage.

Despite the air conditioning, she woke up sweating. The heat seemed to seep through her windows.

Which of the following is most likely true?

A. Penelope's house is on fire.  
B. Penelope is sick with the flu.  
C. Penelope's area is experiencing a heat wave.  
D. Penelope has woken up from a bad dream.

3. Read this sentence from the passage.

He thought for a moment, then the smell of smoldering ash spurred him to action.

Based on this sentence, you can infer that Penelope's father is

- A. doubtful
  - B. selfish
  - C. unimportant
  - D. clear-thinking
4. This story **most likely** takes place
- A. in the morning
  - B. in the afternoon
  - C. in the evening
  - D. late at night

5. Which of the following is directly stated in the passage?

- A. The grass and flowers have been burned.
- B. Others have been harmed by the heat.
- C. The family does not know what to do.
- D. The family may not get any help.

6. How does the family **most likely** feel at the end of the story?

- A. panicked
- B. relieved
- C. excited
- D. content

### Write It Out

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

7. Explain the **most likely** reason why there is no radio broadcast. Use information from the passage to support your answer.

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**On Your Own!**

Read this passage. Answer the questions that follow it.

The musty smell of old library books caused Mason to sneeze. He looked at the titles of the books, waiting for one to call to him. One promised an adventure with knights and castles, but he had just finished reading about King Arthur. Another was about a submarine, but he was tired of sea adventures. Yet another was about jungles, but he wanted to read about something closer to home.

Mason felt a tingle in his fingertips when he touched a faded orange book that was pushed slightly farther back from the edge of the shelf than the others, like a soldier tired of waiting for approval. He pulled the book from the shelf, rubbing his hands over the stiff, warped cardboard cover. The title read: *My Job in New York City's First Department Store*.

Mason thumbed through the pages, yielding a puff of dust that caused him to sneeze again. "Who would want to read such an old book about such a boring topic?" he silently asked himself. "Me!"

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|---|---|
| <p>1. After reading this passage, you can conclude that Mason</p> <ul style="list-style-type: none"><li>A. likes to visit the library</li><li>B. does not like adventures</li><li>C. is allergic to musty smells</li><li>D. works at a department store</li></ul> | <p>2. Based on the passage, Mason will <b>most likely</b></p> <ul style="list-style-type: none"><li>A. put the last book on the shelf</li><li>B. borrow an adventure book</li><li>C. bring the last book home</li><li>D. continue looking for books</li></ul> |
|---|---|

3. Which of the following can you conclude about Mason?
  - A. Mason likes school.
  - B. Mason has many friends.
  - C. Mason is lonely.
  - D. Mason likes to read.
4. Based on the passage, you can conclude that Mason
  - A. likes to read books recommended by others
  - B. believes that books actually talk to him
  - C. has a strong and vivid imagination
  - D. wants to work in a department store
5. This conclusion is supported by the fact that Mason
  - A. sneezes from the dusty books
  - B. has read many adventure books
  - C. is visiting the library by himself
  - D. talks to himself about the books
6. What will Mason **most likely** do when he is finished with the book?
  - A. apply for a job at a department store
  - B. read a book about sea adventures
  - C. take out another book from the library
  - D. find a different way to spend his free time

**Write It Out**

Write two words that describe Mason in the space provided in the chart. Use one example from the passage to show why you chose each word.

7.
 

Word that Describes Mason	Example

**On Your Own!**

Read this passage. Answer the questions that follow it.

One of the most important and historic addresses in the United States is 1600 Pennsylvania Avenue, in Washington, D.C. This is the address of the White House, the official residence and office of the president of the United States.

The building has a long and interesting history, dating back to the 18th century. Although George Washington oversaw the construction of the executive residence, it was the nation's second president, John Adams, who first lived there. Washington commissioned the design of the building in 1790, and construction began in 1792. It was completed eight years later, shortly after Washington's passing.

The president's home has not always been called the White House. Throughout history, it has been called the President's Palace, the President's House, and the Executive Mansion. During an attack by the British in the War of 1812, the building was set on fire, but not destroyed. When the building was repaired, it was covered with a coat of white paint. This is when people started calling it the White House. This became the building's formal name in 1901 when President Theodore Roosevelt had it engraved on his official stationery.

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| <p>1. All of the information in this passage relates to</p> <ul style="list-style-type: none"><li>A. the U.S. president</li><li>B. historical buildings</li><li>C. the White House</li><li>D. the War of 1812</li></ul> | <p>2. What is the first paragraph <b>mainly</b> about?</p> <ul style="list-style-type: none"><li>A. the construction of the White House</li><li>B. how the White House got its name</li><li>C. the first president of the United States</li><li>D. the White House's location and purpose</li></ul> |
|---|---|

3. Which sentence states the main idea of the second paragraph?
- A. "The building has a long and interesting history, dating back to the 18th century."
  - B. "...it was the nation's second president, John Adams, who first lived there."
  - C. "Washington commissioned the design of the building in 1790, and construction began in 1792."
  - D. "It was completed eight years later, shortly after Washington's passing."
4. The third paragraph is **mainly** about the White House's
- A. size
  - B. name
  - C. residents
  - D. stationery
5. Which sentence **best** states the main idea of the third paragraph?
- A. The White House was once called the President's Palace and the Executive Mansion.
  - B. The White House was damaged by a British attack during the War of 1812.
  - C. The White House was the name given to the president's home by Theodore Roosevelt.
  - D. The White House is named for its white paint, but it has had many other names.
6. What would make the **best** title for this passage?
- A. "The Many Names of the White House"
  - B. "How the White House was Built"
  - C. "The History of the White House"
  - D. "Why the White House is White"

**Write It Out**

Write a sentence describing the main idea of each paragraph in the space provided in the chart. Then, write the main idea for the entire passage.

