

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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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.

Item Analysis Charts

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
UNIT 1 WEEK 1	Developing	1–2, 4	Describe and Understand Setting	Items 1–2 DOK 2 Item 4 DOK 1	RL.2.7
		3	Use Text Evidence	Item 3 DOK 2	RL.2.7
	On-Level	1–2, 4	Describe and Understand Setting	Item 1 DOK 1 Items 2, 4 DOK 2	RL.2.7
		3	Use Text Evidence	Item 3 DOK 2	RL.2.7
	Advanced	1–2, 4	Describe and Understand Setting	Item 1 DOK 1 Items 2, 4 DOK 2	RL.2.7
		3	Use Text Evidence	Item 3 DOK 2	RL.2.7
UNIT 1 WEEK 2	Developing	1–4	Describe and Understand Characters	Items 1–4 DOK 2	RL.2.7
	On-Level	1–4	Describe and Understand Characters	Items 1, 3–4 DOK 2 Item 2 DOK 1	RL.2.7
	Advanced	1–4	Describe and Understand Characters	Items 1–2, 4 DOK 2 Item 3 DOK 3	RL.2.7
UNIT 1 WEEK 3	Developing	1–4	Identify Main Idea	Items 1–2, 4 DOK 2 Item 3 DOK 3	RI.2.2
	On-Level	1–4	Identify Main Idea	Items 1–2, 4 DOK 2 Item 3 DOK 3	RI.2.2
	Advanced	1–4	Identify Main Idea	Items 1–2, 4 DOK 2 Item 3 DOK 3	RI.2.2
UNIT 1 WEEK 4	Developing	1–4	Explain Patterns and Structures	Items 1–2, 4 DOK 1 Item 3 DOK 2	RL.2.4
	On-Level	1–4	Explain Patterns and Structures	Items 1–2, 4 DOK 1 Item 3 DOK 2	RL.2.4
	Advanced	1–4	Explain Patterns and Structures	Items 1–2, 4 DOK 1 Item 3 DOK 2	RL.2.4
UNIT 1 WEEK 5	Developing	1–4	Describe and Understand Plot Elements	Items 1, 4 DOK 2 Item 2 DOK 1 Item 3 DOK 3	RL.2.7
	On-Level	1–4	Describe and Understand Plot Elements	Items 1–4 DOK 2	RL.2.7
	Advanced	1–4	Describe and Understand Plot Elements	Items 1–4 DOK 2	RL.2.7

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
UNIT 2 WEEK 1	Developing	1–4	Identify Text Structure	Items 1–2, 4 DOK 1 Item 3 DOK 2	RI.2.1
	On-Level	1–4	Identify Text Structure	Items 1–2, 4 DOK 1 Item 3 DOK 2	RI.2.1
	Advanced	1–4	Identify Text Structure	Items 1–2, 4 DOK 1 Item 3 DOK 2	RI.2.1
UNIT 2 WEEK 2	Developing	1–4	Use Text Features and Graphics	Items 1–2 DOK 1 Items 3–4 DOK 2	RI.2.5
	On-Level	1–4	Use Text Features and Graphics	Item 1 DOK 1 Items 2–4 DOK 2	RI.2.5
	Advanced	1–4	Use Text Features and Graphics	Items 1–2 DOK 1 Items 3–4 DOK 2	RI.2.5
UNIT 2 WEEK 3	Developing	1–4	Understand Setting and Plot	Item 1 DOK 2 Items 2, 4 DOK 1 Item 3 DOK 3	RL.2.7
	On-Level	1–4	Understand Setting and Plot	Item 1 DOK 2 Items 2, 4 DOK 1 Item 3 DOK 3	RL.2.7
	Advanced	1–4	Understand Setting and Plot	Item 1 DOK 2 Items 2, 4 DOK 1 Item 3 DOK 3	RL.2.7
UNIT 2 WEEK 4	Developing	1–4	Describe and Understand Characters	Items 1–2, 4 DOK 2 Item 3 DOK 3	Items 1–3 RL.2.7 Item 4 RL.2.3
	On-Level	1–4	Describe and Understand Characters	Items 1–2, 4 DOK 2 Item 3 DOK 3	Items 1, 4 RL.2.7 Items 2–3 RL.2.3
	Advanced	1–4	Describe and Understand Characters	Item 1 DOK 2 Items 2, 4 DOK 1 Item 3 DOK 3	Items 1, 4 RL.2.7 Items 2–3 RL.2.3
UNIT 2 WEEK 5	Developing	1–4	Use Text Features	Items 1–2, 4 DOK 1 Item 3 DOK 3	Items 1, 4 RI.2.5 Items 2–3 RI.2.7
	On-Level	1–4	Use Text Features	Items 1, 4 DOK 1 Item 2 DOK 2 Item 3 DOK 3	Items 1, 4 RI.2.5 Items 2–3 RI.2.7
	Advanced	1–4	Use Text Features	Item 1 DOK 1 Items 2, 4 DOK 2 Item 3 DOK 3	Items 1, 4 RI.2.5 Items 2–3 RI.2.7

