

# **COLD READS** **for Fluency and** **Comprehension**

Teacher's Manual  
with Student Reproducibles



**myView**  
L I T E R A C Y

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# Contents

<b>Overview/How to Use the Tests</b> .....	<b>T5</b>
<b>Item Analysis Charts</b> .....	<b>T7</b>
<b>Administering and Scoring a Fluency Test</b> .....	<b>T12</b>
<b>Interpreting the Results</b> .....	<b>T15</b>
<b>Individual Record: Fluency Progress Chart</b> .....	<b>T16</b>
<b>Class Record: Fluency Progress Chart</b> .....	<b>T17</b>
<b>Fluency and “Qualitative” Measures</b> .....	<b>T19</b>
<b>Answer Keys</b> .....	<b>T21</b>
<b>Unit 1 My Neighborhood</b>	
<b>Week 1 The Blackout</b> .....	<b>1</b>
<b>Week 2 Henry on Wheels</b> .....	<b>7</b>
<b>Week 3 Look Both Ways!</b> .....	<b>13</b>
<b>Week 4 Garden Party/Click, Clack, Click!</b> .....	<b>19</b>
<b>Week 5 Making a Map</b> .....	<b>25</b>
<b>Unit 2 I Spy</b>	
<b>Week 1 The Life of a Frog</b> .....	<b>31</b>
<b>Week 2 The Life Cycle of a Sunflower</b> .....	<b>37</b>
<b>Week 3 How Do Baby Animals Grow?</b> .....	<b>43</b>
<b>Week 4 Poetry Collection</b> .....	<b>49</b>
<b>Week 5 Bigger Shoes for the Big Race</b> .....	<b>55</b>
<b>Unit 3 Imagine That</b>	
<b>Week 1 The Ant and the Grasshopper</b> .....	<b>61</b>
<b>Week 2 The Clever Monkey</b> .....	<b>67</b>
<b>Week 3 Poetry Collection</b> .....	<b>73</b>

<b>Week 4</b>	The Cow and the Tiger .....	<b>79</b>
<b>Week 5</b>	Thumbs Up for Art and Music! .....	<b>85</b>
<b>Unit 4</b>	<b>Making History</b>	
<b>Week 1</b>	Through Georgia’s Eyes .....	<b>91</b>
<b>Week 2</b>	Jackie Robinson .....	<b>97</b>
<b>Week 3</b>	Before the Railroad Came .....	<b>103</b>
<b>Week 4</b>	<i>from</i> What Is the Story of Our Flag? <i>/from</i> The First American Flag .....	<b>109</b>
<b>Week 5</b>	Eleanor Roosevelt .....	<b>115</b>
<b>Unit 5</b>	<b>Beyond My World</b>	
<b>Week 1</b>	Every Season .....	<b>121</b>
<b>Week 2</b>	Seasons Around the World .....	<b>127</b>
<b>Week 3</b>	In Spring .....	<b>133</b>
<b>Week 4</b>	My Autumn Book .....	<b>139</b>
<b>Week 5</b>	Signs of Winter .....	<b>145</b>



# Overview/How to Use the Tests

## INTRODUCTION

*Cold Reads for Fluency and Comprehension* is designed to provide differentiated reading comprehension practice using selections that students have not seen previously. *Cold Reads for Fluency and Comprehension* is intended to prepare students to take the Reading/Language Arts section of standardized tests, state-wide tests, and teacher-made tests. The program includes comprehension practice taught in *myView Literacy*. This Teacher’s Manual includes the following: (1) notes on how to use the Cold Read tests, (2) instructions on how to administer and score a fluency test, (3) a chart on which you may record the progress of your students, (4) item analysis charts that provide teachers the opportunity to track students’ strengths and areas of need, and (5) annotated copies of all the Cold Read tests indicating the answers to all questions.

## HOW TO USE THE COLD READ TESTS

The purpose of the Cold Read test is to give weekly opportunities for students to practice the comprehension focus and high-frequency words covered in *myView Literacy*.

This book contains three Cold Read tests for each week. They are intended to be used independently from the reading workshop text selection in *myView Literacy*. Each test includes a “Cold Read” leveled selection and related comprehension items that assess the weekly comprehension focus, associated Common Core State Standards and previously learned skills. Across each unit’s Cold Read selections, high-frequency words are strategically placed within the text to give students an additional opportunity to practice reading these words in context for meaning and fluency.

Selections and items on the Cold Read tests are written to assess varying levels of proficiency—Developing (D), On-Level (OL), and Advanced (A). The code at the bottom of each page tells you the level of each test.

Cold Read tests can be administered independently, or you may choose to work through them with students in small groups in order to provide support and assess students’ progress. Before beginning each test, make sure students understand the test directions and are aware of how to correctly indicate answers. Explain that multiple-choice answers should be filled in, and short-response items should be answered in one to three complete sentences.

Other ways to use the Cold Read pages:

- Use the Developing pages to give the whole class an opportunity to practice the weekly comprehension focus and/or test-taking skills.
- Use the Developing pages after introducing weekly comprehension focus but prior to reading the Reading Workshop text in the *myView Literacy* student interactive to assess students' readiness to read that text.
- Use the On-Level pages as an assessment tool to check students' understanding of the weekly comprehension focus and/or test-taking skills.
- Use the On-Level pages to determine if students need further practice, reteaching, or more challenging materials.
- Use the Advanced pages for students working above grade level.
- Use any of the pages as preparation for the Unit Test.

## A NOTE ABOUT GRADE 1

Grade 1 is a transitional grade for reading. In this grade, students will move from comprehension of image-based “stories” into text-based reading. The Grade 1 Cold Read tests are unique in several ways.

In Unit 1, all test questions are intended to be read aloud to the children for all three levels of the tests. In Unit 2, the test questions are to be read aloud to the children only for the D and OL tests. You may choose whether or not to read these and other tests aloud, based on your knowledge of your class. In addition:

- Selections show running numbers beginning in Unit 3.
- For Developing students, text-based selections do not begin until Unit 3. Two exceptions fall in Unit 2, weeks 3 (poetry) and 4 (drama).
- For On-Level students, text-based selections do not begin until Unit 2. One Unit 2, Week 4 item tests rhythm and should be read aloud.
- For Advanced students, text-based selections begin in Unit 1.

# Item Analysis Chart

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
<b>UNIT 1 WEEK 1</b>	Developing	1-4	Describe a Character	Items 1-3 DOK 1 Item 4 DOK 2	RL.1.3
	On-Level	1-4	Describe a Character	Items 1-3 DOK 1 Item 4 DOK 2	RL.1.3
	Advanced	1-4	Describe a Character	Items 1-3 DOK 1 Item 4 DOK 2	RL.1.3
<b>UNIT 1 WEEK 2</b>	Developing	1-4	Describe the Setting	Items 1-3 DOK 1 Item 4 DOK 2	RL.1.3
	On-Level	1-4	Describe the Setting	Items 1-3 DOK 1 Item 4 DOK 2	RL.1.3
	Advanced	1-4	Describe the Setting	Items 1-3 DOK 1 Item 4 DOK 2	RL.1.3
<b>UNIT 1 WEEK 3</b>	Developing	1-4	Find Text Features	Items 1-3 DOK 1 Item 4 DOK 2	Items 1-3 Rl.1.5  Item 4 Rl.1.6
	On-Level	1-4	Find Text Features	Items 1-3 DOK 1 Item 4 DOK 2	Rl.1.5
	Advanced	1-4	Find Text Features	Items 1-3 DOK 1 Item 4 DOK 2	Rl.1.5
<b>UNIT 1 WEEK 4</b>	Developing	1-4	Describe Characters	Items 1-3 DOK 1 Item 4 DOK 2	RL.1.3
	On-Level	1-4	Describe Characters	Items 1-3 DOK 1 Item 4 DOK 2	RL.1.3
	Advanced	1-4	Describe Characters	Items 1-3 DOK 1 Item 4 DOK 2	RL.1.3
<b>UNIT 1 WEEK 5</b>	Developing	1-4	Find Graphics	Items 1-3 DOK 1 Item 4 DOK 2	Rl.1.6
	On-Level	1-4	Find Graphics	Items 1-3 DOK 1 Item 4 DOK 2	Rl.1.6
	Advanced	1-4	Find Graphics	Items 1-3 DOK 1 Item 4 DOK 2	Rl.1.6

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
<b>UNIT 2 WEEK 1</b>	Developing	1–4	Find the Main Idea	Items 1–2, 4 DOK 2 Item 3 DOK1	RI.1.2
	On-Level	1–4	Find the Main Idea	Items 1–2, 4 DOK 2 Item 3 DOK1	RI.1.2
	Advanced	1–4	Find the Main Idea	Items 1–2, 4 DOK 2 Item 3 DOK1	RI.1.2
<b>UNIT 2 WEEK 2</b>	Developing	1–4	Find Text Structure	Items 1–3 DOK 1 Item 4 DOK 2	RI.1.3
	On-Level	1–4	Find Text Structure	Items 1–3 DOK 1 Item 4 DOK 2	RI.1.3
	Advanced	1–4	Find Text Structure	Items 1–3 DOK 1 Item 4 DOK 2	RI.1.3
<b>UNIT 2 WEEK 3</b>	Developing	1–4	Discuss Author’s Purpose	Items 1–4 DOK 2	RL.1.1
	On-Level	1–4	Discuss Author’s Purpose	Items 1–4 DOK 2	RL.1.1
	Advanced	1–4	Discuss Author’s Purpose	Items 1–4 DOK 2	RL.1.1
<b>UNIT 2 WEEK 4</b>	Developing	1–4	Describe Elements of Poetry	Items 1–4 DOK 1	RL.1.4
	On-Level	1–4	Describe Elements of Poetry	Items 1–4 DOK 1	RL.1.4
	Advanced	1–4	Describe Elements of Poetry	Items 1–4 DOK 1	RL.1.4
<b>UNIT 2 WEEK 5</b>	Developing	1–4	Find Elements of Drama	Items 1–4 DOK 1	RL.1.3
	On-Level	1–4	Find Elements of Drama	Items 1–4 DOK 1	RL.1.3
	Advanced	1–4	Find Elements of Drama	Items 1–3 DOK 1 Item 4 DOK 2	RL.1.3

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
<b>UNIT 3 WEEK 1</b>	Developing	1–4	Describe Plot	Items 1–3 DOK 1 Item 4 DOK 2	RL.1.3
	On-Level	1–4	Describe Plot	Items 1–3 DOK 1 Item 4 DOK 2	RL.1.3
	Advanced	1–4	Describe Plot	Items 1–3 DOK 1 Item 4 DOK 2	RL.1.3
<b>UNIT 3 WEEK 2</b>	Developing	1–4	Discuss Author’s Purpose	Items 1–4 DOK 2	RL.1.1
	On-Level	1–4	Discuss Author’s Purpose	Items 1–4 DOK 2	RL.1.1
	Advanced	1–4	Discuss Author’s Purpose	Items 1–4 DOK 2	RL.1.1
<b>UNIT 3 WEEK 3</b>	Developing	1–4	Find Elements of Poetry	Items 1–3 DOK 1 Item 4 DOK 2	RL.1.4
	On-Level	1–4	Find Elements of Poetry	Items 1–3 DOK 1 Item 4 DOK 2	RL.1.4
	Advanced	1–4	Find Elements of Poetry	Items 1–3 DOK 1 Item 4 DOK 2	RL.1.4
<b>UNIT 3 WEEK 4</b>	Developing	1–4	Describe Main Events and Setting	Items 1–3 DOK 1 Item 4 DOK 2	RL.1.3
	On-Level	1–4	Describe Main Events and Setting	Items 1–3 DOK 1 Item 4 DOK 2	RL.1.3
	Advanced	1–4	Describe Main Events and Setting	Items 1–3 DOK 1 Item 4 DOK 2	RL.1.3
<b>UNIT 3 WEEK 5</b>	Developing	1–4	Identify Persuasive Text	Items 1, 3 DOK 1 Item 2 DOK 2 Item 4 DOK 3	RI.1.8
	On-Level	1–4	Identify Persuasive Text	Items 1–3 DOK 1 Item 4 DOK 2	RI.1.8
	Advanced	1–4	Identify Persuasive Text	Items 1–3 DOK 1 Item 4 DOK 3	RI.1.8

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
<b>UNIT 4 WEEK 1</b>	Developing	1–4	Describe Connections	Items 1–3 DOK 1 Item 4 DOK 2	RI.1.3
	On-Level	1–4	Describe Connections	Items 1–3 DOK 1 Item 4 DOK 2	RI.1.3
	Advanced	1–4	Describe Connections	Items 1–3 DOK 1 Item 4 DOK 2	RI.1.3
<b>UNIT 4 WEEK 2</b>	Developing	1–4	Use Text Structure	Items 1–3 DOK 1 Item 4 DOK 2	RI.1.1
	On-Level	1–4	Use Text Structure	Items 1–3 DOK 1 Item 4 DOK 2	RI.1.1
	Advanced	1–4	Use Text Structure	Items 1–3 DOK 1 Item 4 DOK 2	RI.1.1
<b>UNIT 4 WEEK 3</b>	Developing	1–4	Determine Theme	Items 1–3 DOK 1 Item 4 DOK 2	RL.1.2
	On-Level	1–4	Determine Theme	Items 1–3 DOK 1 Item 4 DOK 2	RL.1.2
	Advanced	1–4	Determine Theme	Items 1–2 DOK 1 Items 3–4 DOK 2	RL.1.2
<b>UNIT 4 WEEK 4</b>	Developing	1–4	Compare and Contrast Texts	Item 1 DOK 1 Items 2–4 DOK 2	RI.1.9
	On-Level	1–4	Compare and Contrast Texts	Items 1–3 DOK 1 Item 4 DOK 2	RI.1.9
	Advanced	1–4	Compare and Contrast Texts	Items 1–3 DOK 1 Item 4 DOK 3	RI.1.9
<b>UNIT 4 WEEK 5</b>	Developing	1–4	Find the Main Idea	Items 1, 4 DOK 2 Items 2–3 DOK 1	Items 1–2, 4 RI.1.2 Item 3 RI.1.1
	On-Level	1–4	Find the Main Idea	Items 1, 3–4 DOK 2 Item 2 DOK 1	RI.1.2
	Advanced	1–4	Find the Main Idea	Items 1, 3–4 DOK 2 Item 2 DOK 1	RI.1.2

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
<b>UNIT 5 WEEK 1</b>	Developing	1-4	Find Text Structure	Items 1-3 DOK 1 Item 4 DOK 2	RI.1.1
	On-Level	1-4	Find Text Structure	Items 1-3 DOK 1 Item 4 DOK 2	RI.1.1
	Advanced	1-4	Find Text Structure	Items 1, 3 DOK 1 Items 2, 4 DOK 2	RI.1.1
<b>UNIT 5 WEEK 2</b>	Developing	1-4	Use Text Features	Items 1-3 DOK 1 Item 4 DOK 2	RI.1.5
	On-Level	1-4	Use Text Features	Items 1-3 DOK 1 Item 4 DOK 2	RI.1.5
	Advanced	1-4	Use Text Features	Items 1-3 DOK 1 Item 4 DOK 2	RI.1.5
<b>UNIT 5 WEEK 3</b>	Developing	1-4	Identify Persuasive Text	Items 1-3 DOK 1 Item 4 DOK 2	RI.1.8
	On-Level	1-4	Identify Persuasive Text	Items 1-3 DOK 1 Item 4 DOK 2	RI.1.8
	Advanced	1-4	Identify Persuasive Text	Items 1-3 DOK 1 Item 4 DOK 2	RI.1.8
<b>UNIT 5 WEEK 4</b>	Developing	1-4	Determine Theme	Items 1-2 DOK 1 Items 3-4 DOK 2	RL.1.2
	On-Level	1-4	Determine Theme	Items 1, 3 DOK 1 Items 2, 4 DOK 2	RL.1.2
	Advanced	1-4	Determine Theme	Items 1-2 DOK 1 Items 3-4 DOK 2	RL.1.2
<b>UNIT 5 WEEK 5</b>	Developing	1-4	Use Pictures and Text	Items 1-3 DOK 1 Item 4 DOK 2	Items 1-2 RI.1.6 Items 3-4 RI.1.7
	On-Level	1-4	Use Pictures and Text	Items 1-3 DOK 1 Item 4 DOK 2	Items 1-2 RI.1.6 Items 3-4 RI.1.7
	Advanced	1-4	Use Pictures and Text	Items 1-2 DOK 1 Items 3-4 DOK 2	Items 1-2 RI.1.6 Items 3-4 RI.1.7

# Administering and Scoring a Fluency Test

## ADMINISTERING A FLUENCY TEST

A fluency test measures a student's reading rate, or the number of words correctly read per minute (wcpm), on grade-level text the student has not seen before. Although the speed at which a student reads is part of determining fluency, it is not the only measure. When students read fluently, they read aloud as they would speak conversationally. Appropriate expression, prosody, reading rate, and comprehension are all part of reading fluently.

Prior to administering a fluency test, review fluency test procedures with the student. Explain that the purpose of the fluency test is to understand more about how the student reads.

Administer the fluency test individually so you can record student data. Give the student a copy of the Student Copy of the selection for the test and make a copy of the Teacher Copy for yourself. The Teacher Copy has a scale of running numbers to make it easier for you to know how many words the student reads during the fluency check, while the Student Copy does not have running numbers. Write the student's name and the test date at the top of your copy of the selection. This will help you compare data on future tests. Have a watch or clock available for timing the reading.

Have the student read the text aloud. Do not have the student read the title as part of the fluency reading; it is not included in the running word count. You may want to record audio of the student's reading for later evaluation. Stop the student at exactly one minute and note precisely where he or she stopped.

As the student reads orally, mark any miscues or errors he or she makes during the reading (see the chart on page T13). Count the total number of words the student reads in a minute. Subtract any words he or she reads incorrectly. Record the words correct per minute score on the test.

**The formula is:** total # of words read – # of errors = words correct per minute (wcpm).



## HOW TO IDENTIFY MISCUES AND ERRORS

Based upon the selection on page T14, the chart below shows the kinds of miscues and errors to look for as a student reads aloud, and the notations to use to mark the miscues and errors.

READING MISCUE	NOTATIONS
<b>Omission</b> The student omits words or word parts.	It is@sunny day
<b>Substitution</b> The student substitutes words or parts of words for the words in the text.	“Try to <sup>put</sup> get the ball in the hoop.
<b>Insertion</b> The student inserts words or parts of words that are not in the text.	Ava puts the hoops <sup>down</sup> on the grass.
<b>Mispronunciation/ Misreading</b> The student pronounces or reads a word incorrectly.	“Let’s throw the <sup>bell</sup> ball,” Ava says.
<b>Hesitation</b> The student hesitates over a word and the teacher provides the word.	“That’s <sup>H</sup> <u>boring</u> ,” Rob says.
<b>Self-correction</b> The student reads a word incorrectly but then corrects the error.	Ava sees some hoops. <sup>SC</sup>

### Notes

- If the student hesitates over a word, wait several seconds before telling him or her what the word is.
- If a student makes the same error more than once, count it as only one error.
- Self-correction is not counted as an actual error. However, writing “SC” over the word or words will help you identify words that give the student some difficulty.

## SAMPLE FLUENCY TEST

Here is the selection marked as shown on the chart on the previous page. As the student reads the selection aloud to you, mark miscues and errors. Have the student read for exactly one minute, and then mark the last word he or she reads.

Student Name: Loren

Date: 9/24/2018

# A New Game

It is @sunny day. Ava and Rob have nothing to do. They	13
want to play.	16
“Let’s throw the <sup>bell</sup> ball,” Ava says.	22
“That’s <sup>H</sup> boring,” Rob says.	26
Ava sees some hoops. <sup>SC</sup> “I have an idea.”	34
Ava puts the hoops <sup>down</sup> on the grass.	41
“Try to <sup>put</sup> get the ball in the hoop. If / you get it in, pick up	56
the hoop. If you miss, it is my turn. The person with the	69
most hoops wins.”	72
Rob nods his head. “That sounds like a fun game.” He tosses	84
the ball.	86
“My turn!” Ava yells.	90

$$50 - 5 = 45$$

# Interpreting the Results

According to published norms for oral reading fluency, students at the end of Grade 1 should be reading fluently at 60 words correct per minute in text that is on grade level. This chart provides recommended milestones to work toward that goal. For example, if a first-grade student reads 59 words correct per minute in winter, he or she is at the 75th percentile. If the same student reads 116 words correct per minute in the spring, he or she is now at the 90th percentile.

GRADE	%ILE	FALL WCPM	WINTER WCPM	SPRING WCPM
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18

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If a student's reading rate is lower than the suggested rate for his or her grade level, your notes on the student's miscues may help you determine why the rate is low. Does the student make errors that indicate his or her decoding skills are poor? If so, further instruction in phonics may be needed. Do the errors reflect a lack of comprehension or limited vocabulary? If so, instruction in comprehension strategies and exposure to more vocabulary words may help. A lack of fluency may indicate a lack of exposure to models of fluent oral reading. It may also mean the student is not reading enough material at his or her reading level. Encourage the student to read more books or children's magazine articles at an accessible or comfortable level of reading for him or her.

# Individual Record: Fluency Progress Chart

Name \_\_\_\_\_

	UNIT 1					UNIT 2					UNIT 3					UNIT 4					UNIT 5						
120																											
115																											
110																											
105																											
100																											
95																											
90																											
85																											
80																											
75																											
70																											
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5																											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		

TIMED READING/WEEK

# Class Record: Fluency Progress Chart

STUDENT'S NAME	UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 5	
	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM

# Class Record: Fluency Progress Chart

STUDENT'S NAME	UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 5	
	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM

## FLUENCY AND “QUALITATIVE” MEASURES

There are many considerations to keep in mind when measuring a student’s oral reading fluency. First, it is important to note that oral reading fluency measures a student’s oral reading accuracy and speed, including words, phrases, and sentences for a short period, typically one or more minutes. Because text changes influence students’ familiarity with the words and content of what they are asked to read, oral reading fluency is highly variable and can change throughout the course of a relatively brief period of time, such as several weeks, and certainly is expected to increase over longer periods of time such as a semester or year. There are several factors that influence students’ oral reading fluency, including: (a) some students are anxious reading aloud and do not read as well as they would silently; (b) occasionally unfamiliar words influence student’s success in reading accurately; and (c) the topic of the text might be familiar and increase oral reading fluency, or highly unfamiliar and decrease oral reading fluency. Even though there are conditions that affect fluency, over time with effective reading instruction, students’ oral reading fluency should increase in accuracy and proficiency (number of words read correctly in a designated amount of time—typically one minute).

Fluency is not aimed at determining how fast a student reads. Students should be able to read and comprehend the text they are provided—the ultimate goal of reading—and not just read to complete a task. Speed should follow as a result of stronger fluency rather than lead fluency.