7.

	Main Idea
Paragraph 1	
Paragraph 2	
Paragraph 3	
Passage	

**On Your Own!**

Read this passage. Answer the questions that follow it.

If you were asked to name the greatest athlete ever, whom would you name? Babe Ruth? Muhammad Ali? Tiger Woods? Many of you might name Michael Jordan, even though you may never have seen “His Airness” play. Michael Jordan’s skills on the basketball court are the stuff of legend.

Jordan, a member of the Chicago Bulls, amazed crowds for years. Even the fans of other teams admired him. He could score from long distances, and he played defense well. However, the fans came to see Jordan seemingly fly toward the basket. He leaped through the air as if untouched by gravity.

Another quality people admire about Jordan is his modesty. He acknowledges the contributions of those who came before him, such as Julius Irving and Elgin Baylor. He once said that without these players, “there would never have been a Michael Jordan.”

People also admire his unique personal style. He often smiles. He shaves his head. When he stars in movies and commercials, people know he doesn’t take himself too seriously.

Jordan’s candidacy as the world’s greatest athlete is only partly based on his basketball skills. It is his personality that really makes him a legend.

1. All of the details in the second paragraph support the main idea that Michael Jordan
  - A. has a great personality
  - B. could fly on the court
  - C. was an incredible athlete
  - D. stars in commercials
2. Which detail from the passage supports the idea that Michael Jordan is modest?
  - A. He doesn’t brag about his defensive skills.
  - B. He gives credit to other basketball players.
  - C. He is known for his personal style.
  - D. He has been compared to Babe Ruth.

3. Read these sentences from the passage.

He often smiles. He shaves his head.

Which main idea do these details support?

- A. Jordan has a unique personal style.
- B. Jordan has a unique athletic style.
- C. Jordan has amazed crowds for years.
- D. Jordan is known to be modest.

4. Which of the following is **not** a supporting detail in this passage?

- A. Jordan was called "His Airness."
- B. Jordan starred in movies.
- C. Jordan could score from a long distance.
- D. Jordan is the world's greatest athlete.

5. Read this sentence.

Jordan used his skills to help the U.S. Olympic basketball team win two gold medals, in 1984 and 1992.

This supporting detail would best fit in

- A. the first paragraph
- B. the second paragraph
- C. the third paragraph
- D. the fourth paragraph

6. Which of these sentences could be added to the fourth paragraph?

- A. Jordan could make a slam dunk from the free-throw line.
- B. Sports polls often name Jordan as one of America's best athletes.
- C. Jordan has a popular line of basketball sneakers named after him.
- D. Jordan has won six championships throughout his career.

### Write It Out

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

7. Why was Michael Jordan called "His Airness"? Use details from the passage to support your response.

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## On Your Own!

Read these passages. Answer the questions that follow them.

### Passage 1

At the end of the 19th century, there was a time of great change and turmoil. For thousands of years, people produced most of the items they needed by hand at home. But then machines were invented that could make the same products in a factory more cheaply and quickly. Some of the earliest machines were spinning and weaving machines to make cotton fiber into cloth. Factory-made products like cloth sparked a revolution.

### Passage 2

Mary stood over her spinning machine, watching as the rollers twisted the fibers into a sturdy thread. She sighed. It was Monday, and the long week stretched before her. Each day she arrived at the factory before dawn and worked for twelve hours. Her only day off was Sunday. But with times so tough, her family needed the money the textile factory paid her.

“Stay awake, Mary,” whispered her friend, Sarah. “If you get sleepy, you could catch your fingers in the machine.”

1. Passage 1 includes a description of
  - A. imaginary characters
  - B. historical events
  - C. the writer's feelings
  - D. props that are needed
2. How do you know that Passage 1 is nonfiction?
  - A. It uses vivid language to show emotions.
  - B. It gives directions for setting up the scene.
  - C. It tells about actual people and events from history.
  - D. It describes an event that could never really happen.

3. Why would you **most likely** read Passage 1?
- A. to enjoy an entertaining story about the late 19th century
  - B. to gather opinions and viewpoints about the late 19th century
  - C. to obtain statistics and data about the late 19th century
  - D. to learn general information about the late 19th century
4. Which of the following is included in Passage 2?
- A. dialogue
  - B. stanzas
  - C. rhyme
  - D. scenery
5. Passage 2 would **most likely** be found in a
- A. play
  - B. novel
  - C. magazine
  - D. textbook
6. Which of the following **best** describes why you might read Passage 2?
- A. to get directions for operating a spinning machine in a factory
  - B. to perform in a drama that takes place during the late 19th century
  - C. to understand what the life of a factory worker might have been like
  - D. to write a report about factories and their machines

**Write It Out**

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

7. Explain how the genres of the two passages are similar and how they are different. Be sure to include the characteristics of each genre in your answer.

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## On Your Own!

Read this passage. Answer the questions that follow it.

Luke frowned as he saw the open door to the clubhouse. He was sure he had shut the door tightly the night before. He peered inside. Someone had broken into the clubhouse! The chairs had been knocked over, and somebody had eaten the popcorn the club members had stored on a shelf. The bag was torn, and there was popcorn strewn across the floor.

Luke clenched his fists angrily. "Davey!" he exclaimed. His little brother was always trailing along behind him, trying to join the club and see what the members were doing.

He stomped back outside and raced back to his apartment. He was shouting as he entered the door. "Davey! Where are you? I told you to stay out of the clubhouse!"

His mother came downstairs. "Davey's not home," she reminded him. "Have you forgotten he spent the night at your grandparents' house? There's no way he could have gone to your clubhouse."

Luke stopped and scratched his head. His mother was right. But that meant someone else had been in the clubhouse! Alarmed, he ran back to the clubhouse to solve the mystery. This time he was calmer and noticed something he hadn't before. There were animal tracks on the floor—the distinctive five-toed prints of a raccoon. Luke shook his head. It had been a raccoon who had eaten the popcorn, not Davey. "Guess we'll have to stop storing food in the clubhouse," he thought as he bent down to clean up the mess.

1. What is the story's conflict?
  - A. Someone has broken into Luke's clubhouse.
  - B. Someone has kidnapped Luke's brother.
  - C. Luke misses his brother and his grandparents.
  - D. Luke wants his brother to stay out of his clubhouse.
2. Which event is the climax?
  - A. Luke's mother says that Davey is not home.
  - B. Luke finds the clubhouse door open.
  - C. Luke runs back to the clubhouse to investigate.
  - D. Luke finds raccoon tracks in the clubhouse.

Read this sentence from the passage.

“Guess we’ll have to stop storing food in the clubhouse,” he thought as he bent down to clean up the mess.

This sentence comes from the part of the plot known as the

- A. conflict
- B. rising action
- C. climax
- D. resolution

Why is the first paragraph important to the plot?

- A. It adds to the rising action.
- B. It introduces the conflict.
- C. It describes the climax.
- D. It explains the resolution.

5. Which of these events happens during the rising action?

- A. Luke picks up the overturned chairs in the clubhouse.
- B. Luke discovers that the clubhouse has been broken into.
- C. Luke races back to his apartment to confront his brother.
- D. Luke finds raccoon tracks on the clubhouse floor.

6. Why did Luke immediately suspect Davey of breaking into the clubhouse?

- A. Davey wanted his own clubhouse.
- B. Davey loved to eat Luke’s popcorn.
- C. Davey followed Luke and wanted to join his club.
- D. Davey was always breaking into Luke’s bedroom.

### Write It Out

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

How does Luke solve the main problem in the story?

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## On Your Own!

Read this passage. Answer the questions that follow it.

Madeline put her hand on the cemetery gate and looked in either direction. The street was empty. But after all, it *was* nighttime. The wind whistled softly down the street. She thought she could hear a ghost's moans in those low notes.

"Courage," Maddy whispered to herself. Taking a deep breath, she pushed gently on the gate. It squeaked open on rusty hinges.

After another deep breath, she entered the cemetery. Her heart was beating as loudly as a drum. On a dare from Audra, she had agreed to spend one hour in the cemetery. Maddy and Audra were the sort of friends who were always competing. If Maddy dared Audra to do something, she would do it, and vice versa.

Maddy just had to bring back proof that she had been in the cemetery. Using her cell phone, she took a quick picture of herself standing next to a gravestone, then settled herself next to the gate. She had agreed to spend an hour in the cemetery, but she didn't need to spend it next to the graves.

An hour later, she returned to where Audra waited in her room. "Here's the picture," she said proudly.

Audra looked at the photo, then frowned. "But who is that woman next to you?"

A chill ran up Maddy's spine. "But I was alone!" she whispered. "No one else was there!" The two girls stared at each other, their faces as white as chalk.

1. The main character in this passage is
  - A. Audra
  - B. Maddy
  - C. a ghost
  - D. a cemetery
2. Which of the following **best** describes Maddy?
  - A. brave
  - B. excited
  - C. angry
  - D. content

3. Which sentence from the passage **best** shows that Maddy is afraid to enter the cemetery?
- A. "But after all, it was nighttime."
  - B. "The wind whistled softly down the street."
  - C. "It squeaked open on rusty hinges."
  - D. "Her heart was beating as loudly as a drum."
4. Why is Maddy at the cemetery?
- A. to find out if it has ghosts
  - B. to prove that she is smart
  - C. because of a dare from Audra
  - D. to take photos of gravestones
5. Read the following sentence from the passage.
- A chill ran up Maddy's spine.
- This sentence tells the reader that Maddy is
- A. courageous
  - B. frightened
  - C. freezing
  - D. hopeful
6. What can you infer from the fact that both girls turn "as white as chalk"?
- A. They both realize that Maddy is in trouble.
  - B. They have suddenly become ill with a fever.
  - C. They are exhausted from the night's events.
  - D. They believe Maddy has encountered a ghost.

**Write It Out**

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

7. What kind of character is Maddy? Support your answer with details from the passage.

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## On Your Own!

Read this passage. Answer the questions that follow it.

Flash! A bolt of lightning hit the ground behind Sara and Kevin, followed immediately by a loud crash of thunder. Hearts pounding, they scurried for the door of an abandoned hut and slammed it behind them. A moment later, the sky opened and rain poured down.

Sara glanced at her brother. "Whew! That was close. I didn't expect the storm to blow up so quickly."

"It's been hot all afternoon," Kevin said. "Usually thunderstorms hit on hot, humid summer days."

"Well, this should cool things off," Sara replied. She looked out the hut's only window. "I just hope it stops raining soon so that we can make it home in time for dinner. Dad will worry about us, otherwise."