As a student’s skill and ability to read fluently grows, so does a student’s capacity to demonstrate fluency. Automaticity of word reading is one sign that fluency is developing. Fluency activities provide a means for students to improve their reading of words, phrases and sentences, on their way to improving vocabulary knowledge and text comprehension. Oral expression, another index of fluency, develops and evolves as fluency grows. Students will begin to speak text expressively, engaging in meaningful expression of words and dialogue. Fluency becomes a measure of prosody as well as syntax.

When measuring student fluency, look for signs of expressive language, including a student’s ability to use words in context and emphasize key words in sentences. Look for signs of speed and accuracy in reading as well. Remember that as students read faster, they are more likely to engage in self-correction, which is an important and meaningful fluency and comprehension skill.

Fluency is also a gradual process that is bound to differ from student to student. Some students exhibit fluency right from the beginning of their reading career. For others it develops more slowly. In general, students in Grade 1 and the first half of Grade 2 focus on pronouncing words and phrases. During the second half of Grade 2, students may begin showing signs of building prosody and the use of expressive language in their reading. These are all key variables to denote when measuring and recording the fluency of students during a fluency test. As students move into older grade levels, beginning with the end of Grade 3, and moving into Grades 4 and 5, they are likely to demonstrate greater fluctuation in their oral reading fluency scores. However, over time, if their words correct per minute are charted, students would demonstrate improvement in number of words read correctly in the designated time frame.

## Fluency Rubric

Score	VOLUME AND EXPRESSION	SYNTAX/PROSODY	ACCURACY	RATE
4	The student reads at an appropriate volume and with expression.	The student demonstrates correct phrasing and adjusts for punctuation. Stress and intonation are appropriate.	The student reads accurately. A rare, minor error may occur or be self-corrected, but does not appear to affect comprehension.	The student reads at a natural-sounding, conversational pace.
3	The student mostly reads at an appropriate volume and with expression but occasionally lapses into a quieter voice or lacks expression.	The student generally uses correct phrasing but occasionally sounds choppy or does not adjust for punctuation. Stress and intonation are adequate.	The student mostly reads accurately. Errors sometimes result from a difficult word or sentence structure. Errors may be self-corrected and do not appear to affect comprehension.	The student reads at an uneven pace, too slow or too fast at times.
2	The student reads somewhat quietly. Expressiveness is minimal.	The student reads in short phrases and does not adjust for punctuation. Stress and intonation are lacking or inappropriate at times.	The student makes a number of errors while pausing/hesitating frequently. Errors may affect comprehension.	The student reads somewhat slowly.
1	The student is difficult to hear. There is little or no expressive reading.	The student reads in a choppy, word-by-word manner. Stress and intonation are absent or inappropriate.	The student makes many errors to the point of affecting comprehension.	The student reads slowly and with difficulty.



# Answer Keys

## WEEK 1, UNIT 1, WEEK 1

### Developing

The Blackout \_\_\_\_\_ Name \_\_\_\_\_

**Directions: Answer the questions below.**

1 Why is the boy outside?  
 to tell a story  
 to eat a snack  
 to plant a garden

2 What does the dad do?  
 eat  
 read  
 help

3 At the end of the story, the boy feels —  
 sad  
 angry  
 happy

4 What does the boy do with the tomatoes?  
He puts them in the basket.

2 Unit 1 Week 1 Cold Reads D

### On-Level

The Blackout \_\_\_\_\_ Name \_\_\_\_\_

**Directions: Answer the questions below.**

1 What does the girl do \_\_\_?  
 She goes to school.  
 She feeds the kitten.  
 She reads with her mom.

2 When does the girl read a story with her mom?  
 before she goes to sleep  
 before she goes to school  
 before she feeds the kitten

3 When the girl plays with her kitten, she feels —  
 angry  
 happy  
 sleepy

4 What does the girl do in the afternoon?  
She plays with her kitten.

4 Unit 1 Week 1 Cold Reads OL

### Advanced

The Blackout \_\_\_\_\_ Name \_\_\_\_\_

**Directions: Answer the questions below.**

1 How do Ava and Rob feel \_\_\_\_\_ they start the new game?  
 bored  
 happy  
 scared

2 What do Ava and Rob want to do?  
 run  
 play  
 sleep

3 Just after Rob says he does not want to throw the ball, Ava —  
 goes home  
 gets some hoops  
 has an idea

4 How does Rob feel about the new game?  
He thinks it is fun.

6 Unit 1 Week 1 Cold Reads A

# WEEK 2

## UNIT 1, WEEK 2

### Developing

Henry on Wheels Name \_\_\_\_\_

**Directions: Answer the questions below.**

1 Where is the family while they rake the leaves?  
 at school  
 in the park  
 in the yard

2 The season is —  
 fall  
 spring  
 winter

3 Where is the family at the end of the story?  
 outside  
 in the kitchen  
 in a bedroom

4 What details from the story show the season?  
There are leaves on the ground.

8 Unit 1 Week 2 Cold Reads D

### On-Level

Henry on Wheels Name \_\_\_\_\_

**Directions: Answer the questions below.**

1 Where are the boy and girl?  
 at home  
 in a park  
 at school

2 Where are the friends sitting?  
 on a rug  
 at a table  
 on a bench

3 The friends are drawing —  
 in the gym  
 in their classroom  
 at the playground

4 What details from the story show where the friends are?  
There are art supplies on the table.

10 Unit 1 Week 2 Cold Reads OL

### Advanced

Henry on Wheels Name \_\_\_\_\_

**Directions: Answer the questions below.**

1 Where are Katie and Max?  
 at home  
 at school  
 at the park

2 Where does Max knock down Katie's blocks?  
 in the kitchen  
 in the bedroom  
 in the trash can

3 Which detail describes where Max is first?  
 grass  
 mess  
 kitchen

4 What makes the setting realistic?  
Katie's house is like a real house with a kitchen and bedroom.

12 Unit 1 Week 2 Cold Reads A

# WEEK 3

## UNIT 1, WEEK 3

### Developing

Look Both Ways! Name \_\_\_\_\_

**Directions: Answer the questions below.**

- The label on the first picture tells you the ice is —
  - warm
  - water
  - frozen
- Look at the second picture. What does the label say is in the cup?
  - ice
  - sun
  - heat
- The label in picture 3 tells you the —
  - cup is cold
  - sun brings heat
  - ice turns to water
- Look at all of the pictures in the selection. Look at the last picture. What can you learn from the label in the last picture?
 

The ice melted into water.

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\_\_\_\_\_

14 Unit 1 Week 3 Cold Reads D

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### On-Level

Look Both Ways! Name \_\_\_\_\_

**Directions: Answer the questions below.**

- The label in picture 1 tells you the boy is at —
  - home
  - a store
  - the library
- The label in picture 2 tells you the boy is —
  - playing
  - leaving with mom
  - looking for a book
- The label in picture 3 tells you that the boy —
  - says thank you
  - draws a picture
  - checks out a book
- What can you learn from the label in picture 1?
 

The librarian helps the boy.

\_\_\_\_\_

\_\_\_\_\_

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16 Unit 1 Week 3 Cold Reads OL

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### Advanced

Look Both Ways! Name \_\_\_\_\_

**Directions: Answer the questions below.**

- The information under “When?” tells you to brush —
  - every morning
  - two times a day
  - front and back teeth
- Which heading tells you to go to the dentist?
  - When?
  - What else?
  - Which teeth?
- “Which teeth?” tells the reader to —
  - go to the dentist
  - brush the back teeth
  - use up and down motions
- What can you learn from “What is the best way?”
 

You can learn to brush in little circles.

\_\_\_\_\_

\_\_\_\_\_

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18 Unit 1 Week 3 Cold Reads A

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# WEEK 4

## UNIT 1, WEEK 4

### Developing

Garden Party/Click, Clack, Click! Name \_\_\_\_\_

**Directions: Answer the questions below.**

1 What are the boy and his dad doing?  
 eating apples  
 picking apples  
 planting apples

2 Look at the first picture. The boy and his dad are --  
 sad  
 tired  
 happy

3 How does the boy feel in the last picture?  
 sad  
 bored  
 proud

4 How does the wagon help the family?  
It helps the family carry the apples.

20 Unit 1 Week 4 Cold Reads A

### On-Level

Garden Party/Click, Clack, Click! Name \_\_\_\_\_

**Directions: Answer the questions below.**

1 Look at the first picture. Why do the girls sit at the table?  
 to eat a snack  
 to play a game  
 to do their homework

2 The girls are frowning in the second picture because --  
 snack time is over  
 they have to stop playing  
 there is only one apple slice left

3 How do the girls feel in the last picture?  
 sad  
 happy  
 scared

4 Why does Mom cut the apple into two pieces?  
Mom cuts the apple so the girls can share it.

22 Unit 1 Week 4 Cold Reads OL

### Advanced

Garden Party/Click, Clack, Click! Name \_\_\_\_\_

**Directions: Answer the questions below.**

1 Why does the father pack the car?  
 He went to the store.  
 The family is going on a trip.  
 The family is moving to a new house.

2 How does the narrator feel?  
 sleepy  
 scared  
 excited

3 The narrator draws a picture to --  
 show her father  
 hang up at home  
 give to her grandmother

4 Why is Grandmother happy?  
She is happy to see her family.

24 Unit 1 Week 4 Cold Reads A

# WEEK 5

## UNIT 1, WEEK 5

### Developing

Making a Map Name \_\_\_\_\_

**Directions: Answer the questions below.**

1 Picture 1 shows what you will need to —

- get ready
- pick flowers
- water a garden

---

2 Picture 2 shows the boy —

- watering the seed
- putting soil in the pot
- putting a seed in the soil

---

3 Based on the pictures, the last step is to —

- clean up the mess
- put the pot outside
- water the seed in the pot

---

4 Based on the pictures, why is the mother smiling?

She is proud of her son for planting the seed.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

26 Unit 1 Week 5 Cold Reads D

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### On-Level

Making a Map Name \_\_\_\_\_

**Directions: Answer the questions below.**

1 What does the girl do in picture 1?

- peels fruit
- cleans fruit
- chooses fruit

---

2 Look at picture 3. What does the dad do?

- cuts the fruit
- watches the girl
- cleans the mess

---

3 In picture 2, the girl is —

- finding the fruit
- peeling the fruit
- cleaning the fruit

---

4 What does picture 4 show?

The picture shows the girl putting the fruit in a bowl.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

28 Unit 1 Week 5 Cold Reads OL

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### Advanced

Making a Map Name \_\_\_\_\_

**Directions: Answer the questions below.**

1 Picture 1 shows —

- how to stir the oatmeal
- things you need to make oatmeal
- how to clean up after cooking oatmeal

---

2 Picture 2 shows the oatmeal —

- ready
- cooling
- cooking

---

3 Look at picture 3. Which word tells what the picture shows?

- sit
- heat
- makes

---

4 Write the words in the last step that tell you what to do next.

Spoon, bowl, fruit.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

30 Unit 1 Week 5 Cold Reads A

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# WEEK 6

## UNIT 2, WEEK 1

### Developing

The Life of a Frog Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What is a main idea of the selection?
  - Elephants drink water.
  - Elephants do not like people.
  - Elephants live in grasslands.

---

- What is an important piece of information from the selection?
  - Grass tastes good.
  - Elephants are large.
  - Humans are like elephants.

---

- The selection is mostly about –
  - trees
  - grass
  - elephants

---

- What details from the selection help you know the main idea?
 

\_\_\_\_\_

\_\_\_\_\_

The pictures all show information about elephants, such as

\_\_\_\_\_

where they live and what they eat.

\_\_\_\_\_

32 Unit 2 Week 1 Cold Reads D

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### On-Level

The Life of a Frog Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What is an important idea about oranges from the selection?
  - Today, many orange trees are on big farms.
  - They can buy orange juice to drink or oranges to eat.
  - I like my oranges cut up in a bowl.

---

- What words in the selection tell more about the main idea?
  - Most oranges we eat come from Florida.
  - A long time ago, people from Spain came to Florida.
  - They can buy orange juice to drink or oranges to eat.

---

- The selection is mostly about –
  - juice
  - farms
  - oranges

---

- What is the main idea of the selection? Write one detail that supports it.
 

\_\_\_\_\_

\_\_\_\_\_

The main idea is that most oranges grow on trees on farms in

\_\_\_\_\_

Florida. A detail is "Today, many orange trees are on big farms."

\_\_\_\_\_

34 Unit 2 Week 1 Cold Reads OL

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### Advanced

The Life of a Frog Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What is an important idea about gardens from the selection?
  - Many people who live in cities grow roof gardens.
  - Some people cover the whole roof with dirt.
  - Mr. Parr grows berries in his pot.

---

- What words from the selection tell more about the main idea?
  - There are big gardens and little gardens.
  - Some people grow gardens on their roofs!
  - Mr. Parr grows berries in his pot.

---

- The selection is mostly about –
  - vegetables
  - roof gardens
  - flowers and plants

---

- Read the first paragraph. What is the main idea of that paragraph? Write one detail that supports it.
 

\_\_\_\_\_

\_\_\_\_\_

The main idea is that there are lots of different kinds of

\_\_\_\_\_

gardens. One kind is a roof garden.

\_\_\_\_\_

36 Unit 2 Week 1 Cold Reads A

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# WEEK 7

## UNIT 2, WEEK 2

### Developing

The Life Cycle of a Sunflower Name \_\_\_\_\_

**Directions: Answer the questions below.**

- After the boy moves his arms forward, he —
  - drops the rope
  - picks up the rope
  - jumps over the rope
- What happens just after the boy picks up the rope?
  - The boy swings the rope.
  - The boy holds the rope behind him.
  - The boy leaves the rope lying on the ground.
- According to the selection, where is the rope before the boy picks it up?
  - In the box
  - On the ground
  - Over his head
- What is the third step in jumping rope?
 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The third step is taking the rope and swinging it over your head.

38 Unit 2 Week 2 Cold Reads D

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### On-Level

The Life Cycle of a Sunflower Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Before a baby kangaroo goes into the pocket, it —
  - is born
  - drinks milk
  - gets out of the pocket
- After the kangaroo is about one year old, what does it do?
  - Stays warm and snug
  - Drinks milk and sleeps
  - Stays outside of the pocket
- Which sentence states what happens after the baby gets bigger?
  - The baby drinks milk in the pocket.
  - The baby sleeps in its mother's pocket.
  - The baby spends more time out of the pocket.
- What does the baby kangaroo do just after it is born?
 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

It goes into the mother's pocket to keep safe.

40 Unit 2 Week 2 Cold Reads OL

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### Advanced

The Life Cycle of a Sunflower Name \_\_\_\_\_

**Directions: Answer the questions below.**

- When does the worker use dye?
  - Before the jeans are sewn
  - After the buttons are put on
  - When the jeans go to the store
- What happens after the zipper is put on?
  - The jeans go to stores.
  - The cloth is dyed blue.
  - The jeans are sewn together.
- Which sentence states what happens just after the jeans are sewn together?
  - The buttons go on.
  - The people buy them.
  - The jeans go to stores.
- When can people buy the jeans?
 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

People can buy jeans after the jeans go to stores.

42 Unit 2 Week 2 Cold Reads A

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# WEEK 8

## UNIT 2, WEEK 3

### Developing

How Do Baby Animals Grow? Name \_\_\_\_\_

**Directions: Answer the questions below.**

- The author mostly likely includes the first picture to –
  - tell a story about a bicycle
  - show how a bicycle works
  - show that washing a bike is important
- What details does the author include about bicycles?
  - Working with your mom is fun.
  - Bicycles are easy to take care of.
  - Checking tires keeps the bicycle safe.
- The author drew this selection to –
  - explain the parts of a bicycle
  - tell how to take care of a bicycle
  - inform readers where to ride a bicycle
- Why does the author include the last picture?
 

\_\_\_\_\_

To show that a bicycle needs to be repaired sometimes

\_\_\_\_\_

\_\_\_\_\_

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44 Unit 2 Week 3 Cold Reads D

### On-Level

How Do Baby Animals Grow? Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What detail does the author include to explain why the selection was written?
  - Emergency workers help keep you safe.*
  - Their cars have red and blue lights.*
  - Firefighters put out fires.*
- The author mostly likely includes information about firefighters to –
  - inform the reader of what they do
  - persuade the reader to be a firefighter
  - explain the danger of fires to the reader
- The author wrote this selection to –
  - explain what police officers drive
  - give information about emergency workers
  - encourage readers to ride in an ambulance
- Why does the author include the last paragraph?
 

\_\_\_\_\_

The author includes the last paragraph to tell us emergency workers are important

\_\_\_\_\_

\_\_\_\_\_

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46 Unit 2 Week 3 Cold Reads OL

### Advanced

How Do Baby Animals Grow? Name \_\_\_\_\_

**Directions: Answer the questions below.**

- The author mostly likely includes the second paragraph to –
  - persuade the reader to train a service animal
  - show things service animals can do
  - tell the reader how important all animals are
- What detail does the author include to support the reason the selection was written?
  - Some people might have trouble walking.*
  - Service animals help people do everyday things.*
  - This lets people know the dog is busy helping.*
- The author wrote this selection to –
  - tell how to take care of a pet
  - describe what service animals are
  - explain disabilities some people have
- Why does the author include the first paragraph?
 

\_\_\_\_\_

The first paragraph is included to explain why someone might need a service animal.

\_\_\_\_\_

\_\_\_\_\_

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48 Unit 2 Week 3 Cold Reads A



# WEEK 9

## UNIT 2, WEEK 4

### Developing

Poetry Collection \_\_\_\_\_ Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Which word from the selection rhymes with plate?
  - Can
  - Hardly
  - Wait
- Listen to this line from the selection. "I can hardly wait!" What words would you clap on?
  - I, hardly, wait
  - I, can, hardly
  - Can, hardly, wait
- Which of these lines from the poem rhymes with "I hope it is toast"?
  - My mom calls,
  - "Breakfast is ready!"
  - Since I like it the most.
- What line from the poem rhymes with the line "I get out of bed"?
 

.....My tummy wants to be fed.....

.....

.....

.....

50 Unit 2 Week 4 Cold Reads D

### On-Level

Poetry Collection \_\_\_\_\_ Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Listen to this line from the selection. "All it takes is a line". What words would you clap on?
  - All, it, line
  - It, takes, line
  - All, takes, line
- Which word from the selection rhymes with away?
  - Day
  - Moo
  - Line
- Which line from the poem rhymes with the line "now my lines are curled"?
  - To draw what I see
  - To make a new world.
  - Goats and chickens, too.
- What line from the poem rhymes with the line "All made by me"?
 

.....to draw what I see.....

.....

.....

.....

52 Unit 2 Week 4 Cold Reads OL

### Advanced

Poetry Collection \_\_\_\_\_ Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Which line from the selection rhymes with the line "I tap and tap"?
  - I clap and clap.
  - I move all around
  - When I hear that sound.
- Which word from the selection rhymes with sound?
  - Slow
  - Music
  - Around
- Which of these lines from the poem rhymes with the line "I feel the beat"?
  - It is in my feet.
  - The music is in me,
  - Can't you see?
- What line from the poem rhymes with the line "I never miss a chance"?
 

.....Music makes me dance.....

.....

.....

.....

54 Unit 2 Week 4 Cold Reads A

# WEEK 10

## UNIT 2, WEEK 5

### Developing

Bigger Shoes for the Big Race Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What is the setting of the selection?
  - Park
  - Store
  - House
- Who says, "I will help you learn to ride"?
  - Tim
  - Father
  - Mother
- Which line from the selection is said by Tim?
  - Your part is to use the pedals to make the bike go.*
  - I am not sure I can ride by myself.*
  - You will have so much fun riding your bike!*
- Which element of drama are Mother and Tim?
 

.....Mother and Tim are characters.....

.....

.....

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56 Unit 2 Week 5 Cold Reads D

### On-Level

Bigger Shoes for the Big Race Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What is the setting of the selection?
  - Park
  - Kitchen
  - Bedroom
- Who asks, "May I add the spices"?
  - Lisa
  - Jimmy
  - Mother
- Which line from the selection is said by Lisa?
  - "What a fun bike ride."*
  - "You cannot have chili without tomatoes!"*
  - "Jimmy, get the chili pot out!"*
- What is the main element used by the author to tell what the characters are saying?
 

.....The main element used by the author to tell what the.....

.....characters are saying is dialogue.....

.....

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58 Unit 2 Week 5 Cold Reads OL

### Advanced

Bigger Shoes for the Big Race Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What is an example of the dialogue from the selection?
  - A pet store*
  - Teacher and Mai*
  - "You did well on the car ride."*
- Which line is said by Teacher?
  - "Now, be good."*
  - "Why isn't he sitting?"*
  - "I guess he got tired of waiting."*
- Which character says, "I will take a look at everyone down the row."?
  - Mai
  - Teacher
  - Ranger
- Describe the setting of this selection.
 

.....The selection takes place during a dog class at a pet store.....

.....

.....

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60 Unit 2 Week 5 Cold Reads A

# WEEK 11

## UNIT 3, WEEK 1

### Developing

The Ant and the Grasshopper Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What will the mice do when they hear a bell?
  - Talk
  - Walk
  - Run away
- What happens when Old Mouse asks who will put the bell on Cat?
  - The mice say no.
  - Young Mouse says yes.
  - The mice all stop talking.
- What happens after Old Mouse says, *"This is no good! We never know when Cat is near!"*?
  - Cat comes near the mice.
  - The mice think of a way to fix the problem.
  - The younger mice say Old Mouse should decide.
- Why does the solution that Young Mouse comes up with not work?
 

No one wants to put the bell on Cat's neck.

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\_\_\_\_\_

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62 Unit 3 Week 1 Cold Reads D

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### On-Level

The Ant and the Grasshopper Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Ant's problem is that —
  - Fox wants to eat her
  - Dove cannot reach her
  - she trips and falls into the water
- What happens when Dove sees Ant?
  - She bites Fox's foot.
  - She helps her to safety.
  - She flies to a high branch.
- How is Dove's problem resolved?
  - She flies to save Ant.
  - Fox helps her to safety.
  - Ant bites Fox to keep Dove safe.
- What is Dove's problem in the selection?
 

Fox wants to eat Dove.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

64 Unit 3 Week 1 Cold Reads OL

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### Advanced

The Ant and the Grasshopper Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What is Crow's problem at the beginning of the selection?
  - Crow cannot find home.
  - Crow is tired and needs water.
  - Crow is hurt and can no longer fly.
- When Crow finds the pitcher, he sees that —
  - it has no water
  - the water is at the bottom
  - there is enough water to drink
- How is Crow's problem resolved?
  - He looks for water until he finds a large puddle of water.
  - He drops pebbles until the water reaches the top of the pitcher.
  - He flies to his home where he knows there will be water to drink.
- What happens after the water is at the top of the pitcher?
 

Crow can get a drink.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

66 Unit 3 Week 1 Cold Reads A

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# WEEK 12

## UNIT 3, WEEK 2

### Developing

The Clever Monkey Name \_\_\_\_\_

**Directions: Answer the questions below.**

- The author most likely wrote this selection to —
  - persuade the reader to like spiders
  - inform the reader about spiders and snakes
  - entertain the reader with a clever story about a spider
- Why does the author include Tiger saying, “*You are small and weak*”?
  - To describe what Spider looked like
  - To show why Spider wanted to trick Snake
  - To explain why Tiger went to look for Snake
- Read these sentences from the selection.
 

*He let Spider tie his tail to the branch.  
“Now you cannot get free!” said Spider.*

 Why does the author include these sentences?
  - To show that Spider is clever
  - To tell a joke about Spider and Snake
  - To show that snakes are smarter than spiders
- Read this sentence from the selection.
 

*“Tiger said you are not long,” Spider told Snake.*

 Why does the author include Spider saying this?  
 To give Snake a reason to prove he is longest and allow Spider to trick Snake.

68 Unit 3 Week 2 Cold Reads D

### On-Level

The Clever Monkey Name \_\_\_\_\_

**Directions: Answer the questions below.**

- The author most likely wrote “Spider and Turtle” to —
  - teach a lesson about animals
  - persuade the reader to study spiders
  - entertain the reader with a clever story
- Why does the author use the word crawled?
  - To describe how Turtle eats
  - To tell why Turtle goes on a walk
  - To show that Turtle moves slowly
- Read these sentences from the selection.
 

*Turtle came back. He saw there was no food. He knew he had been tricked.*

 Why does the author include these sentences?
  - To explain how to wash your hands
  - To explain to the reader how to be a friend
  - To show that one of the characters is clever
- Read these sentences from the selection.
 

*“I have been crawling all day. Could you share your dinner?”*

 Why does the author include this information?  
 To explain to the reader how hungry Turtle is.

70 Unit 3 Week 2 Cold Reads OL

### Advanced

The Clever Monkey Name \_\_\_\_\_

**Directions: Answer the questions below.**

- The author most likely wrote this selection to —
  - teach that beans are good for you
  - entertain with a clever story about a spider
  - persuade the reader to study grasshoppers
- Why does the author include “*Beans were the food Spider liked best.*”?
  - To describe how hungry Spider was
  - To explain why Spider said he was going outside
  - To explain why Spider hid the beans under his hat
- Why does the author include “*Spider ran home.*”?
  - To show Spider was uneasy
  - To describe his favorite activity
  - To explain how Spider got home
- Read this sentence from the selection.
 

*Spider went into the kitchen instead, where he found a pot of beans.*

 Why does the author have Spider go into the kitchen?  
 The author includes Spider going into the kitchen to show the reader that Spider knows he is being tricked and Ant does have beans.

72 Unit 3 Week 2 Cold Reads A

# WEEK 13

## UNIT 3, WEEK 3

### Developing

Poetry Collection \_\_\_\_\_ Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Which line from the selection has two words that begin with the same sound?
  - At night in bed*
  - And soon I dream*
  - For flying.*
- Which words are repeated in the selection?
  - I'm flying*
  - I'm up*
  - I'll see you*
- Which words from the selection rhyme?
  - dream/flying*
  - hay/away*
  - bay/flying*
- What rhyme pattern does the author use?
 

.....  
 The author rhymes the first two lines of each stanza but not  
 .....  
 the last two lines of each stanza.  
 .....

74 Unit 3 Week 3 Cold Reads D

### On-Level

Poetry Collection \_\_\_\_\_ Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Which word is repeated in the selection?
  - twist*
  - loop*
  - hop*
- Which line from the selection has two words that begin with the same sound?
  - My grandma says, "Sit still."*
  - My grandma is almost done.*
  - I'm ready to have fun!*
- Which words from the selection rhyme?
  - twist/hair*
  - tie/done*
  - still/will*
- How does the author use repetition of the words like "twist," "scratch," "squirm," and "sigh" in this poem?
 

.....  
 The author repeats the same word three times in most of the  
 .....  
 stanzas, for example, "Twist, twist, twist" or "Sigh, sigh, sigh."  
 .....

76 Unit 3 Week 3 Cold Reads OL

### Advanced

Poetry Collection \_\_\_\_\_ Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Which line from the poem contains an example of alliteration?
  - Tonight I let my puppy down.*
  - Right underneath my chair*
  - I looked into his big, brown eyes*
- Which line from the selection contains two words that begin with the same sound?
  - No brussels sprouts or spinach leaves*
  - He waits each night so patiently*
  - I'm most eager to share*
- Which words from the selection rhyme?
  - down/understand*
  - hand/chair*
  - right/night*
- How does the author use rhyme in these lines?
 

*Tonight I let my puppy down.  
 He didn't understand.  
 No brussels sprouts or spinach leaves  
 To nibble from my hand.*

.....  
 The author creates rhyme by using the words "understand"  
 and "hand."  
 .....

78 Unit 3 Week 3 Cold Reads A

# WEEK 14

## UNIT 3, WEEK 4

### Developing

The Cow and the Tiger Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Why does Wolf want Goat's lunch?
  - Wolf is mean.
  - Wolf is hungry.
  - Wolf likes shady trees.
- How does Wolf try to get Goat to come down?
  - He says there are shady trees.
  - He says he will not eat her lunch.
  - He says he will share his lunch with her.
- Goat keeps her lunch by —
  - hiding it
  - not talking to Wolf
  - staying on top of the hill
- Describe where the selection takes place.  
 The story takes place on a hill with shady trees below it. ....  
 \_\_\_\_\_  
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80 Unit 3 Week 4 Cold Reads D

### On-Level

The Cow and the Tiger Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What problem do Fox and Cat have?
  - Dog chases them.
  - Dog barks at them.
  - Dog eats their food.
- Where are Fox and Cat eating dinner?
  - At home
  - At the park
  - In the back yard
- When Fox hears Dog barking, Fox cannot —
  - make up his mind
  - run away fast enough
  - run up the tree like Cat
- How does Cat save her dinner?  
 Cat runs up the tree and takes her food and drink with her. ....  
 \_\_\_\_\_  
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 \_\_\_\_\_

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82 Unit 3 Week 4 Cold Reads OL

### Advanced

The Cow and the Tiger Name \_\_\_\_\_

**Directions: Answer the questions below.**

- How does Peacock see his colorful feathers?
  - He sees himself in a mirror.
  - He sees himself in the river.
  - He turns around and looks at them.
- Why are Peacock and Crane at the river?
  - To catch fish
  - To swim in the water
  - To get a drink of water
- Just after Peacock tells Crane his feathers look like dust, Crane —
  - flies away
  - starts to cry
  - calls Peacock names
- How does Crane feel about his feathers?  
 Crane likes his useful feathers that let him fly. ....  
 \_\_\_\_\_  
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84 Unit 3 Week 4 Cold Reads A

# WEEK 15

## UNIT 3, WEEK 5

### Developing

Thumbs Up for Art and Music! Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What does the author want readers to think about kittens?
  - They are not fun.
  - They are great pets.
  - They are a lot of work.
- Why does the author think kittens make good friends?
  - They play.
  - They are small.
  - They grow fast.
- The author thinks that because kittens are small they can —
  - get hurt
  - chase toys
  - purr loudly
- Does the author feel the same way about cats as he or she does about kittens? How do you know?
 

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*The author does not feel the same way about cats and kittens. The author only mentions cats at the very end of the selection.*

86 Unit 3 Week 5 Cold Reads D

### On-Level

Thumbs Up for Art and Music! Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Why does the author make cups and bowls?
  - Cups and bowls are colorful.
  - Cups and bowls can be used.
  - The author cannot make other things.
- What does the author want readers to think about making things with clay?
  - You will get bored.
  - You can get messy.
  - Making things from clay is fun.
- Which sentence tells a reason the author likes using the wheel?
  - You push the clay over and under.*
  - You can watch the clay grow into a cup or bowl on the wheel.*
  - Then, you can use paint to make your cup or bowl full of color.*
- What makes this text a persuasive text?
 

\_\_\_\_\_

*The author wants us to think that working with clay is fun.*

88 Unit 3 Week 5 Cold Reads OL

### Advanced

Thumbs Up for Art and Music! Name \_\_\_\_\_

**Directions: Answer the questions below.**

- How does the author feel about playing the flute?
  - The author wants to play something else.
  - The author really enjoys playing the flute.
  - The author wants to play the flute in a band.
- What does the author want readers to think about the flute?
  - Playing the flute is hard.
  - You can always find the flute.
  - The flute makes a pretty sound.
- One reason the author likes the flute is —
  - it is long and has keys
  - it is played by blowing into it
  - it can be played alone or with others
- What might the selection persuade a reader to do?
 

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*The selection could persuade a reader to listen for flutes in music or even to learn to play the flute.*

90 Unit 3 Week 5 Cold Reads A

# WEEK 16

## UNIT 4, WEEK 1

### Developing

Through Georgia's Eyes Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Lois found out as a little girl that she —
  - loved to paint
  - learned from the Kiowa Five
  - could change the world of art
- What happened when Lois worked with the Kiowa Five?
  - She was told what to paint.
  - She learned a lot about art.
  - She learned to paint plants.
- Instead of only painting shapes, Lois started —
  - studying art
  - painting people
  - working with men
- Why could Kiowa women artists be thankful to Lois?
 

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92 Unit 4 Week 1 Cold Reads D

### On-Level

Through Georgia's Eyes Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Which sentence shows what happened when Pablo's father taught him how to paint?
  - "Please, Dad, show me again," Pablo Picasso said.
  - His father was a painting teacher.
  - At age seven, Pablo learned how to draw humans.
- Pablo's father knew how to show Pablo how to paint because he —
  - owned a museum
  - was a famous artist
  - was a painting teacher
- Pablo learned how to draw humans after he —
  - went to art school
  - started studying painting
  - became a well-known artist
- Why was Pablo thankful to his father?
 

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94 Unit 4 Week 1 Cold Reads OL

### Advanced

Through Georgia's Eyes Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Romare's home was filled with visitors who liked art because —
  - his family loved music and art
  - his father was a famous musician
  - they enjoyed watching his father play piano
- Romare became a baseball player because he —
  - wanted to paint
  - played the piano
  - liked sports more than art
- What did Romare study in college?
  - Art
  - Music
  - Baseball
- Why did Romare stop playing baseball?
 

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96 Unit 4 Week 1 Cold Reads A



# WEEK 17

## UNIT 4, WEEK 2

### Developing

Jackie Robinson Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Which sentence has a phrase that shows the events are in time order?
  - December 1, 1955, seemed like any other day to Rosa Parks.
  - She sat on a seat.
  - She believed the law was unfair.
- Which of these events from the selection happened first?
  - Rosa sat on a seat.
  - Rosa was asked to give up her seat.
  - Rosa left work and walked to the bus.
- Which sentence from the selection shows what happened after Rosa walked to the bus?
  - She left work tired.
  - She pulled herself up the steps of the bus.
  - She believed the law was unfair.
- What happened after Rosa was asked to give up her seat?
 

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Rosa did not get up.

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98 Unit 4 Week 2 Cold Reads D

### On-Level

Jackie Robinson Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What happened last in the selection?
  - Samantha worried about war with the Soviet Union.
  - The leader of the Soviet Union asked Samantha to visit.
  - The United States and Soviet Union did not get along.
- Which sentence shows what happened after Samantha wrote the letter?
  - Samantha Smith grew up in the United States in the 1980s.
  - She wanted to change the world.
  - He asked her to visit the Soviet Union.
- Which sentence shows what Samantha wrote in the letter?
  - The United States and the Soviet Union had not been getting along.
  - She wrote a letter to the leader of the Soviet Union.
  - She asked if he planned to have a war with the United States.
- What happened before Samantha wrote the letter?
 

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Samantha worried about the United States and Soviet Union

\_\_\_\_\_

\_\_\_\_\_

not getting along.

100 Unit 4 Week 2 Cold Reads OL

### Advanced

Jackie Robinson Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Which sentence contains a phrase that shows the selection is written in time order?
  - Leonardo Da Vinci lived in the 1400s and the 1500s.
  - He made a clock that worked better than other clocks.
  - He even drew objects that were meant to help people fly.
- What did Leonardo invent before he made the clock work better?
  - Airplane
  - Bridge
  - Cart
- Which sentence from the selection shows what Leonardo did when he had an idea?
  - He liked to learn about the world around him.
  - He drew pictures of his ideas in notebooks almost every day.
  - He even drew objects that were meant to help people fly.
- What happened after Leonardo made the machine to show how the wind moves?
 

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Leonardo invented a moving bridge.

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102 Unit 4 Week 2 Cold Reads A

# WEEK 18

## UNIT 4, WEEK 3

### Developing

Before the Railroad Came Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What does Harriet's brother give her as a gift?
  - A dress
  - A sewing machine
  - Needles and thread
- What is the big idea of the last paragraph?
  - Learning to sew can be hard.
  - Sewing machines will make sewing easier.
  - Sewing with needle and thread is not easy.
- The theme of the selection is —
  - Harriet is a good dressmaker
  - machines make doing things faster
  - sewing with needle and thread is hard
- What does the following sentence from the selection tell you about sewing without a sewing machine?
 

*If took her a long time to make a dress. She had to sew all the pieces together. She had to use a needle and thread.*

.....  
 Sewing with a needle and thread was hard and took a  
 long time.

104 Unit 4 Week 3 Cold Reads D

### On-Level

Before the Railroad Came Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What did Charlie see in the workshop window?
  - A letter
  - A pretty glow
  - A piece of glass
- What is the big idea of the first paragraph?
  - Charlie's new bulb
  - Charlie's coming to the workshop
  - Mr. Edison's work in his workshop
- The theme of the selection is —
  - asking questions is good
  - ideas come from workshops
  - learning new things is important
- What can you tell about Mr. Edison based on the details in the selection?
 

Mr. Edison liked to think of new things and make them.....  
 .....  
 .....

106 Unit 4 Week 3 Cold Reads OL

### Advanced

Before the Railroad Came Name \_\_\_\_\_

**Directions: Answer the questions below.**

- How did Rachel's father come home from work?
  - Afraid
  - Angry
  - Happy
- How did the new machine help in making cars?
  - It took a long time to put together a car.
  - It could make more cars than people could in the same time.
  - It put together the same number of cars as people could in the same time.
- The theme of the selection is —
  - people are faster than machines
  - making cars is a hard job for a machine
  - machines take less time to make things
- What does this sentence from the selection tell you about making cars before machines were there?
 

*"It took more than 12 hours," said Rachel's father.*

It took people a long time to make cars.....  
 .....

108 Unit 4 Week 3 Cold Reads A

# WEEK 19

## UNIT 4, WEEK 4

### Developing

What Is the Story of Our Flag?  
The First American Flag

Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Both selections are about —
  - jobs
  - pets
  - dogs
- The second selection is different from the first because it is about —
  - dogs as pets
  - jobs that dogs have
  - teaching a dog to sit
- How are the dogs in the first selection like the dogs in the second selection?
  - The dogs eat treats.
  - The dogs need training.
  - The dogs help the police.
- Read the second selection. How can a dog help kids?
 

A reading buddy dog helps kids learn to read.....

.....

.....

110 Unit 4 Week 4 Cold Reads D

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### On-Level

What Is the Story of Our Flag?  
The First American Flag

Name \_\_\_\_\_

**Directions: Answer the questions below.**

- The first selection is mainly about —
  - printing books
  - reading books
  - carrying books
- Both selections contain details about —
  - books with pages
  - carrying heavy books
  - using pens to write books
- The second selection is mainly about —
  - writing books
  - reading books
  - printing books
- How are machines used in both selections?
 

In the first selection, machines print books faster. In the second selection, e-readers can hold many books.....

.....

112 Unit 4 Week 4 Cold Reads OL

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### Advanced

What Is the Story of Our Flag?  
The First American Flag

Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Both selections are about —
  - France
  - park rangers
  - the Statue of Liberty
- Both selections include details about —
  - France
  - United States
  - New York City
- The second selection is mainly about —
  - how the statue was built
  - climbing to the crown of the statue
  - how park rangers work at the Statue of Liberty
- How are the two selections different?
 

The first selection is about visiting the Statue of Liberty. The second selection is about how and where the statue was built.

.....

.....

114 Unit 4 Week 4 Cold Reads A

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# WEEK 20

## UNIT 4, WEEK 5

### Developing

Eleanor Roosevelt Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What is the central idea of the selection?
  - Grace Hopper liked to invent things.
  - Grace Hopper built the first American computer.
  - Grace Hopper loved knowing how machines work.
- What detail shows that Grace was good at her work?
  - She joined the Navy.
  - She won many awards.
  - She studied math and science.
- What happened to Grace after World War II?
  - She joined the Navy.
  - She took a clock apart.
  - She helped write computer programs.
- How does the author show that Grace was curious?
 

\_\_\_\_\_

\_\_\_\_\_

The author shows that Grace was curious by telling about how \_\_\_\_\_

\_\_\_\_\_

she took apart a clock to see how it worked.

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116 Unit 4 Week 5 Cold Reads D

### On-Level

Eleanor Roosevelt Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What is the central idea of the selection?
  - Clara Barton did office work.
  - Clara Barton studied to be a nurse.
  - Clara Barton wanted to help people.
- What did Clara do during the war?
  - She fought bravely.
  - She wrote newspaper articles about the war.
  - She carried medicine to help people who were hurt.
- Which is the main idea of paragraph 2?
  - Clara became a nurse after the war.
  - Clara brought the Red Cross to America.
  - Clara worked all over the world after the war.
- How does the author show that Clara wanted to help people after the war?
 

\_\_\_\_\_

\_\_\_\_\_

The author shows that Clara wanted to help people after the war \_\_\_\_\_

\_\_\_\_\_

by telling about how she worked with the Red Cross.

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118 Unit 4 Week 5 Cold Reads OL

### Advanced

Eleanor Roosevelt Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What is the central idea of the selection?
  - Morris Frank could not see.
  - Morris Frank had a helper dog named Buddy.
  - Morris Frank trained dogs to help people who could not see.
- Morris helped to train Buddy so that the dog would —
  - not bark
  - help him
  - protect him
- An important idea in this selection is that dogs —
  - are playful
  - can help people
  - are good friends
- Why do we know Morris Frank today?
 

\_\_\_\_\_

\_\_\_\_\_

He brought the school for "seeing-eye dogs" to the United \_\_\_\_\_

\_\_\_\_\_

States.

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120 Unit 4 Week 5 Cold Reads A

# WEEK 21

## UNIT 5, WEEK 1

### Developing

Every Season Name \_\_\_\_\_

**Directions: Answer the questions below.**

- How do you know this selection is an informational text?
  - It states facts about storms.
  - It gives opinions about storms.
  - It provides reasons to like storms.
- What should you do after you seek shelter?
  - Drive to safety
  - Turn on the radio
  - Find your umbrella
- What should you do first during a storm?
  - Find a building so you can stay dry.
  - Go outside to know where the storm is found.
  - Turn on the radio or TV to hear about the storm.
- Write a word or phrase that tells one way to stay safe during a storm.
 

Go inside the house or find a place to stay dry.....

\_\_\_\_\_

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122 Unit 5 Week 1 Cold Reads D

### On-Level

Every Season Name \_\_\_\_\_

**Directions: Answer the questions below.**

- How do you know this selection is an informational text?
  - The author gives facts about weather maps.
  - The author gives reasons to learn about weather maps.
  - The authors gives his opinion about how good weather maps are.
- What is the first step to making a map?
  - Put information on the weather map
  - Go outside and play when it is sunny
  - Use tools to guess what the weather will be
- What do scientists do right before they share the weather map?
  - Find different tools
  - Guess the weather
  - Put information on the map
- What happens after scientists share the map?
 

I can decide whether or not to go outside and if I need an umbrella.....

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

124 Unit 5 Week 1 Cold Reads OL

### Advanced

Every Season Name \_\_\_\_\_

**Directions: Answer the questions below.**

- How do you know this selection is an informational text?
  - The author gives his opinion about snow.
  - The author tells how thundersnow is formed.
  - The author gives reasons to play in the snow.
- What sentence from the selection gives details about how thundersnow forms?
  - You know what thunder is.
  - Thundersnow is a mix of snow, thunder, and lightning.
  - It is caused by cold air sitting on top of warm air that is close to the ground.
- What happens after the cold air makes it snow during thundersnow?
  - The snow stays on roads.
  - Warm air makes thunder and lightning.
  - Thundersnow happens all around the world.
- Write a detail that tells one effect of cold air on the weather.
 

Cold air makes it snow.....

\_\_\_\_\_

\_\_\_\_\_

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126 Unit 5 Week 1 Cold Reads A

# WEEK 22

## UNIT 5, WEEK 2

### Developing

Seasons Around the World Name \_\_\_\_\_

**Directions: Answer the questions below.**

1 What information from the selection does the graphic help you understand?

- The moon can be seen at night.
- People can fly rockets to the moon.
- Men landed on the surface of the moon.

---

2 Which sentence from the selection is supported by the graphic?

- About once a month you can see the whole lit side of the moon.
- People have gone to the moon in rockets.
- Scientists have even done tests to find water on the moon.

---

3 What information do you learn from the graphic?

- It shows a full moon.
- It shows a part of the moon.
- It shows water is on the moon.

---

4 Write a sentence about how the labels help you understand the graphic.

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128 Unit 5 Week 2 Cold Reads D

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### On-Level

Seasons Around the World Name \_\_\_\_\_

**Directions: Answer the questions below.**

1 What sentence from the selection is supported by the graphic?

- It is time for you to get up.
- While you are going about your day, Earth is moving around the sun.
- Then you lie in your bed to go to sleep.

---

2 What information from the selection does the graphic help you understand?

- The sun rises.
- Earth travels around the sun.
- The sun tells you when to wake up in the morning.

---

3 What information do you learn from the graphic?

- Earth is far away from the sun.
- Some parts of Earth have day all the time.
- It is day in the part of Earth that faces the sun.

---

4 How do the labels help you understand the graphic?

\_\_\_\_\_

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130 Unit 5 Week 2 Cold Reads OL

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### Advanced

Seasons Around the World Name \_\_\_\_\_

**Directions: Answer the questions below.**

1 What information from the selection does the graphic help you understand?

- How tall an evergreen tree is
- How an evergreen tree grows
- The parts of an evergreen tree

---

2 What sentence from the selection is supported by the graphic?

- You may have seen one, because they grow in many areas.
- Evergreen trees have needles, not leaves.
- The sap from these trees is very sticky!

---

3 What information is shown in the graphic?

- Pine cones grow on the branches.
- Trees need sunlight to grow pine needles.
- Evergreen trees are used as Christmas trees.

---

4 Write a sentence describing how the labels help you understand the graphic.

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132 Unit 5 Week 2 Cold Reads A

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# WEEK 23

## UNIT 5, WEEK 3

### Developing

In Spring Name \_\_\_\_\_

**Directions: Answer the questions below.**

- The author wants the reader to think —
  - walking trails are a waste of money
  - food stands are important for the town park
  - walking trails are healthier than food stands
- What is the author trying to persuade readers to support?
  - Town parks
  - Food stands
  - Walking trails
- What is a reason the author gives that supports her opinion?
  - Friends can have a place to eat together.
  - Food stands are a place to sell healthy foods.
  - Walking trails provide somewhere to enjoy fresh air.
- What is the author's opinion of building food stands in the town park? Use text evidence.
 