Another bolt of lightning crashed nearby. Sara shivered. "I never did like thunderstorms," she said, "especially when I'm in the woods."

"Don't worry," Kevin assured her. "We're safe enough here." At that moment, the woods lit up with yet another bolt of lightning, outlining a figure against the trees.

The siblings looked at one another, eyes wide. "There's someone out there!" Sara exclaimed.

1. Where does this story take place?
  - A. Sara and Kevin's house
  - B. a vacation cabin in the woods
  - C. an abandoned hut in the woods
  - D. in Sara and Kevin's backyard
2. At what time does the story **most likely** take place?
  - A. late at night
  - B. in the morning
  - C. at nightfall
  - D. late afternoon

3. This story takes place during
- A. spring
  - B. summer
  - C. winter
  - D. autumn
4. How does the setting change as the story begins?
- A. A thunderstorm starts.
  - B. A thunderstorm ends.
  - C. Temperatures drop rapidly.
  - D. The afternoon gets even hotter.
5. Which word **best** describes the setting?
- A. peaceful
  - B. cheerful
  - C. threatening
  - D. comfortable
6. Why is the setting important to the story?
- A. It affects the characters' emotions.
  - B. It makes the reader feel at ease.
  - C. It creates a familiar scene for the characters.
  - D. It serves as a backdrop for the story's action.

**Write It Out**

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

7. How might the story be different if it had taken place at a different time of year? Use details from the passage to support your answer.

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## On Your Own!

Read this poem. Answer the questions that follow it.

### On the Grasshopper and Cricket

by John Keats

The poetry of earth is never dead:

When all the birds are faint with the hot sun,

And hide in cooling trees, a voice will run

From hedge to hedge about the new-mown mead;

5 That is the grasshopper's—he takes the lead

In summer luxury—he has never done

With his delights, for when tired out with fun,

He rests at ease beneath some pleasant weed.

The poetry of earth is ceasing never:

10 On a lone winter evening, when the frost

Has wrought a silence, from the stove there shrills

The cricket's song, in warmth increasing ever,

And seems to one in drowsiness half lost,

The grasshopper's among the grassy hills.

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| <p>1. The first lines of the poem suggest that it is about</p> <ul style="list-style-type: none"><li>A. nature</li><li>B. poems</li><li>C. death</li><li>D. soil</li></ul> | <p>2. Lines 1 through 8 are <b>mostly</b> about</p> <ul style="list-style-type: none"><li>A. how the birds have fainted in the heat of the sun</li><li>B. why the birds have decided to hide in the trees</li><li>C. a grasshopper that hides in the trees with the birds</li><li>D. a grasshopper that moves around, despite the heat</li></ul> |
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3. Read this line from the poem.

He rests at ease beneath some  
pleasant weed.

This line creates a feeling of

- A. peacefulness
- B. unhappiness
- C. tension
- D. boredom

4. Which phrase from the poem **best** shows how the speaker feels about the cricket's song?

- A. "a lone winter evening"
- B. "from the stove there shrills"
- C. "to one in drowsiness"
- D. "in warmth increasing ever"

5. What is the theme of the poem?

- A. It is important to respect all kinds of wildlife.
- B. There is always beauty to be found in nature.
- C. We can always rely on the changing of seasons.
- D. Death may be sad, but it is a natural part of life.

6. Which line from the poem **best** supports this theme?

- A. "When all the birds are faint with the hot sun,"
- B. "From hedge to hedge about the new-mown mead;"
- C. "The poetry of earth is ceasing never:"
- D. "The grasshopper's among the grassy hills."

### Write It Out

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

7. How do the cricket and the grasshopper demonstrate the theme of the poem? Use examples from the poem to support your answer.

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## On Your Own!

Read this poem. Answer the questions that follow it.

### Peace

by Sara Teasdale

Peace flows into me  
As the tide to the pool by the shore;  
It is mine forevermore,  
It ebbs not back like the sea.

5 I am the pool of blue  
That worships the vivid sky;  
My hopes were heaven-high,  
They are all fulfilled in you.

10 I am the pool of gold  
When sunset burns and dies,—  
You are my deepening skies,  
Give me your stars to hold.

1. The speaker compares herself to a

- A. tide
- B. shore
- C. pool
- D. sunset

2. Read this line from the poem.

It is mine forevermore,

In this line, the speaker is referring to

- A. peace
- B. hope
- C. the sea
- D. worship

3. According to the poem, what does the speaker worship?
- A. a pool of gold
  - B. the vivid sky
  - C. the burning sunset
  - D. the tide of the sea
4. Which of the following lines from the poem contains a metaphor?
- A. "It is mine forevermore,"
  - B. "My hopes were heaven-high,"
  - C. "When sunset burns and dies,—"
  - D. "You are my deepening skies,"
5. Read this line from the poem.
- Give me your stars to hold.
- What does this line most likely mean?
- A. The speaker wants to hold actual stars.
  - B. The speaker is hoping for a present.
  - C. The speaker thinks she is a star.
  - D. The speaker wants to be trusted.
6. In this poem, the speaker's relationship with the subject of the poem is compared to the relationship between
- A. peace and worship
  - B. the colors gold and blue
  - C. the water and the sky
  - D. the sunset and the stars

**Write It Out**

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

7. What else could be used as a metaphor for the speaker and her love? Explain your choice.

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## On Your Own!

Read this passage. Answer the questions that follow it.