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134 Unit 5 Week 3 Cold Reads D

### On-Level

In Spring Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What is the author trying to persuade the reader to support?
  - A class visit to a farm
  - Riding horses on the farm
  - Visiting a farm in the spring
- What is one of the reasons the author uses in support of the class trip?
  - The farm is big.
  - The pigs are funny.
  - The horses are scary.
- The author wants the reader to think —
  - farms are fun
  - cows are interesting
  - class trips are boring
- Write a sentence telling the reason the author gave to persuade the teacher to go to the farm.
 

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136 Unit 5 Week 3 Cold Reads OL

### Advanced

In Spring Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What is one reason the author uses in support of taking a Spanish class?
  - You can laugh in class.
  - He can listen to the radio in Spanish.
  - He likes being able to say words in two languages.
- What is the author trying to persuade readers to do?
  - Speak two languages
  - Listen to Spanish radio
  - Think before they speak
- The author wants the reader to think —
  - language makes you smart
  - speaking another language is good
  - listening to Spanish makes your brain tired
- What is a reason the author uses to persuade you to learn to speak a new language?
 

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138 Unit 5 Week 3 Cold Reads A

# WEEK 24

## UNIT 5, WEEK 4

### Developing

My Autumn Book

Directions: Answer the questions below.

- 1 Mike is wrapping a surprise for —  
 Gina  
 his sister  
 his mother
- 2 Which sentence from the selection helps you determine the theme?  
 Mike wanted to surprise his mother with a gift.  
 When he got to his house, Mike ran up to his room.  
 His sister Gina was home!
- 3 The theme of the selection is —  
 getting help is always best  
 doing something on your own is important  
 all children should get surprises for their moms
- 4 How does the following sentence from the selection help you determine the theme?  

*He could ask her for help!*

He wanted help from Gina but wanted to wrap the gift by \_\_\_\_\_  
himself.

140 Unit 5 Week 4 Cold Reads D

### On-Level

My Autumn Book

Directions: Answer the questions below.

- 1 Which sentence helps you determine the theme?  
 *Their toy rocket stood in the hall.*  
 *It was boring to sit inside all day.*  
 *They could pretend to be space men in the house!*
- 2 Which sentence tells what Juan and Mario are doing?  
 The boys are playing outside.  
 The boys are creating a game.  
 The boys are playing with toys.
- 3 The theme of the selection is —  
 pretending is more fun than toys  
 new ideas for games help time pass  
 games are more fun inside than outside
- 4 How do the following sentences from the selection help you determine the theme?  

*They had so much fun. They did not learn that the rain had stopped until their mom asked why they were still inside now that the sun was out.*

The boys didn't realize so much time had passed because \_\_\_\_\_  
they were playing a new game and having fun.

142 Unit 5 Week 4 Cold Reads OL

### Advanced

My Autumn Book

Directions: Answer the questions below.

- 1 Which sentence describes what Josh is doing?  
 He is driving to his grandfather's house.  
 He is walking to his grandfather's house.  
 He is riding in a boat to his grandfather's house.
- 2 Which sentence describes how Josh felt about his trip?  
 Josh did not get wet.  
 He felt the warmth of the sun on his back.  
 Josh was happy he got to ride!
- 3 The theme of the selection is —  
 trying new things can be fun  
 you can get wet when riding in a boat  
 it is important to see your grandparents
- 4 How do the following sentences from the selection help you determine the theme?  

*He had never been on a boat. He was not sure what it would be like.*

Even though Josh had never tried riding in a boat before, he \_\_\_\_\_  
tried it and liked it.

144 Unit 5 Week 4 Cold Reads A



# WEEK 25

## UNIT 5, WEEK 5

### Developing

Signs of Winter Name \_\_\_\_\_

**Directions: Answer the questions below.**

- The sun is very far from Earth. Where can you find information about this?
  - Words
  - Picture
  - Both
- Where can you find information about how big the sun is?
  - Words
  - Picture
  - Both
- The picture helps the reader understand —
  - how hot the sun is
  - how fast light from the sun travels
  - how much larger the sun is than Earth
- How far from Earth is the sun? Give an example from the words and an example from the picture.
 

The sun is 92.22 million miles away from Earth. It would take

177 years to travel from Earth to the sun.

146 Unit 5 Week 5 Cold Reads D

### On-Level

Signs of Winter Name \_\_\_\_\_

**Directions: Answer the questions below.**

- What tells you that bananas grow from a flower?
  - Words
  - Pictures
  - Both
- How do the pictures help to explain the name for a bunch of bananas?
  - The bunch looks like a hand.
  - The bunch looks like a finger.
  - The bunch looks like a flower.
- The picture of the banana plant helps the reader understand that —
  - banana flowers smell good
  - many bananas grow on each plant
  - only one banana grows on each plant
- When do bananas taste best? Use details from the selection in your answer.
 

They taste good when they are yellow. They taste good when

they have some brown spots.

148 Unit 5 Week 5 Cold Reads OL

### Advanced

Signs of Winter Name \_\_\_\_\_

**Directions: Answer the questions below.**

- Where do you learn what **fossil** means?
  - Words
  - Picture
  - Both
- Where do you learn about the tool scientists use to look at fossils more carefully?
  - Words
  - Picture
  - Both
- The picture is included in the selection to show that —
  - only animals are fossils
  - fossils help us unlock the past
  - brushes are used to remove the dirt from fossils
- Give two details about fossils that are in the selection but **not** in the picture.
 

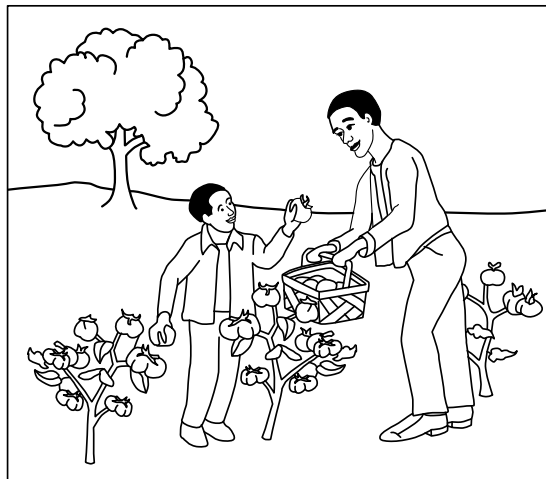
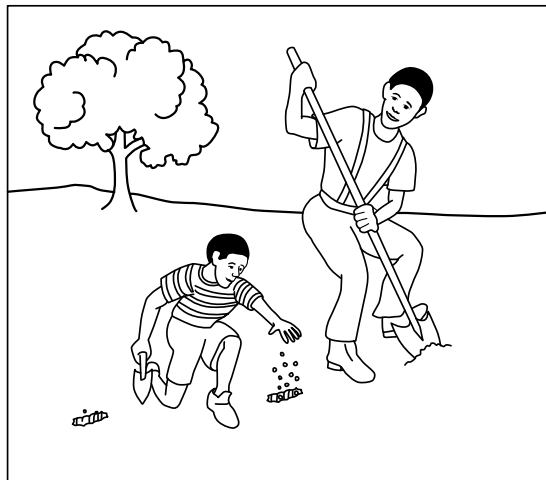
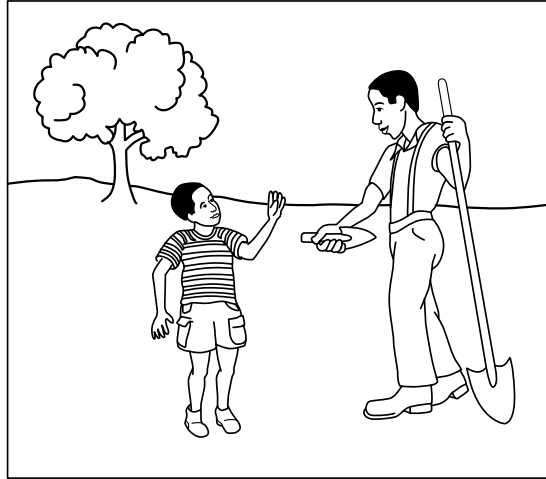
Fossils can be plants. Fossils can be insect wings.

150 Unit 5 Week 5 Cold Reads A



Directions: Look at the pictures. Then answer the questions.

# In the Garden



**Directions: Answer the questions below.**

**1** Why is the boy outside?

- to tell a story
  - to eat a snack
  - to plant a garden
- 

**2** What does the dad do?

- eat
  - read
  - help
- 

**3** At the end of the story, the boy feels —

- sad
  - angry
  - happy
- 

**4** What does the boy do with the tomatoes?

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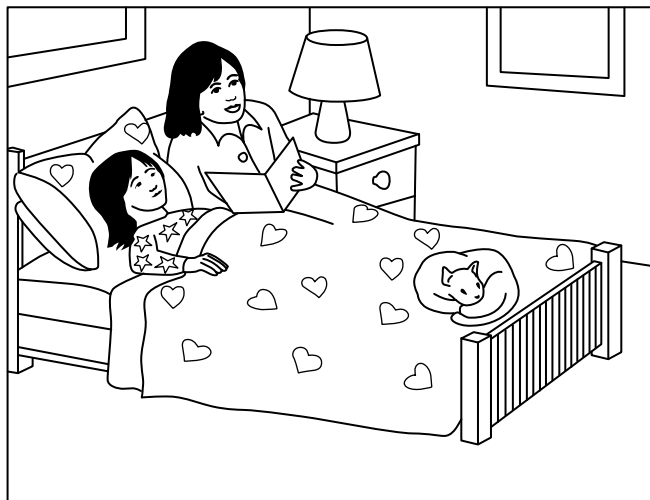
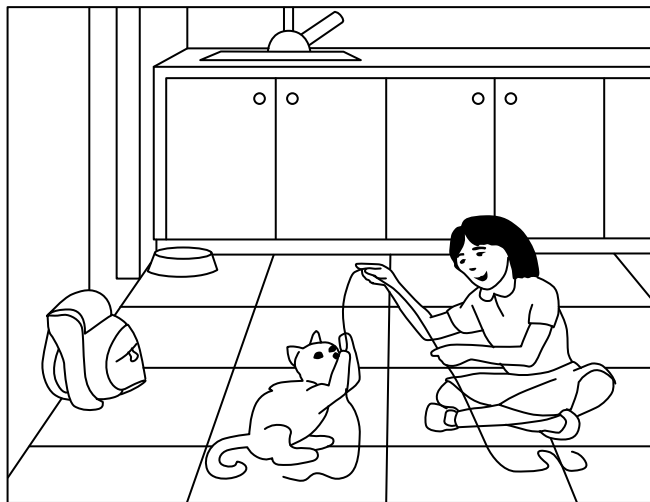
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Directions: Look at the pictures. Then answer the questions.

# A Girl and Her Kitten



**Directions: Answer the questions below.**

- 1** What does the girl do \_\_\_\_?
- She goes to school.
  - She feeds the kitten.
  - She reads with her mom.
- 

- 2** When does the girl read a story with her mom?
- before she goes to sleep
  - before she goes to school
  - before she feeds the kitten
- 

- 3** When the girl plays with her kitten, she feels —
- angry
  - happy
  - sleepy
- 

- 4** What does the girl do in the afternoon?
- 
- 
- 
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Directions: Read the selection. Then answer the questions.

# A New Game

It is a sunny day. Ava and Rob have nothing to do.	12
They want to play.	16
“Let’s throw the ball,” Ava says.	22
“That’s boring,” Rob says.	26
Ava sees some hoops. “I have an idea.”	34
Ava puts the hoops on the grass.	41
“Try to get the ball in the hoop. If you get it in, pick up the hoop. If you miss, it is my turn. The person with the most hoops wins.”	56 69 72
Rob nods his head. “That sounds like a fun game.” He tosses the ball.	83 86
“My turn!” Ava yells.	90

**Directions: Answer the questions below.**

**1** How do Ava and Rob feel \_\_\_\_\_ they start the new game?

- bored
  - happy
  - scared
- 

**2** What do Ava and Rob want to do?

- run
  - play
  - sleep
- 

**3** Just after Rob says he does not want to throw the ball, Ava —

- goes home
  - gets some hoops
  - has an idea
- 

**4** How does Rob feel about the new game?

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Directions: Look at the pictures. Then answer the questions.

# A Fall Day



**Directions: Answer the questions below.**

**1** Where is the family while they rake the leaves?

- at school
  - in the park
  - in the yard
- 

**2** The season is —

- fall
  - spring
  - winter
- 

**3** Where is the family at the end of the story?

- outside
  - in the kitchen
  - in a bedroom
- 

**4** What details from the story show the season?

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Directions: Look at the pictures. Then answer the questions.

# Friends



**Directions: Answer the questions below.**

**1** Where are the boy and girl?

- at home
  - in a park
  - at school
- 

**2** Where are the friends sitting?

- on a rug
  - at a table
  - on a bench
- 

**3** The friends are drawing —

- in the gym
  - in their classroom
  - at the playground
- 

**4** What details from the story show where the friends are?

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**Directions: Read the selection. Then answer the questions.**

# Bad Puppy!

“Max, don’t do that!” Katie yells at her puppy. Max is in the trash in the kitchen. Katie cleans up the mess.	11
“Bad puppy!”	22
Max wags his tail. He runs to her bedroom. “No, Max, we need to go for a walk.”	24
Crash! Katie’s blocks fall down. The blocks are all over the floor. Katie bends down to pick them up.	35
“Max! I worked so hard on that one. Bad puppy!”	42
Max says, “Woof!” Katie brings the leash. “Max, sit!” she says. Max sits and licks her face.	51
“Aw, Max, I like you, too,” Katie says. She gives her puppy a hug.	61
	71
	80
	88
	99
	102

**Directions: Answer the questions below.**

**1** Where are Katie and Max?

- at home
  - at school
  - at the park
- 

**2** Where does Max knock down Katie's blocks?

- in the kitchen
  - in the bedroom
  - in the trash can
- 

**3** Which detail describes where Max is first?

- grass
  - mess
  - kitchen
- 

**4** What makes the setting realistic?

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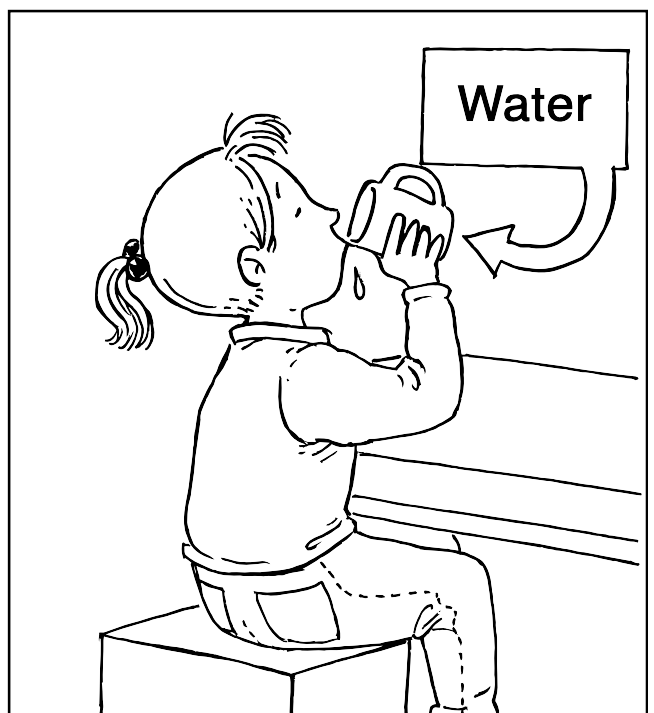
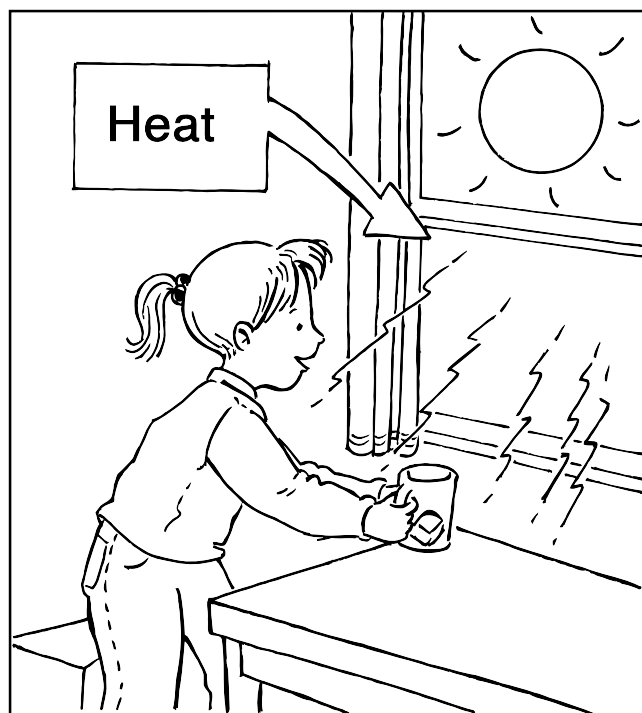
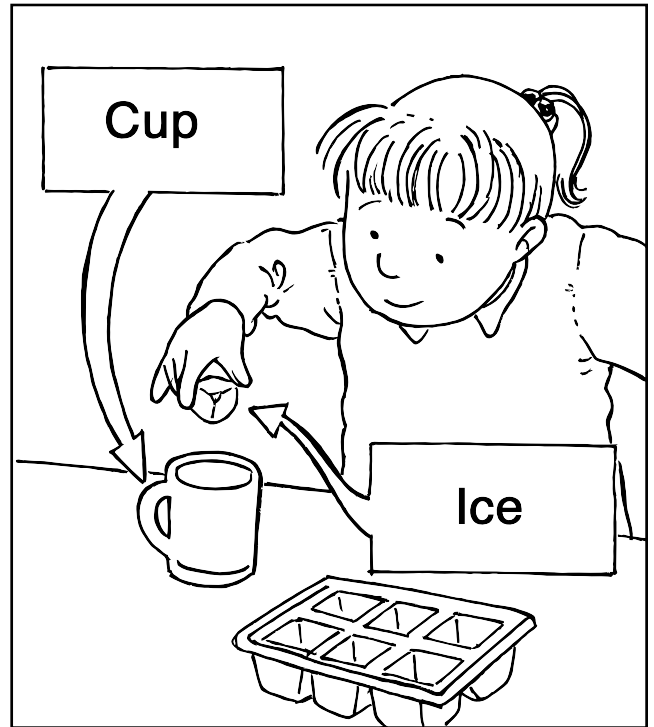
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Directions: Look at the pictures. Then answer the questions.

# Melting



**Directions: Answer the questions below.**

**1** The label on the first picture tells you the ice is —

- warm
  - water
  - frozen
- 

**2** Look at the second picture. What does the label say is in the cup?

- ice
  - sun
  - heat
- 

**3** The label in picture 3 tells you the —

- cup is cold
  - sun brings heat
  - ice turns to water
- 

**4** Look at all of the pictures in the selection. Look at the last picture. What can you learn from the label in the last picture?

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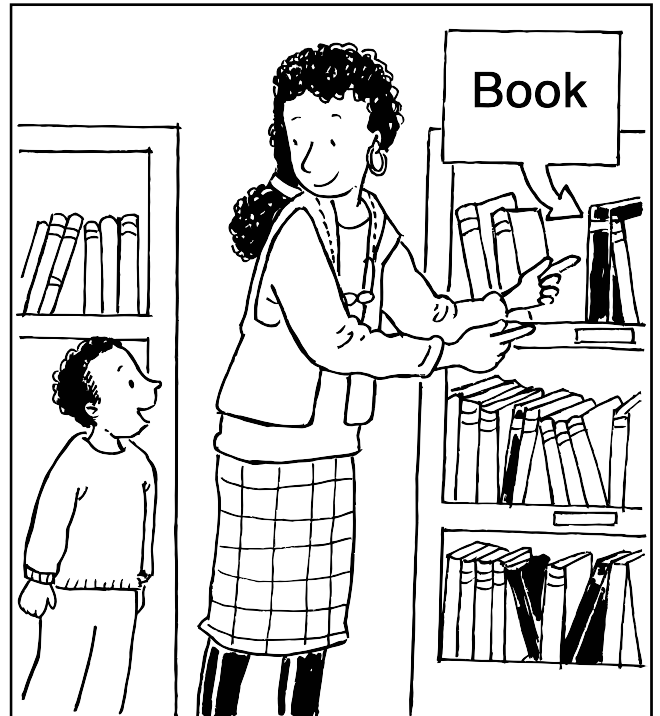
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Directions: Look at the pictures. Then answer the questions.

# At the Library



**Directions: Answer the questions below.**

**1** The label in picture 1 tells you the boy is at —

- home
  - a store
  - the library
- 

**2** The label in picture 2 tells you the boy is —

- playing
  - leaving with mom
  - looking for a book
- 

**3** The label in picture 3 tells you that the boy —

- says thank you
  - draws a picture
  - checks out a book
- 

**4** What can you learn from the label in picture 1?

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**Directions: Read the selection. Then answer the questions.**

# Brushing Your Teeth

Brushing your teeth helps keep you healthy.

## **When?**

You should brush your teeth two times a day.

## **Which teeth?**

You should brush all of them. Make sure to do the back ones, too!

## **What is the best way?**

People used to think that the best way was to brush up and down. Now we know it is better to brush using little circles.

## **What else?**

Your teeth need to be checked by a dentist. At the dentist's office, she will look at your teeth and then count and clean them.

**Directions: Answer the questions below.**

**1** The information under “When?” tells you to brush —

- every morning
  - two times a day
  - front and back teeth
- 

**2** Which heading tells you to go to the dentist?

- When?
  - What else?
  - Which teeth?
- 

**3** “Which teeth?” tells the reader to —

- go to the dentist
  - brush the back teeth
  - use up and down motions
- 

**4** What can you learn from “What is the best way?”

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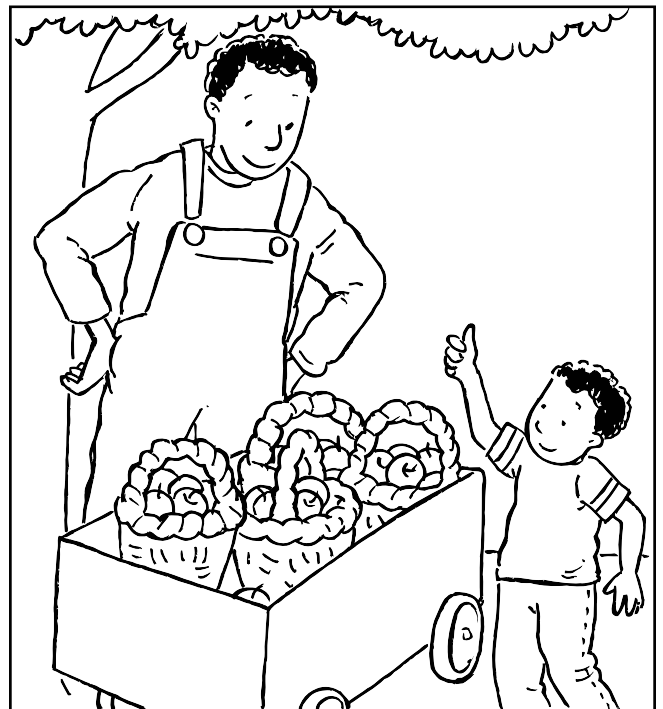
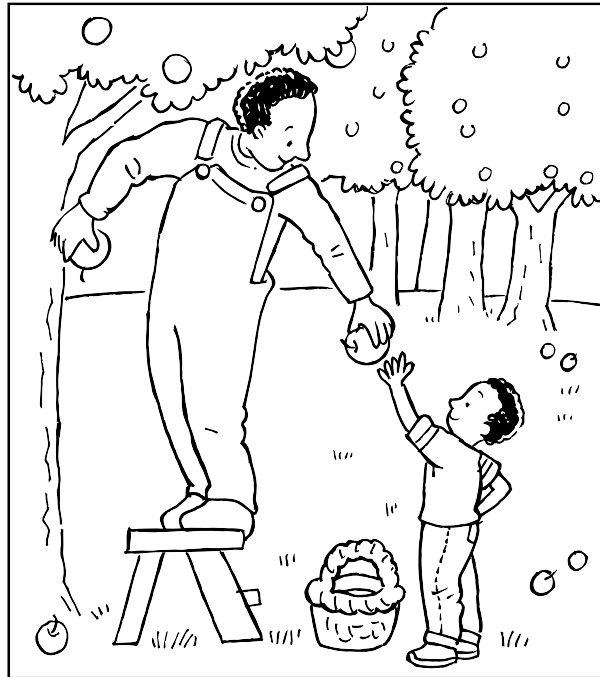
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Directions: Look at the pictures. Then answer the questions.

# Apples, Apples Everywhere!



**Directions: Answer the questions below.**

**1** What are the boy and his dad doing?

- eating apples
  - picking apples
  - planting apples
- 

**2** Look at the first picture. The boy and his dad are —

- sad
  - tired
  - happy
- 

**3** How does the boy feel in the last picture?

- sad
  - bored
  - proud
- 

**4** How does the wagon help the family?

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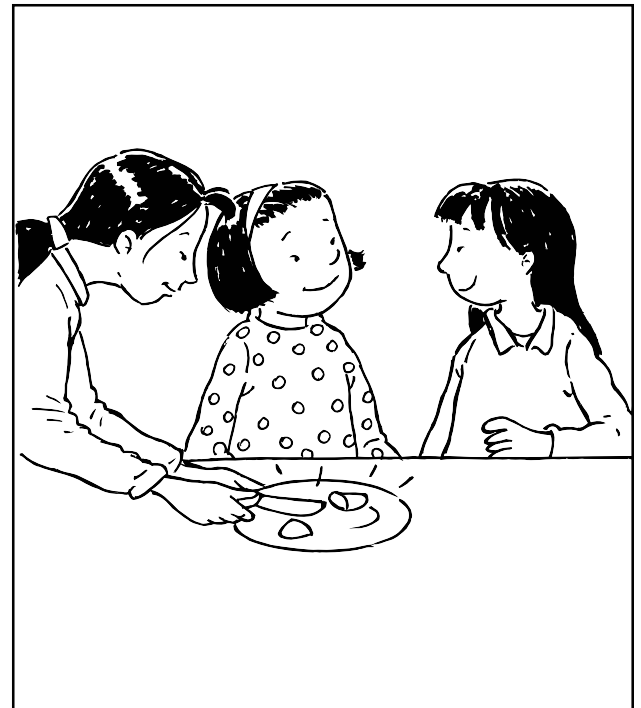
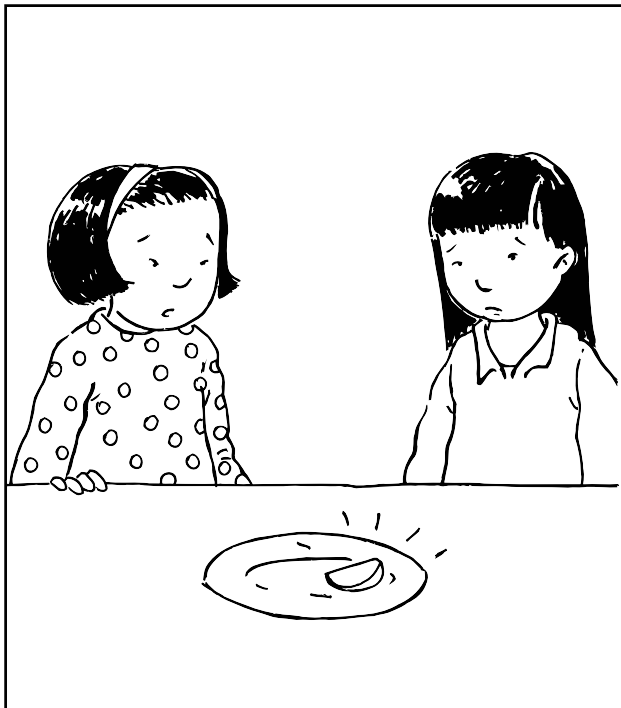
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Directions: Look at the pictures. Then answer the questions.

# It's Good for You, Too!



**Directions: Answer the questions below.**

**1** Look at the first picture. Why do the girls sit at the table?

- to eat a snack
  - to play a game
  - to do their homework
- 

**2** The girls are frowning in the second picture because —

- snack time is over
  - they have to stop playing
  - there is only one apple slice left
- 

**3** How do the girls feel in the last picture?

- sad
  - happy
  - scared
- 

**4** Why does Mom cut the apple into two pieces?

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**Directions: Read the selection. Then answer the questions.**

# Off We Go!

My family is going on a trip. We are all going to my grandmother's house. Her house is far away. I can't wait.	12 20 23
My father puts our things in the car. Here we go!	34
The car goes a long way. I see many houses and streets. I see the sky and clouds, too!	45 53
We stop to have something to eat. I make a special picture for my grandmother.	64 68
We are here! She is happy to see all of us. She tells me she likes my picture.	81 86

**Directions: Answer the questions below.**

**1** Why does the father pack the car?

- He went to the store.
  - The family is going on a trip.
  - The family is moving to a new house.
- 

**2** How does the narrator feel?

- sleepy
  - scared
  - excited
- 

**3** The narrator draws a picture to —

- show her father
  - hang up at home
  - give to her grandmother
- 

**4** Why is Grandmother happy?

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Directions: Look at the pictures. Then answer the questions.

# How to Plant a Seed

1. Prepare



2. Add Soil



3. Plant Seed



4. Water



**Directions: Answer the questions below.**

**1** Picture 1 shows what you will need to —

- get ready
  - pick flowers
  - water a garden
- 

**2** Picture 2 shows the boy —

- watering the seed
  - putting soil in the pot
  - putting a seed in the soil
- 

**3** Based on the pictures, the last step is to —

- clean up the mess
  - put the pot outside
  - water the seed in the pot
- 

**4** Based on the pictures, why is the mother smiling?

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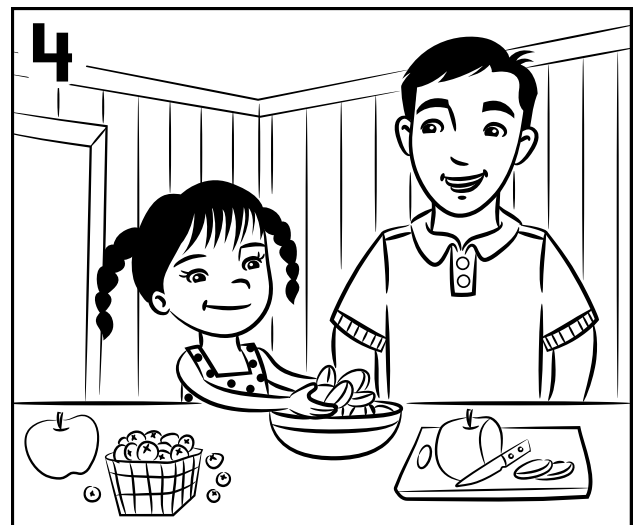
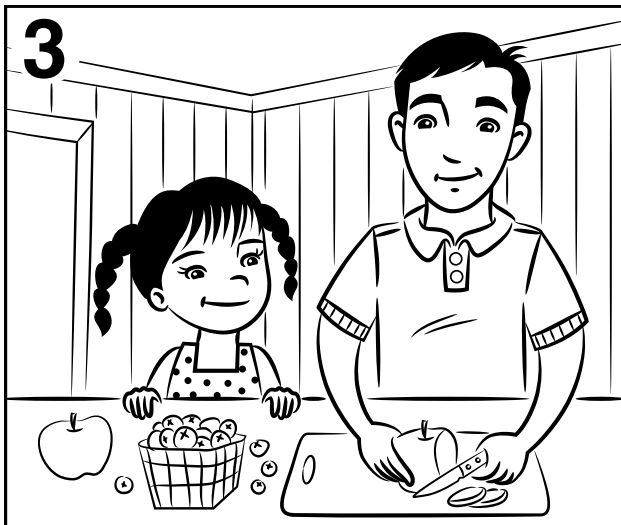
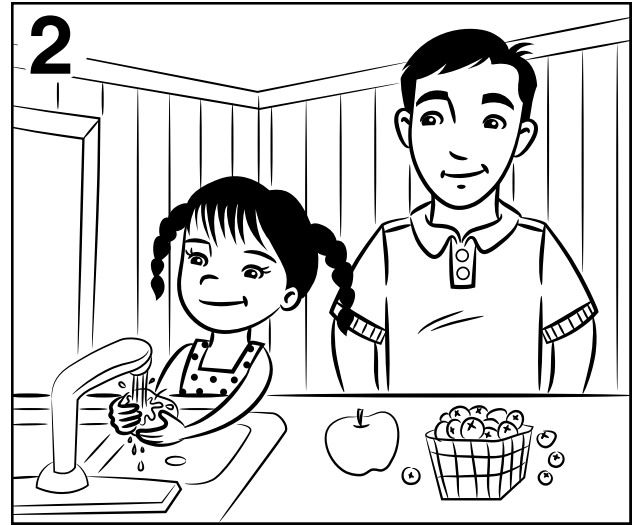
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Directions: Look at the pictures. Then answer the questions.

# How to Make Fruit Salad



**Directions: Answer the questions below.**

**1** What does the girl do in picture 1?

- peels fruit
  - cleans fruit
  - chooses fruit
- 

**2** Look at picture 3. What does the dad do?

- cuts the fruit
  - watches the girl
  - cleans the mess
- 

**3** In picture 2, the girl is —

- finding the fruit
  - peeling the fruit
  - cleaning the fruit
- 

**4** What does picture 4 show?

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Directions: Read the selection. Then answer the questions.

# Yum, Yum Oatmeal!

Here are four easy steps to make oatmeal. Make sure an adult helps you.

1. Mix these things:

1 cup of oats

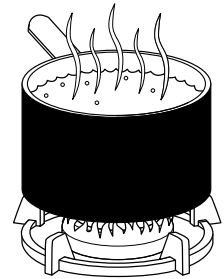
1 cup of milk

1 cup of water

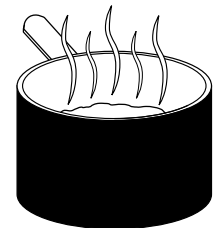
1/8 teaspoon salt



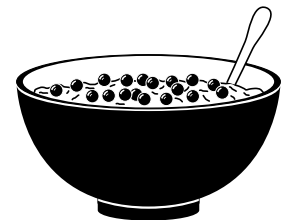
2. Put everything in a pot. Let the mixture cook on low heat for about ten minutes. Stir it often.



3. Now take the pot from the heat. Let it sit for five minutes. This makes the oatmeal thick.



4. Spoon part of the oatmeal into a bowl. Add some fruit. Blueberries or raisins taste good with oatmeal.



Eat up! Oatmeal will give you energy to ride your bike.

**Directions: Answer the questions below.**

**1** Picture 1 shows —

- how to stir the oatmeal
  - things you need to make oatmeal
  - how to clean up after cooking oatmeal
- 

**2** Picture 2 shows the oatmeal —

- ready
  - cooling
  - cooking
- 

**3** Look at picture 3. Which word tells what the picture shows?

- sit
  - heat
  - makes
- 

**4** Write the words in the last step that tell you what to do next.

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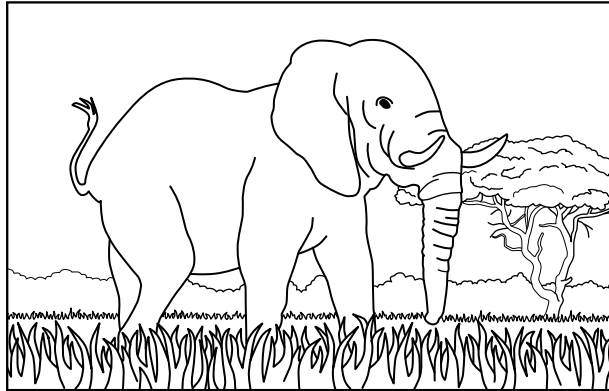
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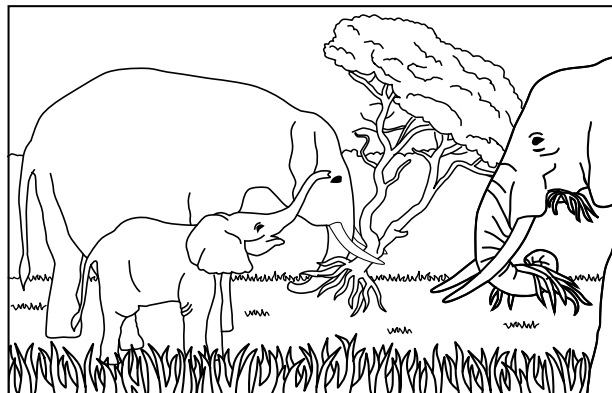
Directions: Look at the pictures. Then answer the questions.

# All About Elephants

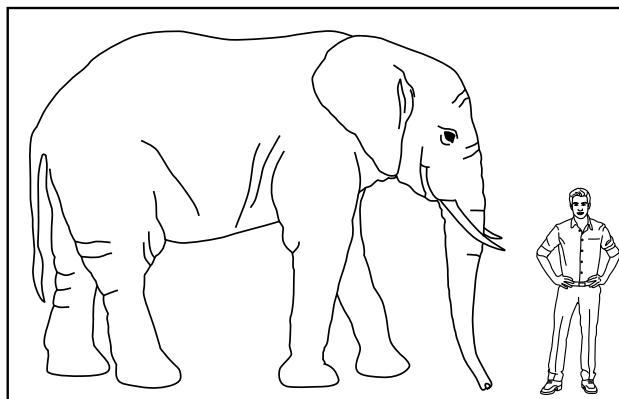
## Where They Live



## What They Eat



## How Big They Are



**Directions: Answer the questions below.**

**1** What is a main idea of the selection?

- Elephants drink water.
  - Elephants do not like people.
  - Elephants live in grasslands.
- 

**2** What is an important piece of information from the selection?

- Grass tastes good.
  - Elephants are large.
  - Humans are like elephants.
- 

**3** The selection is mostly about —

- trees
  - grass
  - elephants
- 

**4** What details from the selection help you know the main idea?

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**Directions: Read the selection. Then answer the questions.**

# All About Oranges

Most oranges we eat come from Florida. There were not always oranges in Florida. A long time ago, people from Spain came to Florida. They saw the land and the weather in Florida was good for growing orange trees. They brought little orange plants to grow in Florida.	9 19 30 39 48
Today, many orange trees are on big farms. When the oranges are ready, they are picked. Next, the oranges are put into big bags. Some oranges are made into juice. Then, the juice goes to the store. Some oranges go to the store as fruit. People can come to the store. They can buy orange juice to drink or oranges to eat.	58 67 77 87 99 110
Oranges are good for you. They help keep your body strong. I like my oranges cut up in a bowl. How do you like yours?	120 133 135

**Directions: Answer the questions below.**

- 1** What is an important idea about oranges from the selection?
- Today, many orange trees are on big farms.*
  - They can buy orange juice to drink or oranges to eat.*
  - I like my oranges cut up in a bowl.*
- 
- 2** What words in the selection tell more about the main idea?
- Most oranges we eat come from Florida.*
  - A long time ago, people from Spain came to Florida.*
  - They can buy orange juice to drink or oranges to eat.*
- 
- 3** The selection is mostly about —
- juice
  - farms
  - oranges
- 
- 4** What is the main idea of the selection? Write one detail that supports it.

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**Directions: Read the selection. Then answer the questions.**

# Roof Gardens

There are all kinds of gardens. There are big gardens and little gardens. Some people grow gardens in their backyards. Some people grow gardens on their roofs! Many people who live in cities grow roof gardens.	10 19 27 36
People come to their roofs to grow vegetables because there is not much space in a city to plant things.	45 56
There are many ways to make roof gardens. Some people cover the whole roof with dirt. Then, they grow plants in the dirt. Other people grow plants in pots. They can grow many kinds of plants in the pots.	65 75 85 95
On the roof of my building, we have a big garden. The garden helps people in our building grow good food to eat. Mr. Parr grows berries in his pot. My mom and I grow tomatoes in the summer. They are so good! It's fun to grow food to eat on top of your home!	107 117 129 139 150

**Directions: Answer the questions below.**

- 1** What is an important idea about gardens from the selection?
- Many people who live in cities grow roof gardens.*
  - Some people cover the whole roof with dirt.*
  - Mr. Parr grows berries in his pot.*
- 
- 2** What words from the selection tell more about the main idea?
- There are big gardens and little gardens.*
  - Some people grow gardens on their roofs!*
  - Mr. Parr grows berries in his pot.*
- 
- 3** The selection is mostly about —
- vegetables
  - roof gardens
  - flowers and plants
- 
- 4** Read the first paragraph. What is the main idea of that paragraph? Write one detail that supports it.

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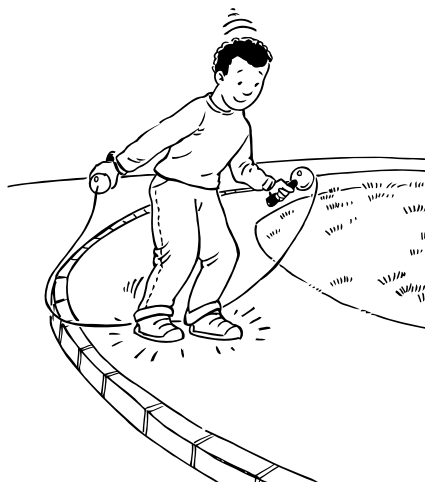
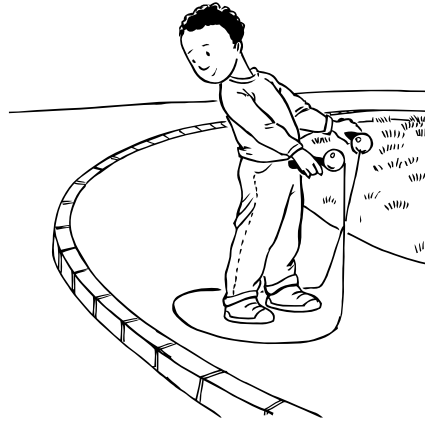
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Directions: Look at the pictures. Then answer the questions.

# Everybody Jump!



**Directions: Answer the questions below.**

- 1** After the boy moves his arms forward, he —
- drops the rope
  - picks up the rope
  - jumps over the rope
- 

- 2** What happens just after the boy picks up the rope?
- The boy swings the rope.
  - The boy holds the rope behind him.
  - The boy leaves the rope lying on the ground.
- 

- 3** According to the selection, where is the rope before the boy picks it up?
- In the box
  - On the ground
  - Over his head
- 

- 4** What is the third step in jumping rope?
- 
- 
- 
- 
- 
- 
- 
-



Directions: Read the selection. Then answer the questions.

## Babies in Pockets

What would it be like to be in a big pocket? If you were a baby kangaroo, that is how your mom would carry you. A kangaroo is a special kind of animal. Have you seen one? A kangaroo does not walk. It jumps!	14 24 35 44
When a baby kangaroo is born, it is as small as a bean. It needs to be kept safe. The mother kangaroo has a pocket on her front. The tiny baby goes into its mother's pocket. Then it stays warm and snug inside for a while. It drinks milk. The mother carries the baby in her pocket. She takes the baby everywhere with her. Soon, the baby gets bigger. It comes out of the pocket sometimes. As it grows, it spends more time outside the pocket. Then, when it is around a year old, it stops riding in the pocket. The baby is ready to jump too!	56 66 78 87 98 108 119 128 140 151

**Directions: Answer the questions below.**

- 1** Before a baby kangaroo goes into the pocket, it —
- is born
  - drinks milk
  - gets out of the pocket
- 
- 2** After the kangaroo is about one year old, what does it do?
- Stays warm and snug
  - Drinks milk and sleeps
  - Stays outside of the pocket
- 
- 3** Which sentence states what happens after the baby gets bigger?
- The baby drinks milk in the pocket.
  - The baby sleeps in its mother's pocket.
  - The baby spends more time out of the pocket.
- 
- 4** What does the baby kangaroo do just after it is born?

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Directions: Read the selection. Then answer the questions.

# Where Did You Get Those Jeans?

Girls wear jeans. Boys wear jeans. Almost everyone wears jeans!	8 10
You can take a walk in jeans. You can jump in jeans. You can paint in jeans. What can't you do in jeans?	22 33
Do you know how jeans are made?	40
Jeans are made of cloth. The cloth comes from cotton plants.	49 51
First, workers need to make the cloth blue. They use a special kind of liquid called dye.	62 68
Next, the jeans need to be sewn, or put together. A special machine sews the pieces of cloth into jeans. Finally, it is time for the buttons and zippers to go on.	79 88 100
When the jeans are done, they go to stores. Then, people can buy them.	110 114
Take a good look at your jeans. They are pants with many parts!	125 127

**Directions: Answer the questions below.**

**1** When does the worker use dye?

- Before the jeans are sewn
  - After the buttons are put on
  - When the jeans go to the store
- 

**2** What happens after the zipper is put on?

- The jeans go to stores.
  - The cloth is dyed blue.
  - The jeans are sewn together.
- 

**3** Which sentence states what happens just after the jeans are sewn together?

- The buttons go on.
  - The people buy them.
  - The jeans go to stores.
- 

**4** When can people buy the jeans?

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Directions: Look at the pictures. Then answer the questions.