The cowboy rode into town, as bold as brass. He tipped his hat to the ladies, with a special smile for his favorite. "Why, hello, Miss Callie. You're looking pretty as a picture today!"

Callie smiled back. "Get along with you now. That tongue of yours is as smooth as silk. I know better than to believe your nonsense."

The cowboy grinned and rode on. When he reached the jail, he swung off his horse and shouted for the sheriff. The sheriff emerged from the building as fast as a flash to see what the commotion was about.

With eyes like steel, the cowboy glared at the sheriff. "Where's my brother?" he demanded, his face suddenly hard.

Behind him, the townspeople who had gathered twittered like birds, both nervous and excited at the drama being enacted before their very eyes.

"Now, settle down," the sheriff drawled, as cool as a cucumber. "Your brother will be released later today, after he pays for busting that fence. And in the future, tell your brother that if he wants to impress the ladies, galloping his horse up Main Street with his eyes blindfolded is *not* the way to do it."

1. The author chose the simile "as bold as brass" to
  - A. show that the cowboy is tough and daring
  - B. describe the setting of the story
  - C. suggest that the cowboy is not human
  - D. describe the cowboy's horse
2. Which of the following sentences contains a simile?
  - A. "He tipped his hat to the ladies, with a special smile for his favorite."
  - B. "...he swung off his horse and shouted for the sheriff."
  - C. "I know better than to believe your nonsense."
  - D. "The sheriff emerged from the building as fast as a flash..."

3. Read this sentence from the passage.

Behind him, the townspeople who had gathered twittered like birds, both nervous and excited at the drama being enacted before their very eyes.

What is the simile in this sentence?

- A. "townspeople who had gathered"
  - B. "twittered like birds"
  - C. "both nervous and excited"
  - D. "before their very eyes"
4. What does the cowboy mean when he says Callie is "looking pretty as a picture"?
- A. Callie is looking at a pretty picture.
  - B. Callie is taking a pretty picture.
  - C. Callie is not very pretty.
  - D. Callie is very pretty.

5. What does Callie mean when she says that the cowboy's tongue is "as smooth as silk"?

- A. He dresses well.
- B. He is charming.
- C. He has good manners.
- D. He eats quickly.

6. The simile "as cool as a cucumber" means that the sheriff is

- A. too cold
- B. unfriendly
- C. hungry
- D. very calm

**Write It Out** Use the passage to help you write a brief answer to the question below.

7. Read this sentence from the passage.

With eyes like steel, the cowboy glared at the sheriff.

What is being compared in this sentence? Explain why the author chose to make this comparison.

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## On Your Own!

Read this passage. Answer the questions that follow it.

It was a hot day. In the sky above, the sun laughed at the pitiful efforts of humans to stay cool. Most humans stayed inside their air-conditioned dwellings.

In one yard, however, a human was resolutely ignoring the sun. Mr. Merriweather had decided to dig a garden, and nothing was going to stop him—until he hit a rock.

The rock was large and gray. It was positioned just under the earth. Undaunted, Mr. Merriweather reached down and tried to lift it from the ground. He couldn't move it an inch, though. Next, Mr. Merriweather got a crowbar and tried to pry the boulder from the ground. The rock refused to budge. Clearly, the rock had decided it would not leave its home in the dirt no matter what Mr. Merriweather tried to do.

Mr. Merriweather scratched his head. The rock was directly in the center of his future garden; it simply had to go. Then he had an idea. Taking his shovel, he dug his garden in circles around the stubborn rock. Later that summer, colorful flowers danced exuberantly around the gray boulder at their center. As for the rock, it sat happily in the middle, pleased to be the center of attention.

1. Which phrase is an example of personification?
  - A. "In the sky above"
  - B. "the sun laughed"
  - C. "Most humans stayed inside"
  - D. "their air-conditioned dwellings"
2. Which sentence about the rock uses personification?
  - A. "The rock was large and gray."
  - B. "It was positioned just under the earth."
  - C. "He couldn't move it an inch, though."
  - D. "The rock refused to budge."

3. Read this sentence from the passage.

Clearly, the rock had decided it would not leave its home in the dirt no matter what Mr. Merriweather tried to do.

In this sentence, the rock acts like a human by

- A. making a decision
- B. staying in the dirt
- C. making a new friend
- D. moving to a new house

4. By calling the rock “stubborn,” the author means that it

- A. is unkind
- B. speaks angrily
- C. does not move
- D. is unhappy

5. The author compares the flowers to

- A. a strong wind
- B. human dancers
- C. swaying trees
- D. the garden rock

6. Read this sentence from the passage.

As for the rock, it sat happily in the middle, pleased to be the center of attention.

This description helps the reader to

- A. imagine which flowers are in the new garden
- B. contrast the flowers in the garden with the rock
- C. understand how the rock changes in the story
- D. visualize how the rock looks in the garden

### Write It Out

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

7. Write a short description of Mr. Merriweather’s garden, using two new examples of personification.

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## On Your Own!

Read this passage. Answer the questions that follow it.

Ming laced up her running shoes. They were dirty and nearly worn out, but to her, the tattered shoes represented hard work.

Coach Bernstein called for attention and announced the 50-meter dash. Ming gulped. The 50 meter was her event. Quickly, she pulled her hair back with the same hairband she'd been wearing when she'd won last year's field day race. As she lined up with the other runners, she glanced toward the sidelines. Her sister Jia stood there, waving a stuffed elephant. Ming grinned. Jia had brought "Lucky," a stuffed animal they shared as children.