# Taking Care of Your Bicycle



**Directions: Answer the questions below.**

- 1** The author mostly likely includes the first picture to —
- tell a story about a bicycle
  - show how a bicycle works
  - show that washing a bike is important
- 

- 2** What details does the author include about bicycles?
- Working with your mom is fun.
  - Bicycles are easy to take care of.
  - Checking tires keeps the bicycle safe.
- 

- 3** The author drew this selection to —
- explain the parts of a bicycle
  - tell how to take care of a bicycle
  - inform readers where to ride a bicycle
- 

- 4** Why does the author include the last picture?
- 
- 
- 
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- 
-

**Directions: Read the selection. Then answer the questions.**

# Always There

Emergency workers help keep you safe.	6
Police officers make sure people follow the rules. Their cars have red and blue lights.	15 21
Firefighters put out fires. They use hoses to help them. Firefighters show you how to stay safe from fire.	31 40
EMTs help people who are hurt or sick. They take people to the hospital in an ambulance.	50 57
Emergency workers are very important. Think about some other ways they can help you.	64 71

**Directions:** Answer the questions below.

**1** What detail does the author include to explain why the selection was written?

- Emergency workers help keep you safe.*
  - Their cars have red and blue lights.*
  - Firefighters put out fires.*
- 

**2** The author mostly likely includes information about firefighters to —

- inform the reader of what they do
  - persuade the reader to be a firefighter
  - explain the danger of fires to the reader
- 

**3** The author wrote this selection to —

- explain what police officers drive
  - give information about emergency workers
  - encourage readers to ride in an ambulance
- 

**4** Why does the author include the last paragraph?

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**Directions: Read the selection. Then answer the questions.**

# At Your Service

Some people cannot see well. Some people might have trouble walking. Think about some ways these people might get help. These people can have special friends to help them, called service animals.	9 17 26 32
Service animals help people do everyday things. They walk with a person from place to place. They help with grocery shopping. They even help with chores!	40 51 58
Most service animals are dogs. These dogs go to school for about a year! Then, they take a test. If they pass, the dogs will go to live with people who need them.	67 78 89 91
Service dogs wear a special blue, red, or green coat. This lets people know the dog is busy helping.	101 110

**Directions: Answer the questions below.**

- 1** The author mostly likely includes the second paragraph to —
- persuade the reader to train a service animal
  - show things service animals can do
  - tell the reader how important all animals are
- 

- 2** What detail does the author include to support the reason the selection was written?
- Some people might have trouble walking.*
  - Service animals help people do everyday things.*
  - This lets people know the dog is busy helping.*
- 

- 3** The author wrote this selection to —
- tell how to take care of a pet
  - describe what service animals are
  - explain disabilities some people have
- 

- 4** Why does the author include the first paragraph?

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Directions: Listen to the selection. Then answer the questions.

# Breakfast

I wake up	3
and feel a rumble.	7
I get out of bed.	12
My tummy wants to be fed.	18
My mom calls,	21
“Breakfast is ready!”	24
I hope it is toast	29
since I like it the most.	35
At the table,	38
I see toast and jam	43
ready for my plate.	47
I can hardly wait!	51

**Directions: Answer the questions below.**

**1** Which word from the selection rhymes with plate?

- Can*
  - Hardly*
  - Wait*
- 

**2** Listen to this line from the selection. *“I can hardly wait!”*  
What words would you clap on?

- I, hardly, wait*
  - I, can, hardly*
  - Can, hardly, wait*
- 

**3** Which of these lines from the poem rhymes with *“I hope it is toast”*?

- My mom calls,*
  - “Breakfast is ready!”*
  - Since I like it the most.*
- 

**4** What line from the poem rhymes with the line *“I get out of bed”*?

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Directions: Read the selection. Then answer the questions.

# A Line

All it takes is a line to draw what I see.	6 11
My house, my dog— all made by me!	15 19
All it takes is a line to make a new world.	25 30
The pencil just moves, now my lines are curled!	34 39
All it takes is a line to make a cow that says <i>moo</i> ,	45 52
a farm with horses, goats and chickens, too.	56 60
All it takes is a line I can draw what I want.	66 72
But at the end of the day I hear my mom calling.	79 84
“Put the pencil away!”	88

**Directions: Answer the questions below.**

**1** Listen to this line from the selection. *“All it takes is a line”*.  
What words would you clap on?

- All, it, line*
  - It, takes, line*
  - All, takes, line*
- 

**2** Which word from the selection rhymes with away?

- Day*
  - Moo*
  - Line*
- 

**3** Which line from the poem rhymes with the line *“now my lines are curled”*?

- To draw what I see*
  - To make a new world.*
  - Goats and chickens, too.*
- 

**4** What line from the poem rhymes with the line *“All made by me”*?

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Directions: Read the selection. Then answer the questions.

# Music in Me!

I feel the beat.	4
It is in my feet.	9
The music is in me, can't you see?	14 17
I tap and tap.	21
I clap and clap.	25
I move all around when I hear that sound.	29 34
Music makes me dance.	38
I never miss a chance.	43
The music is in me, can't you see?	48 51

**Directions: Answer the questions below.**

**1** Which line from the selection rhymes with the line "*I tap and tap*"?

- I clap and clap.*
  - I move all around*
  - When I hear that sound.*
- 

**2** Which word from the selection rhymes with sound?

- Slow*
  - Music*
  - Around*
- 

**3** Which of these lines from the poem rhymes with the line "*I feel the beat*"?

- It is in my feet.*
  - The music is in me,*
  - Can't you see?*
- 

**4** What line from the poem rhymes with the line "*I never miss a chance*"?

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**Teacher Scripting:** Listen to the selection. Then answer the questions.

# Let Go Now!

<i>A mother is in a park with her son. He is sitting on his bicycle. She is holding the bike.</i>	14 20
<b>MOTHER:</b> It will be okay. I will help you learn to ride. I will count to five. Then, I will give you a little push. Your part is to use the pedals to make the bike go.	34 48 57
<b>TIM:</b> I am not sure I can ride by myself. Are you sure?	70
<b>MOTHER:</b> Yes, I am! You can do this, Tim. You will have so much fun riding your bike!	82 88
<b>TIM:</b> Okay, I'm ready, Mom!	93
<b>MOTHER:</b> All right — here we go! Ready? One, two, three, four...	103 104
<b>TIM:</b> Five! ( <i>The mother lets go. TIM pedals his bike.</i> )	114
<b>MOTHER:</b> Yay, Tim!	117

**Directions:** Answer the questions below.

**1** What is the setting of the selection?

- Park
  - Store
  - House
- 

**2** Who says, *“I will help you learn to ride”*?

- Tim
  - Father
  - Mother
- 

**3** Which line from the selection is said by Tim?

- Your part is to use the pedals to make the bike go.*
  - I am not sure I can ride by myself.*
  - You will have so much fun riding your bike!*
- 

**4** Which element of drama are Mother and Tim?

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**Directions:** Read the selection. Then answer the questions.

# A Special Dish

*A girl is in the kitchen. Her brother walks in. Their mother is near the stove, watching.* 12  
17

**JIMMY:** What a fun bike ride. Oh, no, not another can of beans! (*He points to the table.*) How many are there? 28  
Four? Five? 39  
41

**LISA:** Oh, stop. Where is the can of tomatoes? 50

**JIMMY:** Do we HAVE to put in tomatoes? 58

**LISA** (*annoyed*): Yes, we have to have tomatoes. You cannot have chili without tomatoes! 67  
72

**JIMMY:** Who says? 75

**MOTHER:** Okay, you two. Jimmy, you do your part. Open the can of beans, and Lisa can do the tomatoes. 85  
95

**JIMMY:** May I add the spices? 101

**LISA:** No! Last time you did that, the chili was too spicy. I could not eat it! 113  
118

**JIMMY:** I thought it was great! 124

**MOTHER:** Okay, let's get started. Jimmy, get the chili pot out! 133  
135

**Directions:** Answer the questions below.

**1** What is the setting of the selection?

- Park
  - Kitchen
  - Bedroom
- 

**2** Who asks, *“May I add the spices?”*

- Lisa
  - Jimmy
  - Mother
- 

**3** Which line from the selection is said by Lisa?

- “What a fun bike ride.”*
  - “You cannot have chili without tomatoes!”*
  - “Jimmy, get the chili pot out!”*
- 

**4** What is the main element used by the author to tell what the characters are saying?

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**Directions:** Read the selection. Then answer the questions.

# Class Clown

*Scene: A dog class is happening at a pet store. There are four or five people in a row. They all have dogs. A girl goes in with her dog.* 12  
26  
30

**MAI** (*petting the dog*): Okay, Ranger. You did well on the car ride. That was the easy part. Now, be good. 41  
51

**TEACHER** (*claps her hands*): Hello, everyone! Let's get started. Today we are going to teach your dogs to sit. 59  
70  
This is very important because we do not want our dogs 81  
jumping on people. 84

(*RANGER starts to jump on MAI.*) 90

**TEACHER:** Do we? (*MAI pushes RANGER down.*) 97

**TEACHER:** All right. I will take a look at everyone down the row. 109  
110

(*She finally comes to MAI and RANGER. RANGER is sleeping.*) 119  
120

**TEACHER:** Why isn't he sitting? 125

**MAI:** I guess he got tired of waiting. 133

(*RANGER thumps his tail.*) 137

**Directions:** Answer the questions below.

**1** What is an example of the dialogue from the selection?

- A pet store*
  - Teacher and Mai*
  - “You did well on the car ride.”*
- 

**2** Which line is said by Teacher?

- “Now, be good.”*
  - “Why isn’t he sitting?”*
  - “I guess he got tired of waiting.”*
- 

**3** Which character says, *“I will take a look at everyone down the row.”*?

- Mai
  - Teacher
  - Ranger
- 

**4** Describe the setting of this selection.

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Directions: Read the selection. Then answer the questions.

# Belling the Cat

One day, Old Mouse said, “This is no good! We never know when Cat is near!”	11 16
The mice talked and talked. Finally, Young Mouse said, “Let’s put a round bell on Cat. When the bell rings, we will know she is near. Then we can run away!”	25 37 47
Old Mouse said, “Now, that is a good idea. Who will put the bell on Cat’s neck?”	59 64
All the mice stopped talking.	69
Old Mouse said, “It is one thing to say something should be done. It is something else to do it.”	79 89

**Directions: Answer the questions below.**

**1** What will the mice do when they hear a bell?

- Talk
  - Walk
  - Run away
- 

**2** What happens when Old Mouse asks who will put the bell on Cat?

- The mice say no.
  - Young Mouse says yes.
  - The mice all stop talking.
- 

**3** What happens after Old Mouse says, *“This is no good! We never know when Cat is near!”*?

- Cat comes near the mice.
  - The mice think of a way to fix the problem.
  - The younger mice say Old Mouse should decide.
- 

**4** Why does the solution that Young Mouse comes up with not work?

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Directions: Read the selection. Then answer the questions.

# The Dove and the Ant

An ant stopped at a river to get a drink. She tripped and fell into the water.	12 17
A dove was flying by and saw what happened.	26
“Oh, no!” said Dove. “This is not good! I must help Ant!”	36 38
Dove saw a branch nearby. She picked it up and put it into the water. Ant grabbed the branch, and Dove pulled Ant through the water until Ant came to a round rock and climbed up on it. Ant was safe!	49 59 69 79
The next day, Ant saw Fox behind Dove. Fox wanted to eat Dove. Ant remembered how Dove had helped her. Ant ran over and bit Fox on the foot. Fox shouted loudly, and Dove got away. Ant helped Dove live!	89 98 110 119

**Directions: Answer the questions below.**

- 1** Ant's problem is that —
- Fox wants to eat her
  - Dove cannot reach her
  - she trips and falls into the water
- 

- 2** What happens when Dove sees Ant?
- She bites Fox's foot.
  - She helps her to safety.
  - She flies to a high branch.
- 

- 3** How is Dove's problem resolved?
- She flies to save Ant.
  - Fox helps her to safety.
  - Ant bites Fox to keep Dove safe.
- 

- 4** What is Dove's problem in the selection?
- 
- 
- 
- 
- 
- 
- 
-

Directions: Read the selection. Then answer the questions.

# The Crow and the Pitcher

One day, Crow was flying. He got tired and wanted water. He needed to stop.	10 15
“If I do not find something to drink soon, I will not be able to go any farther,” he thought.	28 35
He spotted a round pitcher. But when Crow put his face into the pitcher, he saw only a very small bit of water at the bottom.	45 57 61
“Oh, no! This is not good news! What will I do?” said Crow.	72 74
Then he saw a pebble on the ground. He dropped it into the pitcher. Then he took another pebble and dropped it into the pitcher. On and on he went, dropping pebbles into the pitcher.	85 94 104 109
The water rose. At last, Crow could reach the water and get a drink.	119 123

**Directions: Answer the questions below.**

**1** What is Crow's problem at the beginning of the selection?

- Crow cannot find home.
  - Crow is tired and needs water.
  - Crow is hurt and can no longer fly.
- 

**2** When Crow finds the pitcher, he sees that —

- it has no water
  - the water is at the bottom
  - there is enough water to drink
- 

**3** How is Crow's problem resolved?

- He looks for water until he finds a large puddle of water.
  - He drops pebbles until the water reaches the top of the pitcher.
  - He flies to his home where he knows there will be water to drink.
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**4** What happens after the water is at the top of the pitcher?

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**Directions: Read the selection. Then answer the questions.**

# Spider and Snake

One day, Spider was talking to old Tiger.	8
“I bet I could trick Snake,” Spider said.	16
Tiger laughed. “You are small and weak,” said Tiger.	25
Spider found Snake in a tree.	31
“Tiger said you are not long,” Spider told Snake.	40
“I am the longest animal in all of the land!” said Snake. “I will show you.”	51 56
Snake got down from the tree. He made himself into a long line.	66 69
“That is not very long,” said Spider. “Why don’t I tie your tail to this branch? Then you can stretch to be longer.”	79 90 92
“Good idea!” said Snake. He let Spider tie his tail to the branch.	103 105
“Now you cannot get free!” said Spider. He went to show Tiger.	115 117

**Directions: Answer the questions below.**

- 1 The author most likely wrote this selection to —
- persuade the reader to like spiders
  - inform the reader about spiders and snakes
  - entertain the reader with a clever story about a spider
- 

- 2 Why does the author include Tiger saying, “*You are small and weak*”?
- To describe what Spider looked like
  - To show why Spider wanted to trick Snake
  - To explain why Tiger went to look for Snake
- 

- 3 Read these sentences from the selection.

*He let Spider tie his tail to the branch.  
“Now you cannot get free!” said Spider.*

Why does the author include these sentences?

- To show that Spider is clever
  - To tell a joke about Spider and Snake
  - To show that snakes are smarter than spiders
- 

- 4 Read this sentence from the selection.

*“Tiger said you are not long,” Spider told Snake.*

Why does the author include Spider saying this?

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**Directions: Read the selection. Then answer the questions.**

# Spider and Turtle

Spider heard Turtle knock.	4
“Hello, old friend,” Turtle said. “I have been crawling all day. Could you share your dinner?”	13 20
Spider didn’t want to share his food.	27
He had an idea.	31
“Turtle, your hands are dirty. Please wash them,” Spider said.	39 41
Turtle crawled to the creek. He washed his hands. Then he crawled back to Spider’s house.	50 57
“Turtle, why are your hands still dirty?” Spider asked. “Please go wash them.”	66 70
Turtle looked down. His hands were dirty from crawling. Turtle left to wash them again.	78 85
While Turtle was gone, Spider ate all of the food.	95
Turtle came back. He saw there was no food. He knew he had been tricked.	104 110
“Sorry, Turtle,” said Spider.	114
“Thank you anyway,” said Turtle.	119

**Directions:** Answer the questions below.

- 1 The author most likely wrote “Spider and Turtle” to —
- teach a lesson about animals
  - persuade the reader to study spiders
  - entertain the reader with a clever story
- 

- 2 Why does the author use the word crawled?
- To describe how Turtle eats
  - To tell why Turtle goes on a walk
  - To show that Turtle moves slowly
- 

- 3 Read these sentences from the selection.

*Turtle came back. He saw there was no food. He knew he had been tricked.*

Why does the author include these sentences?

- To explain how to wash your hands
  - To explain to the reader how to be a friend
  - To show that one of the characters is clever
- 

- 4 Read these sentences from the selection.

*“I have been crawling all day. Could you share your dinner?”*

Why does the author include this information?

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**Directions: Read the selection. Then answer the questions.**

# Beans

Spider went to a party at Ant’s house, and there was a lot of food on a table.	11 18
“Now where are the beans?” Spider asked Grasshopper. Beans were the food Spider liked best.	25 33
“Maybe Ant did not put them out,” said Grasshopper.	42
Spider frowned. “I am going outside,” he said.	50
Instead, he went into the kitchen, where he found a pot of beans.	59 63
“Old Ant was hiding the beans!” he said, and he put the pot under his hat.	74 79
Spider went back to the party. The pot of beans was so hot that he could not stand it. He took off his hat, and the beans fell on the floor.	90 103 110
“You took the beans!” said Ant.	116
Spider ran home.	119

**Directions:** Answer the questions below.

- 1** The author most likely wrote this selection to —
- teach that beans are good for you
  - entertain with a clever story about a spider
  - persuade the reader to study grasshoppers
- 
- 2** Why does the author include “*Beans were the food Spider liked best.*”?
- To describe how hungry Spider was
  - To explain why Spider said he was going outside
  - To explain why Spider hid the beans under his hat
- 
- 3** Why does the author include “*Spider ran home.*”?
- To show Spider was uneasy
  - To describe his favorite activity
  - To explain how Spider got home
- 

- 4** Read this sentence from the selection.

*Spider went into the kitchen instead, where he found a pot of beans.*

Why does the author have Spider go into the kitchen?

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Directions: Read the selection. Then answer the questions.

# Flying

by Kurt Metzler

At night in bed	4
I drop my head	8
And soon I dream	12
I'm flying.	14
I hit the hay	18
I'm up away	21
Above the bay	24
I'm flying.	26
So good-night, Moon	29
I'll see you soon	33
I'm in the mood	37
For flying.	39

**Directions: Answer the questions below.**

**1** Which line from the selection has two words that begin with the same sound?

- At night in bed*
  - And soon I dream*
  - For flying.*
- 

**2** Which words are repeated in the selection?

- I'm flying*
  - I'm up*
  - I'll see you*
- 

**3** Which words from the selection rhyme?

- dream/flying*
  - hay/away*
  - bay/flying*
- 

**4** What rhyme pattern does the author use?

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Directions: Read the selection. Then answer the questions.

# Braids

by Cassandra Reigel Whetstone

Twist, twist, twist.	3
My grandma braids my hair.	8
Scratch, scratch, scratch.	11
I'm itchy in my chair.	16
Squirm, squirm, squirm.	19
My grandma says, "Sit still."	24
Sigh, sigh, sigh.	27
I groan and say, "I will."	33
Loop, knot, tie;	36
My grandma is almost done.	41
Hop, skip, run—	44
I'm ready to have fun!	49



Directions: Read the selection. Then answer the questions.

# Pizza Night

## by Jessica Shaw

Tonight I let my puppy down.	6
He didn't understand	9
No brussels sprouts or spinach leaves	15
To nibble from my hand.	20
He waits each night so patiently	26
Right underneath my chair	30
To help me finish up the things	37
I'm most eager to share.	42
I looked into his big, brown eyes	49
And tried to make things right	55
I promised him I'd always share —	61
<i>Except</i> on pizza night!	65

**Directions:** Answer the questions below.

- 1 Which line from the poem contains an example of alliteration?
- Tonight I let my puppy down.*
  - Right underneath my chair*
  - I looked into his big, brown eyes*
- 
- 2 Which line from the selection contains two words that begin with the same sound?
- No brussels sprouts or spinach leaves*
  - He waits each night so patiently*
  - I'm most eager to share*
- 
- 3 Which words from the selection rhyme?
- down/understand*
  - hand/chair*
  - right/night*
- 
- 4 How does the author use rhyme in these lines?

*Tonight I let my puppy down.*  
*He didn't understand.*  
*No brussels sprouts or spinach leaves*  
*To nibble from my hand.*



**Directions: Read the selection. Then answer the questions.**

# Goat and Wolf

Goat was eating her lunch. She was on top of a hill.	12
She had apples to eat. She had milk to drink.	22
Wolf was at the bottom of the hill. He was hungry.	33
Goat's lunch smelled good. He thought apples and	41
milk would go well together.	46
"Be careful up there!" he said to Goat. "You might fall."	57
"I am fine," said Goat.	62
"It is much nicer to eat your lunch down here," Wolf	73
said to Goat. "There are shady trees."	80
"How nice of you to think of me," Goat said, "but I	92
know you just want to eat my lunch."	100
Goat was smart. She stayed on the top of the hill.	111

**Directions: Answer the questions below.**

**1** Why does Wolf want Goat's lunch?

- Wolf is mean.
  - Wolf is hungry.
  - Wolf likes shady trees.
- 

**2** How does Wolf try to get Goat to come down?

- He says there are shady trees.
  - He says he will not eat her lunch.
  - He says he will share his lunch with her.
- 

**3** Goat keeps her lunch by —

- hiding it
  - not talking to Wolf
  - staying on top of the hill
- 

**4** Describe where the selection takes place.

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**Directions: Read the selection. Then answer the questions.**

# Fox and Cat

Fox and Cat did not like Dog. Dog would always take their food.	11 13
“I know lots of ways to get away from Dog,” Fox said.	25
“I only know one way. It always works for me,” said Cat.	35 37
One day, Fox and Cat were at the park. They were eating dinner together. They heard Dog barking. Cat ran up a tree. She took her food and her drink with her.	48 55 67 69
“What are you going to do down there?” she asked Fox.	78 80
“I do not know!” Fox said. Dog came and ate Fox’s dinner.	91 92

**Directions: Answer the questions below.**

**1** What problem do Fox and Cat have?

- Dog chases them.
  - Dog barks at them.
  - Dog eats their food.
- 

**2** Where are Fox and Cat eating dinner?

- At home
  - At the park
  - In the back yard
- 

**3** When Fox hears Dog barking, Fox cannot —

- make up his mind
  - run away fast enough
  - run up the tree like Cat
- 

**4** How does Cat save her dinner?

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**Directions: Read the selection. Then answer the questions.**

# Peacock and Crane

One day, Peacock and Crane were together at the river. They were both there to get a drink.	9 18
“You have pretty feathers,” said Crane.	24
“I know,” Peacock said. He spread out his tail like a fan. “I am the most beautiful bird in the world.”	34 45
Peacock looked down. He saw the many colors of his feathers in the water. Then he looked at Crane.	54 64
“Your feathers are gray like dust,” said Peacock.	72
“I don’t mind,” Crane said. Then he opened his wings and took off.	82 85
“Fly with me, Peacock,” called Crane from the sky.	94
“I can’t fly,” Peacock said, watching from the ground.	103
“It is better to have useful feathers,” said Crane as he flew away. Crane went on to live a happy life.	113 124

**Directions: Answer the questions below.**

**1** How does Peacock see his colorful feathers?

- He sees himself in a mirror.
  - He sees himself in the river.
  - He turns around and looks at them.
- 

**2** Why are Peacock and Crane at the river?

- To catch fish
  - To swim in the water
  - To get a drink of water
- 

**3** Just after Peacock tells Crane his feathers look like dust, Crane –

- flies away
  - starts to cry
  - calls Peacock names
- 

**4** How does Crane feel about his feathers?

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**Directions: Read the selection. Then answer the questions.**

# Kittens

Kittens are great pets. They are fun to live with. They are also a lot of work! They like to play a lot. It is fun to watch them chase a toy all around.	11 26 34
Kittens are small. They can fit under things. You might find your kitten under a chair! You must watch your kitten so that it does not get hurt.	43 53 62
Kittens will sleep with you in bed. They will purr loudly. They make good friends.	73 77
Kittens grow fast. Soon, they become full-grown cats.	85





Directions: Read the selection. Then answer the questions.

# Working with Clay

You can work with clay to make things.	8
You start with a lump of clay. Then, you can push on the clay. You can push the clay down. You push the clay over and under. Next, you start pushing it into a shape. Soon, it will start to become something.	20 31 42 50
I like to make things that can be used. I make cups and bowls. My favorite part is putting the clay on a flat wheel. The wheel goes around and around. You can watch the clay grow into a cup or bowl on the wheel. Then, you can use paint to make your cup or bowl full of color.	62 74 83 95 107 109
Making things from clay is fun. I like making gifts with clay. After I make a cup or bowl, I give it to a friend.	120 134

**Directions: Answer the questions below.**

**1** Why does the author make cups and bowls?

- Cups and bowls are colorful.
- Cups and bowls can be used.
- The author cannot make other things.

**2** What does the author want readers to think about making things with clay?

- You will get bored.
- You can get messy.
- Making things from clay is fun.

**3** Which sentence tells a reason the author likes using the wheel?

- You push the clay over and under.*
- You can watch the clay grow into a cup or bowl on the wheel.*
- Then, you can use paint to make your cup or bowl full of color.*

**4** What makes this text a persuasive text?

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**Directions: Read the selection. Then answer the questions.**

# My Flute

I play the flute. It is long and has keys with holes under them. I put my fingers around the flute, and then I blow into it. The flute makes a pretty sound, and that is why I like the flute.	13 25 37 41
I put my fingers over the holes, I push the keys, and then the flute makes different sounds.	53 59
I can play the flute by myself or with others. I can play in a full band with my flute. You can always find the flute, even in a big band.	72 84 90
I have played the flute since I was small. It takes a lot of hard work! As I grow, I love the flute more and more. I will never play anything else.	103 116 122

**Directions: Answer the questions below.**

**1** How does the author feel about playing the flute?

- The author wants to play something else.
  - The author really enjoys playing the flute.
  - The author wants to play the flute in a band.
- 

**2** What does the author want readers to think about the flute?

- Playing the flute is hard.
  - You can always find the flute.
  - The flute makes a pretty sound.
- 

**3** One reason the author likes the flute is —

- it is long and has keys
  - it is played by blowing into it
  - it can be played alone or with others
- 

**4** What might the selection persuade a reader to do?

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**Directions: Read the selection. Then answer the questions.**

# The Oklahoma Artist

Lois Smoky was born in 1907. She was a Kiowa Indian from Oklahoma. She found out she loved to paint when she was a girl. She grew up and studied art. She worked with a group of four male painters. Together, they were called the Kiowa Five. She learned a lot about art with them.	10 19 30 40 48 55
Kiowa women were always expected to paint shapes. Lois did something new. She painted people. She did it to please herself. Soon other Kiowa female artists did this, too. These women could thank Lois for changing the world of art. They could now draw what they wanted.	62 69 78 86 96 102

**Directions: Answer the questions below.**

**1** Lois found out as a little girl that she —

- loved to paint
  - learned from the Kiowa Five
  - could change the world of art
- 

**2** What happened when Lois worked with the Kiowa Five?

- She was told what to paint.
  - She learned a lot about art.
  - She learned to paint plants.
- 

**3** Instead of only painting shapes, Lois started —

- studying art
  - painting people
  - working with men
- 

**4** Why could Kiowa women artists be thankful to Lois?

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Directions: Read the selection. Then answer the questions.

# A Painter Named Pablo

“Please, Dad, show me again,” Pablo Picasso said.  
His father was teaching him how to paint.

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16

Pablo Picasso loved to paint when he was a young boy. He found it fun. Pablo watched his father paint. His father was a painting teacher. He knew how to teach Pablo to be an artist. He would share new ideas with Pablo.

26  
36  
46  
56  
59

Pablo always learned a lot from his father. At age seven, Pablo learned how to draw humans. By the time he was thirteen, he made his own paintings. Pablo later became a well-known painter. He could thank his father for helping him to be a great artist.

69  
78  
87  
95  
106

**Directions: Answer the questions below.**

- 1** Which sentence shows what happened when Pablo's father taught him how to paint?
- "Please, Dad, show me again," Pablo Picasso said.*
  - His father was a painting teacher.*
  - At age seven, Pablo learned how to draw humans.*
- 

- 2** Pablo's father knew how to show Pablo how to paint because he —
- owned a museum
  - was a famous artist
  - was a painting teacher
- 

- 3** Pablo learned how to draw humans after he —
- went to art school
  - started studying painting
  - became a well-known artist
- 

- 4** Why was Pablo thankful to his father?
- 
- 
- 
- 
- 
- 
-



Directions: Read the selection. Then answer the questions.

# Baseball Player Turned Artist

Romare Bearden grew up in a family that loved music and art. His father played piano, and his grandfather painted pictures. His home was always filled with visitors who liked art.

9  
18  
25  
31

Romare liked art. At the time, he liked sports more. When he was older, he became a baseball player. He soon found that baseball was not for him. Romare went to college. There he found something new to love. He took classes in art. He knew being an artist would please his family. He made cartoons and paintings. In time, many people liked his art. There were many people to thank along the way who helped Romare become an artist.

41  
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59  
67  
78  
87  
96  
105  
111

**Directions: Answer the questions below.**

**1** Romare's home was filled with visitors who liked art because —

- his family loved music and art
  - his father was a famous musician
  - they enjoyed watching his father play piano
- 

**2** Romare became a baseball player because he —

- wanted to paint
  - played the piano
  - liked sports more than art
- 

**3** What did Romare study in college?

- Art
  - Music
  - Baseball
- 

**4** Why did Romare stop playing baseball?

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**Directions: Read the selection. Then answer the questions.**

# Rosa on the Bus

December 1, 1955, seemed like any other day to Rosa Parks. She left work tired. She walked to the bus. She pulled herself up the steps of the bus. She sat on a seat. She couldn't wait to get home.	9 19 30 40
Rosa's town had some laws that were unfair. One law made it so people had to give up their bus seat based on the color of their skin. A man asked her to give up her seat that day. She would not. She believed the law was unfair.	49 61 72 83 88
Rosa Parks believed that every person was equal. This idea was very important to her. She showed it to the world that day. Soon, more people began to think about unfair laws. More people wanted to change them.	96 105 115 124 126

**Directions: Answer the questions below.**

**1** Which sentence has a phrase that shows the events are in time order?

- December 1, 1955, seemed like any other day to Rosa Parks.*
  - She sat on a seat.*
  - She believed the law was unfair.*
- 

**2** Which of these events from the selection happened first?

- Rosa sat on a seat.
  - Rosa was asked to give up her seat.
  - Rosa left work and walked to the bus.
- 

**3** Which sentence from the selection shows what happened after Rosa walked to the bus?

- She left work tired.*
  - She pulled herself up the steps of the bus.*
  - She believed the law was unfair.*
- 

**4** What happened after Rosa was asked to give up her seat?

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**Directions: Read the selection. Then answer the questions.**

# Samantha's Letter

Samantha Smith grew up in the United States in the 1980s. The United States did not get along with some countries in the world at that time. The United States and the Soviet Union had not been getting along. This made Samantha very worried.	10 20 30 40 44
But Samantha was not any ordinary girl. She wanted to change the world. She decided to write her ideas down. She wrote a letter to the leader of the Soviet Union. She asked if he planned to have a war with the United States. The leader saw that Samantha was worried. He did not want to have a war. He asked her to visit the Soviet Union. He hoped she and other children would feel safer.	54 64 76 88 98 111 120

**Directions: Answer the questions below.**

- 1** What happened last in the selection?
- Samantha worried about war with the Soviet Union.
  - The leader of the Soviet Union asked Samantha to visit.
  - The United States and Soviet Union did not get along.
- 

- 2** Which sentence shows what happened after Samantha wrote the letter?
- Samantha Smith grew up in the United States in the 1980s.*
  - She wanted to change the world.*
  - He asked her to visit the Soviet Union.*
- 

- 3** Which sentence shows what Samantha wrote in the letter?
- The United States and the Soviet Union had not been getting along.*
  - She wrote a letter to the leader of the Soviet Union.*
  - She asked if he planned to have a war with the United States.*
- 

- 4** What happened before Samantha wrote the letter?

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**Directions: Read the selection. Then answer the questions.**

# Leonardo's Inventions

Leonardo Da Vinci lived in the 1400s and the 1500s. He liked to learn about the world around him. He was a very famous painter who also loved to think about new ideas. He drew pictures of his ideas in notebooks almost every day.

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Leonardo spent a lot of time building objects and many types of machines. He built a cart that moved on its own. It did not need any people to push or pull it. He made a clock that worked better than other clocks. Leonardo made a machine to show how wind moved. Later, he created a moving bridge. He even drew objects that were meant to help people fly. Some of his drawings look like the airplanes we have today.

53  
63  
76  
86  
94  
103  
112  
122  
124

**Directions:** Answer the questions below.

- 1** Which sentence contains a phrase that shows the selection is written in time order?
- Leonardo Da Vinci lived in the 1400s and the 1500s.*
  - He made a clock that worked better than other clocks.*
  - He even drew objects that were meant to help people fly.*
- 
- 2** What did Leonardo invent before he made the clock work better?
- Airplane
  - Bridge
  - Cart
- 
- 3** Which sentence from the selection shows what Leonardo did when he had an idea?
- He liked to learn about the world around him.*
  - He drew pictures of his ideas in notebooks almost every day.*
  - He even drew objects that were meant to help people fly.*
- 
- 4** What happened after Leonardo made the machine to show how the wind moves?

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Directions: Read the selection. Then answer the questions.

## Harriet's Gift

Harriet loved her job making dresses. She loved making pretty dresses.	9 11
It took her a long time to make a dress. She had to sew all the pieces together. She had to use a needle and thread.	24 35 37
Then her brother gave her a present. She had never seen anything like it.	47 51
“Allan, what is this?” she asked.	57
“It is a sewing machine,” he said. “It makes sewing faster.”	68
Harriet stepped away from the machine. She shook her head. “I am used to needles and thread,” she said.	77 87
“I think you should try it,” Allan said.	95
Allan turned on a light. He showed her how to use the machine. Soon, Harriet was smiling. “I see what you mean. This will make my job easier.”	107 116 123

**Directions: Answer the questions below.**

**1** What does Harriet's brother give her as a gift?

- A dress
  - A sewing machine
  - Needles and thread
- 

**2** What is the big idea of the last paragraph?

- Learning to sew can be hard.
  - Sewing machines will make sewing easier.
  - Sewing with needle and thread is not easy.
- 

**3** The theme of the selection is —

- Harriet is a good dressmaker
  - machines make doing things faster
  - sewing with needle and thread is hard
- 

**4** What does the following sentence from the selection tell you about sewing without a sewing machine?

*It took her a long time to make a dress.  
She had to sew all the pieces together.  
She had to use a needle and thread.*

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Directions: Read the selection. Then answer the questions.

# Charlie and the Light

Charlie was bringing some letters to Thomas Edison's workshop. He saw a pretty glow from the window. He knocked on the door.	7 16 22
"Come in, Charlie," said Thomas Edison.	28
Charlie walked into the workshop. "Good day, Mr. Edison," he said. "What are you working on?"	35 44
Mr. Edison stood over a piece of glass. "I am making a light bulb."	55 58
"I have never seen a light bulb before," Charlie said.	68
Mr. Edison smiled. "It is something new I am making. Put the letters away, and I will tell you more."	78 88
Charlie put the letters on the desk.	95
"The light bulb will help people see things in the dark," Mr. Edison said. "They will not need candles anymore. The light bulb is going to change our world."	105 114 123 124

**Directions: Answer the questions below.**

**1** What did Charlie see in the workshop window?

- A letter
  - A pretty glow
  - A piece of glass
- 

**2** What is the big idea of the first paragraph?

- Charlie's new bulb
  - Charlie's coming to the workshop
  - Mr. Edison's work in his workshop
- 

**3** The theme of the selection is —

- asking questions is good
  - ideas come from workshops
  - learning new things is important
- 

**4** What can you tell about Mr. Edison based on the details in the selection?

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**Directions: Read the selection. Then answer the questions.**

# Fast Cars

It was dark when Rachel's father came home. He turned on the light in the hallway and put his coat away. He walked into the living room singing a pretty tune.	10 22 31
Rachel was reading a book at the table. "You sound happy. How was work?" Rachel asked. Her father helped make cars for Henry Ford's company.	41 49 56
"Mr. Ford put in a new machine today. We made a car in only two and a half hours!" Rachel's father said.	68 78
"How long did it take before?" asked Rachel.	86
"It took more than 12 hours," said Rachel's father.	95
"Now, we can make many more cars in that time. The new machine is going to make our job much faster."	106 116
"Wow, that sounds great!" Rachel said.	122
"I never thought we could make cars so quickly," Rachel's father said, smiling.	131 135

**Directions: Answer the questions below.**

**1** How did Rachel's father come home from work?

- Afraid
  - Angry
  - Happy
- 

**2** How did the new machine help in making cars?

- It took a long time to put together a car.
  - It could make more cars than people could in the same time.
  - It put together the same number of cars as people could in the same time.
- 

**3** The theme of the selection is —

- people are faster than machines
  - making cars is a hard job for a machine
  - machines take less time to make things
- 

**4** What does this sentence from the selection tell you about making cars before machines were there?

*"It took more than 12 hours,"  
said Rachel's father.*

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Name \_\_\_\_\_

**Directions: Read the selections. Then answer the questions.**

## Dog Training

Dogs need care. Dogs need love. Dogs also need	9
training. Training tells a dog to do what you want.	19
You can teach a dog how to sit. You hold a treat.	31
Then you tell the dog to sit. You might have to do this	44
again and again. Soon the dog will learn what to do.	55

## Dog Jobs

Many people have dogs as pets. Did you know that	65
dogs can have jobs? Some dogs help the police.	74
Other dogs help people who cannot see.	81
Some dogs are reading buddies. They help kids	89
learn how to read. Kids like to read out loud to the	101
dogs. The dogs are good listeners.	107

**Directions: Answer the questions below.**

**1** Both selections are about —

- jobs
  - pets
  - dogs
- 

**2** The second selection is different from the first because it is about —

- dogs as pets
  - jobs that dogs have
  - teaching a dog to sit
- 

**3** How are the dogs in the first selection like the dogs in the second selection?

- The dogs eat treats.
  - The dogs need training.
  - The dogs help the police.
- 

**4** Read the second selection. How can a dog help kids?

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Name \_\_\_\_\_

**Directions: Read the selections. Then answer the questions.**

## Making Books

Long ago, people used pens to write books. Each book took a long time to write. Then, people in China came up with a new idea. They used wood blocks to print both letters and words. People did not need to write out all the words anymore. Many years later, a man in Germany had an idea. He made a machine that made making books even easier. Soon books could be printed again and again. More people could read books.

9  
20  
30  
40  
50  
61  
69  
78  
80

## Reading Books

Reading is a hobby that many people like. Some people love how a book feels in their hands. They like turning pages. But some books are heavy. It is hard to carry many books.

89  
99  
109  
114

Others like to read books on e-readers. They read books on a screen. An e-reader is small and can hold many books. It is easy to carry many books with an e-reader.

123  
133  
143  
146

**Directions: Answer the questions below.**

**1** The first selection is mainly about —

- printing books
  - reading books
  - carrying books
- 

**2** Both selections contain details about —

- books with pages
  - carrying heavy books
  - using pens to write books
- 

**3** The second selection is mainly about —

- writing books
  - reading books
  - printing books
- 

**4** How are machines used in both selections?

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Name \_\_\_\_\_

**Directions: Read the selections. Then answer the questions.**

# Visiting the Statue of Liberty

Many people have been to visit the Statue of Liberty.	10
They get on a boat in New York City. Soon they get	22
to the statue. They can see the bottom of the statue.	33
They can read a poem about being free. They can	43
take stairs up to the crown. People can also listen	53
to a park ranger. They can learn how the Statue of	64
Liberty was built.	67

# Building the Statue of Liberty

The Statue of Liberty was made in two countries. Both	77
France and the United States worked together. The	85
statue was built in France. The bottom was built in	95
America. To get the statue to America, the builders	104
took it apart. They put the pieces on a boat. When	115
the pieces got to New York City, builders put them	125
back together again.	128



**Directions: Read the selection. Then answer the questions.**

# Grace Hopper

Grace Hopper had always been curious. When she was a girl, she took a clock apart. She wanted to know how it worked. 8  
19  
23

When she was older, Grace went to school. She studied math and science. 32  
36

In World War II, Grace joined the Navy. She used computers in her Navy job. She loved going to work. She liked to find out how the computers worked. 46  
56  
65  
The war ended. She still worked with computers. 73  
She helped write computer programs. A program is a list of orders that tells a computer what to do. 80  
92

Grace won many awards for her work. 99

**Directions: Answer the questions below.**

**1** What is the central idea of the selection?

- Grace Hopper liked to invent things.
  - Grace Hopper built the first American computer.
  - Grace Hopper loved knowing how machines work.
- 

**2** What detail shows that Grace was good at her work?

- She joined the Navy.
  - She won many awards.
  - She studied math and science.
- 

**3** What happened to Grace after World War II?

- She joined the Navy.
  - She took a clock apart.
  - She helped write computer programs.
- 

**4** How does the author show that Grace was curious?

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**Directions: Read the selection. Then answer the questions.**

# Clara and the Red Cross

Clara Barton was born in the United States in 1821.	10
Clara was working in an office when the country went to war. Clara worried about the people who were hurt in the war. She wanted to help them. She went to the hurt people and cared for them.	20 30 42 48
Clara still wanted to help others when the war ended. She learned about the Red Cross. This was a group that worked to help people around the world. Clara brought the Red Cross to America. The Red Cross still does work to help people. In fact, the words “Red Cross” remind us of Clara Barton today.	58 68 77 86 97 104

**Directions: Answer the questions below.**

**1** What is the central idea of the selection?

- Clara Barton did office work.
  - Clara Barton studied to be a nurse.
  - Clara Barton wanted to help people.
- 

**2** What did Clara do during the war?

- She fought bravely.
  - She wrote newspaper articles about the war.
  - She carried medicine to help people who were hurt.
- 

**3** Which is the main idea of paragraph 2?

- Clara became a nurse after the war.
  - Clara brought the Red Cross to America.
  - Clara worked all over the world after the war.
- 

**4** How does the author show that Clara wanted to help people after the war?

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**Directions: Read the selection. Then answer the questions.**

# Morris Frank

In 1927, Morris Frank heard a story about dogs in a different country. The story said that the dogs helped people who could not see.	9 19 25
Morris also could not see. He had lost his sight when he was 16. He sent a letter to the woman who wrote the story about the dogs. He said he wanted to train dogs in the United States to help people, too. The writer helped Morris get to the training school in the other country.	35 46 56 66 75 81
At the school, Morris learned to work with a dog named Buddy. He learned how to carry Buddy's leash. Morris learned ways to use words to tell Buddy what he needed. Soon, Buddy and Morris came home. Then Morris started a school to train dogs in the United States to help people. Today we know Morris as the person who brought "seeing-eye dogs" to the United States.	91 99 108 116 125 135 143 148

**Directions: Answer the questions below.**

**1** What is the central idea of the selection?

- Morris Frank could not see.
  - Morris Frank had a helper dog named Buddy.
  - Morris Frank trained dogs to help people who could not see.
- 

**2** Morris helped to train Buddy so that the dog would —

- not bark
  - help him
  - protect him
- 

**3** An important idea in this selection is that dogs —

- are playful
  - can help people
  - are good friends
- 

**4** Why do we know Morris Frank today?

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**Directions: Read the selection. Then answer the questions.**

# Staying Safe in a Storm

What would you do to be safe in a big storm? There are things you can do to stay safe. First, go inside the house. If you are not at home, find a building where you can stay dry. Next, turn on the radio or TV because then you can listen for news about the storm. You can find out how long it will last. You can wait inside until the storm is over. Tell your friends and family about how to stay safe.

12  
24  
35  
47  
58  
70  
80  
84

**Directions: Answer the questions below.**

**1** How do you know this selection is an informational text?

- It states facts about storms.
  - It gives opinions about storms.
  - It provides reasons to like storms.
- 

**2** What should you do after you seek shelter?

- Drive to safety
  - Turn on the radio
  - Find your umbrella
- 

**3** What should you do first during a storm?

- Find a building so you can stay dry.
  - Go outside to know where the storm is found.
  - Turn on the radio or TV to hear about the storm.
- 

**4** Write a word or phrase that tells one way to stay safe during a storm.

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**Directions: Listen to the selection. Then answer the questions.**

# Weather Maps

Weather maps tell people about the weather where they live. Some weather maps show how hot or cold it is outside. They show if it is likely to be rainy or sunny. They can tell you what the weather will be for the week.

8  
18  
31  
42  
44

How do scientists make a weather map? First, they use different tools to help them guess what the weather will be. Next, they put the information on a weather map. Last, they share the weather map with you. If it is sunny you can go outside and play! But if it is raining, you may need an umbrella.

53  
62  
72  
81  
94  
102

**Directions: Answer the questions below.**

- 1** How do you know this selection is an informational text?
- The author gives facts about weather maps.
  - The author gives reasons to learn about weather maps.
  - The authors gives his opinion about how good weather maps are.
- 

- 2** What is the first step to making a map?
- Put information on the weather map
  - Go outside and play when it is sunny
  - Use tools to guess what the weather will be
- 

- 3** What do scientists do right before they share the weather map?
- Find different tools
  - Guess the weather
  - Put information on the map
- 

- 4** What happens after scientists share the map?
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**Directions: Read the selection. Then answer the questions.**

# Thundersnow!

You know what thunder is, and you know what snow is.	11
Did you know there is such a thing as thundersnow?	21
Thundersnow is a mix of snow, thunder, and lightning.	30
It is caused by cold air sitting on top of warm air that is close to the ground. The cold air causes it to snow, and the warm air causes the thunder and lightning.	43
Because this does not happen very often, people write about it. Does thundersnow happen where you live?	55
Would you like to see thundersnow?	64
	73
	81
	87

**Directions: Answer the questions below.**

- 1** How do you know this selection is an informational text?
- The author gives his opinion about snow.
  - The author tells how thundersnow is formed.
  - The author gives reasons to play in the snow.
- 
- 2** What sentence from the selection gives details about how thundersnow forms?
- You know what thunder is.*
  - Thundersnow is a mix of snow, thunder, and lightning.*
  - It is caused by cold air sitting on top of warm air that is close to the ground.*
- 
- 3** What happens after the cold air makes it snow during thundersnow?
- The snow stays on roads.
  - Warm air makes thunder and lightning.
  - Thundersnow happens all around the world.
- 
- 4** Write a detail that tells one effect of cold air on the weather.