Coach Bernstein blew her whistle and the runners were off. Ming ran as swiftly as she could. When she crossed the finish line, she slowed to a halt and waited, panting. The results were then announced. She had come in second place!

Coach Bernstein announced that the top three runners had made the team.

"Congratulations!" Coach said. "Go pick up your uniforms."

Ming received her uniform from the assistant coach and dashed toward Jia, waving the shirt like a flag. "I'm on the team!" she shouted.

1. For Ming, the tattered running shoes symbolize

- A. success
- B. poverty
- C. hard work
- D. love of running

2. What did the hairband represent for Ming?

- A. victory
- B. freedom
- C. fashion
- D. defeat

3. Read these sentences from the passage.

Her sister Jia stood there, waving a stuffed elephant. Ming grinned. Jia had brought “Lucky,” a stuffed animal they shared as children.

What does the elephant symbolize?

- A. childhood experiences
  - B. love for each other
  - C. good fortune
  - D. bad luck
4. What do uniforms for school sports teams usually represent?
- A. the athlete
  - B. the mascot
  - C. the coach
  - D. the school

5. For Ming, the team uniform also symbolizes

- A. her dislike of running
- B. her love of running
- C. her failure
- D. her achievement

6. Jia brought the stuffed elephant to the track try-outs because she

- A. wished to show her support for Ming
- B. did not want Ming to make the track team
- C. wanted to remind Ming of their childhood
- D. wanted to make Ming smile and laugh

### Write It Out

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

7. What do the symbols in this passage have in common? Explain your answer.

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## On Your Own!

Read this poem. Answer the questions that follow it.

### In the Train

by James Thomson

As we rush, as we rush in the Train,  
The trees and the houses go wheeling back,  
But the starry heavens above the plain  
Come flying on our track.

- 5 All the beautiful stars of the sky,  
The silver doves of the forest of Night,  
Over the dull earth swarm and fly,  
Companions of our flight.

- We will rush ever on without fear;  
10 Let the goal be far, the flight be fleet!  
For we carry the Heavens with us, dear,  
While the Earth slips from our feet!

1. Which set of words from this poem rhyme?

A. "trees" and "track"  
B. "flight" and "fleet"  
C. "sky" and "fly"  
D. "fear" and "flight"

2. Read this line from the first stanza.

As we rush, as we rush  
in the Train,

Which line rhymes with the line above?

A. "The trees and the houses go wheeling back,"  
B. "But the starry heavens above the plain"  
C. "Come flying on our track."  
D. "All the beautiful stars of the sky,"

3. How many syllables are in line 2 of the poem?
- A. 3
  - B. 5
  - C. 9
  - D. 10
4. How many stressed beats are in line 4 of the poem?
- A. 1
  - B. 3
  - C. 5
  - D. 6
5. In the second stanza, which two lines end with a pair of rhyming words?
- A. lines 5 and 6
  - B. lines 6 and 7
  - C. lines 6 and 8
  - D. lines 7 and 8
6. Read this line from the poem.
- Come flying on our track.
- Which line has the same meter?
- A. "All the beautiful stars of the sky,"
  - B. "Over the dull earth swarm and fly,"
  - C. "We will rush ever on without fear,"
  - D. "Companions of our flight."

**Write It Out**

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

7. What do you notice about the meter of lines 1 and 9? Compare the meter of the two lines and explain why you think the poet used this meter.

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## On Your Own!

Read this passage. Answer the questions that follow it.

Dawn mounted the stage slowly. As she stepped in front of the podium, her legs were trembling. She took out the index cards containing her speech. "Good morning," she said—or rather, squeaked. Wincing at the poor first impression she had made, she cleared her throat. Her family gazed up at her with identical worried expressions. Dawn looked back down at her index cards to begin, but her voice froze in her throat.

When Mr. Brown had asked her to give the keynote speech for Martin Luther King, Jr., Day, Dawn had felt honored. She was a talented speaker, and she greatly admired Dr. King. She had eagerly jumped at the chance to make a speech about the Nobel Prize winner to her fellow students and their families.

But now she was scared and anxious to stand in front of 500 people. She looked up again to see her brother grin and wink. Suddenly, she relaxed. She had no reason to be apprehensive; she had practiced her speech many times and would do a good job. With a quick look at the top card, Dawn started to speak.

1. Which of the following is a simple sentence?

- A. Dawn mounted the stage slowly.
- B. As she stepped in front of the podium, her legs were trembling.
- C. She was a talented speaker, and she greatly admired Dr. King.
- D. When she looked up again, her brother grinned and winked.

2. Read this sentence from the passage.

She was a talented speaker, and she greatly admired Dr. King.

What kind of sentence is this?

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

3. Read this sentence from the passage.

Dawn looked back down at her index cards to begin, but her voice froze in her throat.

Which word is a conjunction?

- A. at
- B. her
- C. but
- D. in

4. Which of the following is a complex sentence?

- A. She looked up again to see her brother grin and wink.
- B. Wincing at the poor first impression she made, she cleared her throat.
- C. But now she was scared and anxious to stand in front of 500 people.
- D. Her family gazed up at her with identical worried expressions.

5. Read this sentence from the passage.

With a quick look at the top card, Dawn started to speak.

Which phrase is dependent clause?

- A. With a quick look at the top card
- B. With a quick look
- C. Dawn started to speak
- D. to speak

6. Read this sentence from the passage.

She had no reason to be apprehensive; she had practiced her speech many times and would do a good job.