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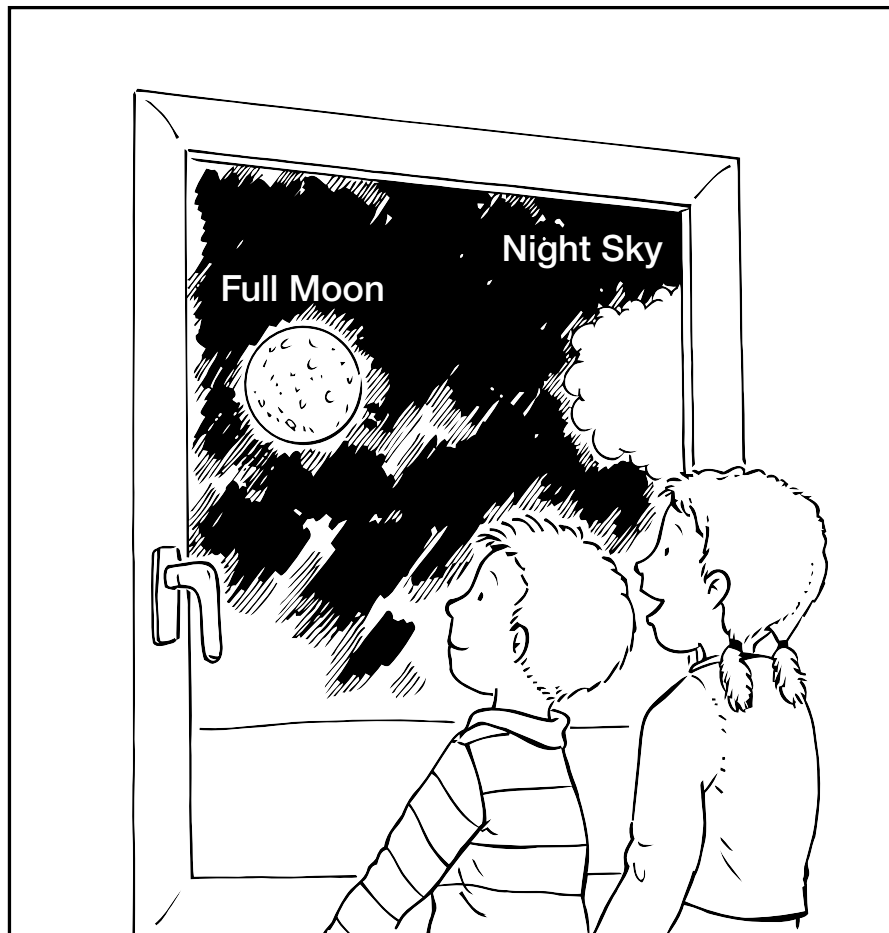


Directions: Read the selection. Then answer the questions.

# The Moon

Most nights when you look up into the sky, you can see the moon. About once a month you can see the whole lit side of the moon. This is called a full moon. Some nights you can only see part of the moon. People have gone to the moon in rockets. They have landed on the moon. They have done tests to understand more about the moon. Scientists have even done tests to find water on the moon.

11  
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79



**Directions: Answer the questions below.**

**1** What information from the selection does the graphic help you understand?

- The moon can be seen at night.
  - People can fly rockets to the moon.
  - Men landed on the surface of the moon.
- 

**2** Which sentence from the selection is supported by the graphic?

- About once a month you can see the whole lit side of the moon.*
  - People have gone to the moon in rockets.*
  - Scientists have even done tests to find water on the moon.*
- 

**3** What information do you learn from the graphic?

- It shows a full moon.
  - It shows a part of the moon.
  - It shows water is on the moon.
- 

**4** Write a sentence about how the labels help you understand the graphic.

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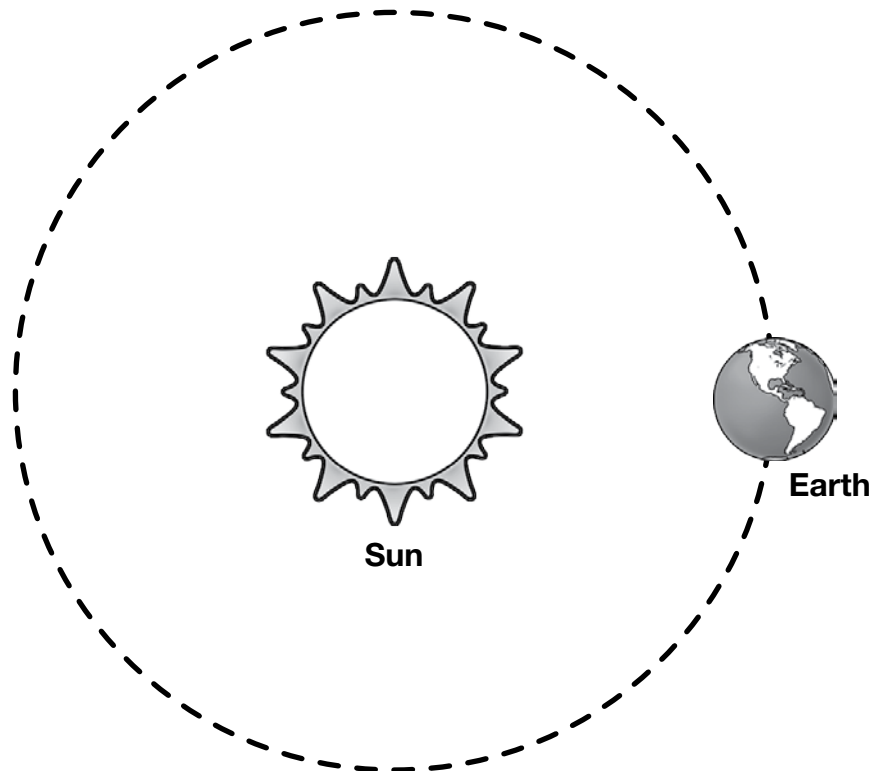
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Directions: Listen to the selection. Then answer the questions.

# Night and Day

The sun rises. It is time for you to get up. Now it is time for breakfast. You get dressed and go to school. While you are going about your day, Earth is moving around the sun. When it is daytime, that means the part of Earth where you live is facing the sun.

Once the day is done, the sun sets. You do your homework. You spend time with your family. Then you lie in your bed to go to sleep. As you turn to go to sleep, the Earth is also turning. When it is nighttime, the part of Earth where you live is facing away from the sun.



**Directions: Answer the questions below.**

- 1** What sentence from the selection is supported by the graphic?
- It is time for you to get up.*
  - While you are going about your day, Earth is moving around the sun.*
  - Then you lie in your bed to go to sleep.*
- 

- 2** What information from the selection does the graphic help you understand?
- The sun rises.
  - Earth travels around the sun.
  - The sun tells you when to wake up in the morning.
- 

- 3** What information do you learn from the graphic?
- Earth is far away from the sun.
  - Some parts of Earth have day all the time.
  - It is day in the part of Earth that faces the sun.
- 

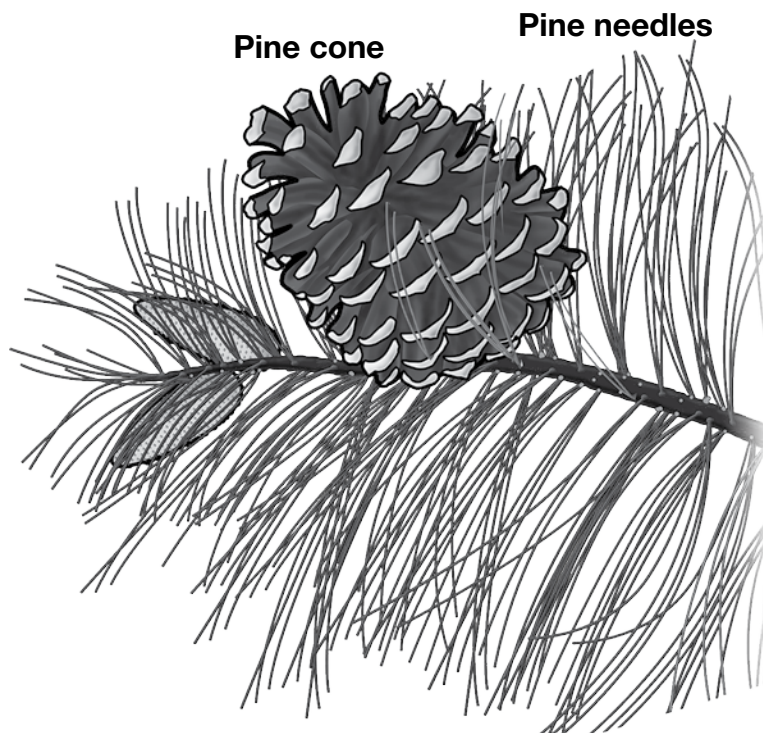
- 4** How do the labels help you understand the graphic?
- 
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Directions: Read the selection. Then answer the questions.

# Evergreen Trees

Have you seen an evergreen tree before? You may have seen one, because they grow in many areas. Evergreen trees have needles, not leaves. Unlike trees that lose their leaves, evergreens do not lose their needles. Evergreen trees can get as tall as 100 feet before they are done growing! On the branches of these trees are pine cones. The pine cone holds the evergreen's seeds. Like other trees, evergreens need sunlight and water to grow. The sap from these trees is very sticky! Evergreens are green all year, even in the winter.

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64  
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81  
91  
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**Directions: Answer the questions below.**

**1** What information from the selection does the graphic help you understand?

- How tall an evergreen tree is
  - How an evergreen tree grows
  - The parts of an evergreen tree
- 

**2** What sentence from the selection is supported by the graphic?

- You may have seen one, because they grow in many areas.*
  - Evergreen trees have needles, not leaves.*
  - The sap from these trees is very sticky!*
- 

**3** What information is shown in the graphic?

- Pine cones grow on the branches.
  - Trees need sunlight to grow pine needles.
  - Evergreen trees are used as Christmas trees.
- 

**4** Write a sentence describing how the labels help you understand the graphic.

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**Directions: Read the selection. Then answer the questions.**

# Keep Parks Healthy

People are talking about making changes to the town park. Some people want to build a food stand. Other people want to put in walking trails. I think the walking trails are a better idea. Why? Most food stands do not have healthy food. They often sell candy and chips. Eating this food is not good for you. On the other hand, walking is a good way to stay in shape. You can be in the open and enjoy the fresh air. You can look at beautiful trees and plants. You can play hide-and-seek and laugh with your friends. You can climb and jump off large rocks. Putting in walking trails is a better idea than building a food stand.	9 19 30 41 50 61 72 84 93 101 110 120
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**Directions: Answer the questions below.**

- 1** The author wants the reader to think —
- walking trails are a waste of money
  - food stands are important for the town park
  - walking trails are healthier than food stands
- 
- 2** What is the author trying to persuade readers to support?
- Town parks
  - Food stands
  - Walking trails
- 
- 3** What is a reason the author gives that supports her opinion?
- Friends can have a place to eat together.
  - Food stands are a place to sell healthy foods.
  - Walking trails provide somewhere to enjoy fresh air.
- 
- 4** What is the author’s opinion of building food stands in the town park? Use text evidence.

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**Directions: Read the selection. Then answer the questions.**

# Farm Fun

My class will be taking a school trip this year. We get	12
to say where we want to go. I think it would be fun to	26
visit a farm because there are many things to do. The	37
farmer opens the barn so we can pet some of the	48
animals. There are goats, lambs, and even pigs! The	57
pigs are so funny. They make us laugh! We can see	68
how to milk a cow. We can learn about farming. We	79
can see the tools farmers use. We can ride in a	90
horse-pulled cart. I wish we could ride the horse, but	100
my teacher said that someone could fall off. After the	110
trip, our teacher will have us write about our favorite	120
part of the trip. I know this because I went on this trip	133
last year!	135

**Directions: Answer the questions below.**

- 1** What is the author trying to persuade the reader to support?
- A class visit to a farm
  - Riding horses on the farm
  - Visiting a farm in the spring
- 
- 2** What is one of the reasons the author uses in support of the class trip?
- The farm is big.
  - The pigs are funny.
  - The horses are scary.
- 
- 3** The author wants the reader to think —
- farms are fun
  - cows are interesting
  - class trips are boring
- 
- 4** Write a sentence telling the reason the author gave to persuade the teacher to go to the farm.

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**Directions: Read the selection. Then answer the questions.**

# Learning a Language

I love my Spanish class. Why? I like being able to	11
say words in two languages. I also like the sounds	21
of the words in Spanish. Besides, some people think	30
it makes me very smart! Sometimes I have to think	40
before I open my mouth to say something in Spanish.	50
My friends and I laugh when we say something wrong.	60
But our teacher is very nice. He will tell us how to say	73
it the right way. At home, I can listen to Spanish radio.	85
But I turn it off after about 15 minutes. I don't want my	98
brain to be too tired! Speaking another language is	107
really fun. You should do it, too!	114

**Directions: Answer the questions below.**

**1** What is one reason the author uses in support of taking a Spanish class?

- You can laugh in class.
  - He can listen to the radio in Spanish.
  - He likes being able to say words in two languages.
- 

**2** What is the author trying to persuade readers to do?

- Speak two languages
  - Listen to Spanish radio
  - Think before they speak
- 

**3** The author wants the reader to think —

- language makes you smart
  - speaking another language is good
  - listening to Spanish makes your brain tired
- 

**4** What is a reason the author uses to persuade you to learn to speak a new language?

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**Directions: Read the selection. Then answer the questions.**

# Wrap It Up

Mike wanted to surprise his mother with a gift. When	10
he got to his house, Mike ran up to his room. He	22
began to wrap the clay pot he made at school. He	33
tried to wrap the gift eight times. The wrapping paper	43
did not fit this way. It did not fit that way. No matter	56
which way he moved the wrapping paper, it did not fit.	67
Then, he heard the door slam. His sister Gina was	77
home! He could ask her for help! But he wanted to	88
learn to wrap it himself. Mike asked Gina to help him.	99
She showed him how to fold the paper and tape the	110
corners. He did it! Now the gift was ready for Mother.	121

**Directions: Answer the questions below.**

**1** Mike is wrapping a surprise for —

- Gina
  - his sister
  - his mother
- 

**2** Which sentence from the selection helps you determine the theme?

- Mike wanted to surprise his mother with a gift.
  - When he got to his house, Mike ran up to his room.
  - His sister Gina was home!
- 

**3** The theme of the selection is —

- getting help is always best
  - doing something on your own is important
  - all children should get surprises for their moms
- 

**4** How does the following sentence from the selection help you determine the theme?

*He could ask her for help!*

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**Directions: Listen to the selection. Then answer the questions.**

# Blast Off!

Juan and Mario looked outside at the rainy day. Their toy rocket stood in the hall. They had planned to test the rocket today. If only they could go outside! It was boring to sit inside all day.	10 21 32 38
Mario had an idea! They could pretend to be space men in the house! They put sheets over the top of the dinner table.	48 60 62
The boys crawled under the dinner table as if they were inside a rocket. The sheets hung down so no one could see them. Ten, nine, eight, seven ... until ... BLAST OFF! They had so much fun. They did not learn that the rain had stopped until their mom asked why they were still inside now that the sun was out.	72 82 91 101 111 122

**Directions: Answer the questions below.**

- 1** Which sentence helps you determine the theme?
- Their toy rocket stood in the hall.*
  - It was boring to sit inside all day.*
  - They could pretend to be space men in the house!*
- 

- 2** Which sentence tells what Juan and Mario are doing?
- The boys are playing outside.
  - The boys are creating a game.
  - The boys are playing with toys.
- 

- 3** The theme of the selection is —
- pretending is more fun than toys
  - new ideas for games help time pass
  - games are more fun inside than outside
- 

- 4** How do the following sentences from the selection help you determine the theme?

*They had so much fun. They did not learn that the rain had stopped until their mom asked why they were still inside now that the sun was out.*

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**Directions: Read the selection. Then answer the questions.**

# A New Trip

Josh wanted to see his grandfather, but the only way to get to his grandfather's new house was by boat. He had never been on a boat, so he was not sure what it would be like. Would the boat move up and down? Would he get wet when it moved?	10 21 34 44 51
Once Josh and his parents walked onto the boat, they put on life vests. The boat began to move, it rocked a little, and it felt nice. Josh did not get wet. He felt the warmth of the sun on his back. He loved feeling the wind in his face. Josh was happy he got to ride!	61 73 86 97 108

**Directions: Answer the questions below.**

- 1** Which sentence describes what Josh is doing?
- He is driving to his grandfather's house.
  - He is walking to his grandfather's house.
  - He is riding in a boat to his grandfather's house.
- 
- 2** Which sentence describes how Josh felt about his trip?
- Josh did not get wet.
  - He felt the warmth of the sun on his back.
  - Josh was happy he got to ride!
- 
- 3** The theme of the selection is —
- trying new things can be fun
  - you can get wet when riding in a boat
  - it is important to see your grandparents
- 
- 4** How do the following sentences from the selection help you determine the theme?

*He had never been on a boat. He was not sure what it would be like.*

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Directions: Read the selection. Then answer the questions.

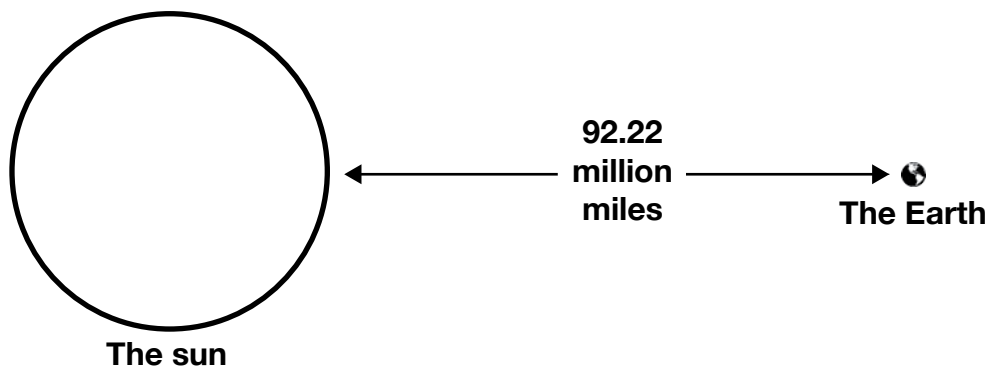
# The Sun

Did you know that the sun is a star? It is 1 million times bigger than Earth. The whole world uses the sun for heat and light. Plants use the sun to make their own food. Without the power of the sun, nothing would be able to live on Earth.

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The sun is very far from Earth. It would take you 177 years to get there! But the light from the sun takes only eight minutes to get to Earth. The sun is very bright. The sun is very warm! It can hurt you. You should always wear sunscreen when you go outside.

62  
74  
85  
96  
103



**Directions: Answer the questions below.**

**1** The sun is very far from Earth. Where can you find information about this?

- Words
  - Picture
  - Both
- 

**2** Where can you find information about how big the sun is?

- Words
  - Picture
  - Both
- 

**3** The picture helps the reader understand —

- how hot the sun is
  - how fast light from the sun travels
  - how much larger the sun is than Earth
- 

**4** How far from Earth is the sun? Give an example from the words and an example from the picture.

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**Directions: Read the selection. Then answer the questions.**

# Bananas!

People all over the world have enjoyed bananas for thousands of years. This tasty yellow fruit comes mostly from warm places. Bananas are grown from plants. The plants make flowers. When they are ripe, the banana flowers turn into the fruit. It takes about a year. That is a long time for the fruit to grow!

A bunch of bananas is called a “hand.” One banana is called a “finger.” Most ripe bananas that you see today are yellow. But would you believe there are green and red bananas, too?

Bananas are delicious in so many ways! Many people eat bananas when the skin is bright yellow. But bananas with brown spots are often sweeter. When do you think people should eat bananas?



**Directions: Answer the questions below.**

**1** What tells you that bananas grow from a flower?

- Words
  - Pictures
  - Both
- 

**2** How do the pictures help to explain the name for a bunch of bananas?

- The bunch looks like a hand.
  - The bunch looks like a finger.
  - The bunch looks like a flower.
- 

**3** The picture of the banana plant helps the reader understand that —

- banana flowers smell good
  - many bananas grow on each plant
  - only one banana grows on each plant
- 

**4** When do bananas taste best? Use details from the selection in your answer.

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**Directions: Read the selection. Then answer the questions.**

# Fossils

Do you know what a fossil is? Fossils are what is left of plants and animals that lived a long, long time ago. Over many years, the parts of plants and animals turn to stone.

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A fossil can be an animal bone. A fossil can be an animal's footprints. Plant leaves or insect wings can be fossils.

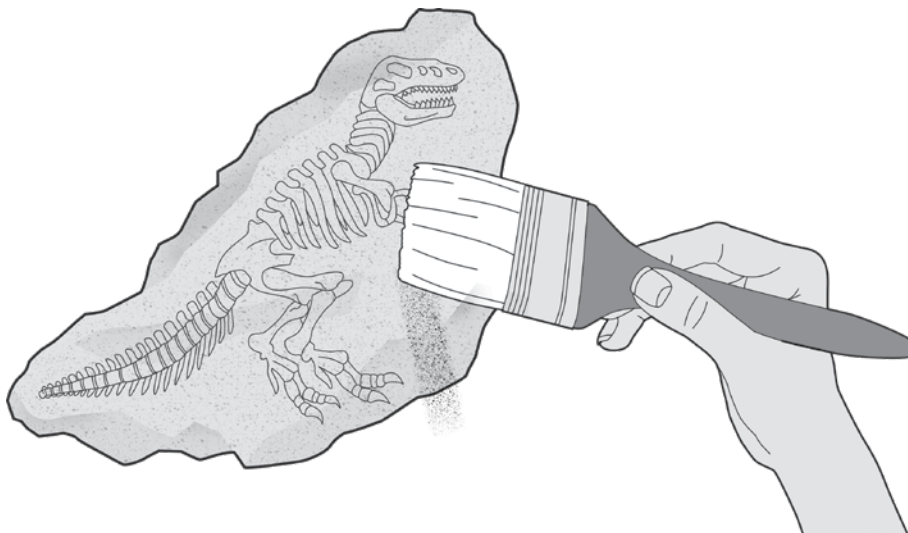
47  
55  
57

Today, scientists look for fossils all over the world. Scientists are careful when working with fossils. They can find them by digging deep into the ground. They use a brush like the one shown to push away the dirt. That way they can look at the fossil more carefully.

66  
74  
84  
96  
106

If you find a fossil, you should be like a scientist and study it!

118  
120



**Directions: Answer the questions below.**

**1** Where do you learn what fossil means?

- Words
  - Picture
  - Both
- 

**2** Where do you learn about the tool scientists use to look at fossils more carefully?

- Words
  - Picture
  - Both
- 

**3** The picture is included in the selection to show that —

- only animals are fossils
  - fossils help us unlock the past
  - brushes are used to remove the dirt from fossils
- 

**4** Give two details about fossils that are in the selection but **not** in the picture.

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