Which statement **best** describes this sentence?

- A. It has one dependent clause and one independent clause.
- B. It has one independent clause and no dependent clauses.
- C. It has two dependent clauses.
- D. It has two independent clauses.

### Write It Out

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

7. What complex sentence could you write to add to the story about Dawn?

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## On Your Own!

Read this passage. Answer the questions that follow it.

The Greek myth, "The Flight of Icarus," is about an inventor and his son. King Minos have imprisoned Daedalus and his son, Icarus, on the island of Crete. Daedalus cleverly fashion two pairs of wings from feathers and wax. The two men plans to use the wings to fly to the mainland of Greece.

As Icarus straps on his wings, Daedalus warn him to be careful. "Do not fly too close to the sun, because it will melt the wax."

"I won't," promises his son.

Icarus takes off, soaring into the sky. He soon discovers how wonderful it is to fly. Exhilarated, he flies higher and higher. The sun's rays begins to melt the wax. Suddenly, Icarus realizes what is happening. He frantically flaps his wings. But it is too late. The wax in his wings has melted away and he is only flapping his bare arms.

Daedalus watches in horror as his son falls to his death. The deep waters into which he fell still bears his name. It is called the Icarian Sea.

1. Read this sentence from the passage.

The two men plan to use the wings to fly to the mainland of Greece.

What is the subject of this sentence?

- A. the mainland
- B. the two men
- C. the wings
- D. Greece

2. Which sentence has a verb that does **not** agree with the subject?

- A. The Greek myth, "The Flight of Icarus," is about an inventor and his son.
- B. "I won't," promises his son.
- C. King Minos have imprisoned Daedalus and his son, Icarus, on the island of Crete.
- D. Icarus takes off, soaring into the sky.

3. Read this sentence from the passage.

Daedalus cleverly fashion two pairs of wings from feathers and wax.

This shows incorrect subject-verb agreement because

- A. both the subject and the verb are singular
- B. both the subject and the verb are plural
- C. the subject is plural and the verb is singular
- D. the subject is singular and the verb is plural

4. Read this sentence from the passage.

The sun's rays begin to melt the wax.

Which pair of words identifies the subject and verb of this sentence?

- A. sun, begin
- B. rays, begin
- C. sun, melt
- D. wax, melt

5. Read this sentence from the passage.

The deep waters into which he fell still bears his name.

To make the verb agree with the subject, you should change "bears" to

- A. bear
- B. is beared
- C. is bearing
- D. has beared

6. Which sentence shows the correct subject-verb agreement?

- A. As Icarus straps on his wings, Daedalus warn him to be careful.
- B. As Icarus straps on his wings, Daedalus warns him to be careful.
- C. As Icarus strap on his wings, Daedalus warns him to be careful.
- D. As Icarus strap on his wings, Daedalus warn him to be careful.

### Write It Out

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

7. How would you summarize this myth? Write about the characters and events using correct subject-verb agreement.

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## On Your Own!

Read this passage. Answer the questions that follow it.

Did you know that the state of New York was once called New Netherlands It may be hard to believe, but it's true. The state of New York was once part of a Dutch colony. New Netherlands was a large colony. It included modern-day New York in addition to parts of other states Connecticut, New Jersey, Delaware, and Pennsylvania.

Founded in 1609 the colony of New Netherlands quickly became rich and prosperous! However, by 1664 the English controlled large parts of eastern America. The English decided they wanted the wealthy colony of New Netherlands as well so they sent warships to America. The leader of New Netherlands did not have ships, or enough troops, to fight back. He surrendered without a fight. In September of 1664, New York was born.

Soon, the cities had new names as well. Fort Orange became Albany and New Amsterdam, became New York City. The third major settlement, Wiltwyck, is now known as Kingston.

Just imagine if history had been different New Yorkers would have been New Netherlandsers, the capital city would be named Fort Orange and everyone would be greeting each other in Dutch

1. Read this sentence from the passage.

Did you know that the state  
of New York was once called  
New Netherlands

Which punctuation mark should be  
used to end this sentence?

- A. ?
- B. !
- C. .
- D. ,

2. Which of the following  
sentences could also end with an  
exclamation point?

- A. Did you know that the state  
of New York was once called  
New Netherlands?
- B. The third major settlement,  
Wiltwyck, is now known  
as Kingston.
- C. New Netherlands was a large colony.
- D. It may be hard to believe, but it's true.

3. Read this sentence from the passage.

Fort Orange became Albany  
and New Amsterdam, became  
New York City.

What is wrong with this sentence?

- A. The comma is in the wrong place.
- B. The period should be a question mark.
- C. It is missing a semicolon.
- D. It is missing a colon.

4. Read this sentence from the passage.

It included modern-day New  
York in addition to parts of other  
states Connecticut, New Jersey,  
Delaware, and Pennsylvania.

This sentence should have a colon  
in between

- A. "modern-day" and "New"
- B. "York" and "in"
- C. "to" and "parts"
- D. "states" and "Connecticut"

5. Read this sentence from the passage.

The English decided they wanted  
the wealthy colony of New  
Netherlands as well so they sent  
warships to America.

Where should the comma go?

- A. after "colony"
- B. after "decided"
- C. after "well"
- D. after "Netherlands"

6. Which version of this sentence  
is correct?

- A. Founded in 1609 the colony of  
New Netherlands quickly became  
rich and prosperous!
- B. Founded in 1609; the colony of  
New Netherlands quickly became  
rich and prosperous.
- C. Founded in 1609; the colony of  
New Netherlands quickly became  
rich and prosperous!
- D. Founded in 1609, the colony of  
New Netherlands quickly became  
rich and prosperous.

### Write It Out

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

7. Rewrite the last paragraph, using correct punctuation.

## On Your Own!

Read this passage. Answer the questions that follow it.

Between 1914 and 1918, Europe was shaken by a great war that came to be known as World War I. Nations such as Russia, France, and Great Britain fought on the side of the Allies. The countries of Germany, Turkey, and Austria-Hungary fought for the central powers.

Although the war had many causes, the final spark was the assassination of Archduke Franz Ferdinand of Austria-Hungary and his wife. The couple was shot and killed by a man from Serbia, who was angry at the people who ruled his country.

Furious at the death of Ferdinand and his wife, Austria-Hungary declared war on Serbia. Russia, France, and Great Britain were allies of Serbia, so they went to war against Austria-Hungary. At first, some nations stayed neutral, refusing to favor either side. But in 1915, Italy joined the war against Austria-Hungary. Germany then began fighting on the side of Austria-Hungary. World War I had begun.

Eventually, even the U.S.A. sent men to fight on the side of the Allies. By the time the war ended in 1918, more than eight million soldiers had died.

1. Which is the correct capitalization of the following phrase?
  - A. archduke franz ferdinand of Austria-Hungary and his wife
  - B. Archduke Franz Ferdinand of Austria-Hungary and his wife
  - C. archduke Franz ferdinand of Austria-Hungary and his wife
  - D. Archduke Franz Ferdinand of Austria-Hungary and his Wife
2. Which is the correct capitalization of the following abbreviation?
  - A. u.s.a.
  - B. U.s.a.
  - C. U.S.A.
  - D. U.S.a.

3. Read this sentence from the passage.

Furious at the death of Ferdinand and his wife, Austria-Hungary declared war on serbia.

Which word should be capitalized?

- A. death
- B. wife
- C. war
- D. serbia

4. Read this sentence from the passage.

Russia, France, and Great Britain were Allies of Serbia, so they went to war against Austria-Hungary.

Which word should not be capitalized?

- A. France
- B. Allies
- C. Britain
- D. Russia

5. Which is the correct capitalization for this sentence?

- A. Between 1914 and 1918, Europe was shaken by a great war that came to be known as world war I.
- B. Between 1914 and 1918, europe was shaken by a great war that came to be known as World war I.
- C. Between 1914 and 1918, europe was shaken by a great war that came to be known as world war I.
- D. Between 1914 and 1918, Europe was shaken by a great war that came to be known as World War I.

6. Which sentence uses correct capitalization?

- A. But in 1915, Italy joined the the war against Austria-Hungary.
- B. But in 1915, italy joined the the war against Austria-Hungary.
- C. But in 1915, Italy joined the the War against Austria-Hungary.
- D. but in 1915, italy joined the the war against Austria-Hungary.

### Write It Out

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

7. Should "war" be capitalized in the last sentence of the passage? Explain why or why not.

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## On Your Own!

Read this passage. Answer the questions that follow it.

"Batter up," cried the umpire. Jovan took the bat and stepped up to the plate. There were runners on both first and third bases. His team needed just two more runs to win the game; if Jovan got a hit, his team would go on to the playoffs.

As he lifted the bat, Jovan tried not to think of the fact that this was the last out. The picture wound up and let the ball loose. Jovan swung and missed.

"Strike one!" shouted the umpire. The crowd for the opposing team went wild. Jovan glanced behind him. His teammates were silent, and their bodies were tense.

Jovan took a deep breathe. He recalled what the coach had said during bating practice. Jovan forced himself to focus on his bat and the ball, and nothing else. The next pitch was wide, so he decided not to swing. "Ball one!" called the umpire.

The pitcher frowned and then let loose another fast ball. This time Jovan was ready. With a mighty swing, he sent the ball over the fence. It was a home run! The crowd cheered as Jovan rounded the bases and reached home plate.

As Jovan crossed the plate, his teammates pounded his back in congratulations. "You did it!" they said. Jovan smiled broadly, relieved that he had played well.

1. Read this sentence from the passage.

Jovan took the bat and stepped up to the plate.

Which word is misspelled?

- A. took
- B. bat
- C. stepped
- D. plate

2. Which word from the second paragraph is spelled incorrectly?

- A. lifted
- B. picture
- C. loose
- D. missed

3. In the fourth paragraph, how should the word "breathe" be spelled?
- A. braeth
  - B. brethe
  - C. breath
  - D. breeth
4. Read this sentence from the passage.
- The crowd for the opposing team went wild.
- The correct spelling of "opposing" is
- A. opossing
  - B. opposing
  - C. oposing
  - D. opposeng
5. Which spelling rule will help you spell "releived" correctly?
- A. Double the final consonant before the suffix.
  - B. Words with long *e* sounds are spelled *ie*.
  - C. Drop the *y* and add *ies* to make a plural.
  - D. Drop the *e* when adding a suffix.
6. Which of the following sentences shows correct spelling?
- A. His teammates were silent, and their bodys were tence.
  - B. His teammates were silent, and their bodies were tense.
  - C. His teammates were silent, and their bodys were tense.
  - D. His teammates were silent, and their bodies were tense.

### Write It Out

7. Read this sentence from the passage.

He recalled what the coach had said during bating practice.

Which word is spelled incorrectly in this sentence? Identify the correct spelling of the word and explain why it should be spelled that way.

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