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
UNIT 3 WEEK 1	Developing	1	Determine Key Ideas	Item 1 DOK 1	RL.2.3
		2–4	Identify Theme	Items 2–3 DOK 2 Item 4 DOK 1	RL.2.2
	On-Level	1, 3	Determine Key Ideas	Items 1, 3 DOK 2	RL.2.3
		2, 4	Identify Theme	Items 2, 4 DOK 2	RL.2.2
	Advanced	1, 3	Determine Key Ideas	Items 1, 3 DOK 2	RL.2.3
		2, 4	Identify Theme	Items 2, 4 DOK 2	RL.2.2
UNIT 3 WEEK 2	Developing	1–4	Discuss Author’s Purpose	Items 1–2 DOK 1 Items 3–4 DOK 2	RL.2.1
	On-Level	1–4	Discuss Author’s Purpose	Items 1–2 DOK 1 Items 3–4 DOK 2	RL.2.1
	Advanced	1–4	Discuss Author’s Purpose	Items 1–2 DOK 1 Item 3 DOK 3 Item 4 DOK 2	RL.2.1
UNIT 3 WEEK 3	Developing	1–4	Compare and Contrast Stories	Items 1–2, 4 DOK 2 Item 3 DOK 3	RL.2.9
	On-Level	1–4	Compare and Contrast Stories	Items 1–2, 4 DOK 2 Item 3 DOK 3	RL.2.9
	Advanced	1–4	Compare and Contrast Stories	Items 1–4 DOK 2	RL.2.9
UNIT 3 WEEK 4	Developing	1–4	Discuss Author’s Purpose	Items 1–2, 4 DOK 2 Item 3 DOK 3	RI.2.6
	On-Level	1–4	Discuss Author’s Purpose	Items 1–2, 4 DOK 2 Item 3 DOK 3	RI.2.6
	Advanced	1–4	Discuss Author’s Purpose	Items 1–2, 4 DOK 2 Item 3 DOK 3	RI.2.6
UNIT 3 WEEK 5	Developing	1–4	Understand Text Features	Items 1–2 DOK 1 Items 3–4 DOK 2	RI.2.5
	On-Level	1–4	Understand Text Features	Item 1 DOK 1 Items 2–4 DOK 2	RI.2.5
	Advanced	1–4	Understand Text Features	Items 1–2, 4 DOK 1 Item 3 DOK 2	RI.2.5

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
UNIT 4 WEEK 1	Developing	1–4	Identify Text Structure	Items 1–2 DOK 1 Item 3 DOK 3 Item 4 DOK 2	RI.2.3
	On-Level	1–4	Identify Text Structure	Items 1–2 DOK 1 Items 3–4 DOK 2	RI.2.3
	Advanced	1–4	Identify Text Structure	Item 1 DOK 1 Items 2, 4 DOK 2 Item 3 DOK 3	RI.2.3
UNIT 4 WEEK 2	Developing	1–4	Use Text Features	Items 1–2, 4 DOK 2 Item 3 DOK 3	RI.2.7
	On-Level	1–4	Use Text Features	Items 1–2, 4 DOK 2 Item 3 DOK 3	RI.2.7
	Advanced	1–4	Use Text Features	Items 1–2, 4 DOK 2 Item 3 DOK 3	RI.2.7
UNIT 4 WEEK 3	Developing	1, 4	Determine Theme	Item 1 DOK 1 Item 4 DOK 2	RL.2.2
		2–3	Create New Understandings	Item 2 DOK 1 Item 3 DOK 2	RL.2.7
	On-Level	1–2	Create New Understandings	Item 1 DOK 1 Item 2 DOK 2	RL.2.7
		3–4	Determine Theme	Items 3–4 DOK 2	RL.2.2
	Advanced	1–2	Create New Understandings	Items 1–2 DOK 1	RL.2.7
		3–4	Determine Theme	Items 3–4 DOK 2	RL.2.2
UNIT 4 WEEK 4	Developing	1–4	Identify Text Structure	Items 1–2 DOK 1 Item 3 DOK 3 Item 4 DOK 2	RI.2.3
	On-Level	1–4	Identify Text Structure	Items 1–2 DOK 1 Items 3–4 DOK 2	RI.2.3
	Advanced	1–4	Identify Text Structure	Items 1–2 DOK 1 Items 3–4 DOK 2	RI.2.3
UNIT 4 WEEK 5	Developing	1–4	Understand Persuasive Text	Items 1–2 DOK 1 Items 3–4 DOK 2	RI.2.8
	On-Level	1–4	Understand Persuasive Text	Item 1 DOK 1 Items 2–4 DOK 2	RI.2.8
	Advanced	1–4	Understand Persuasive Text	Items 1–2 DOK 1 Items 3–4 DOK 2	RI.2.8

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
UNIT 5 WEEK 1	Developing	1–4	Describe Connections	Items 1-2 DOK 1 Items 3-4 DOK 2	RI.2.3
	On-Level	1–4	Describe Connections	Items 1–2, 4 DOK 1 Item 3 DOK 3	RI.2.3
	Advanced	1–4	Describe Connections	Items 1–2 DOK 1 Item 3 DOK 3 Item 4 DOK 2	RI.2.3
UNIT 5 WEEK 2	Developing	1–4	Compare and Contrast Texts	Items 1–2, 4 DOK 2 Item 3 DOK 3	RI.2.9
	On-Level	1–4	Compare and Contrast Texts	Items 1–2, 4 DOK 2 Item 3 DOK 3	RI.2.9
	Advanced	1–4	Compare and Contrast Texts	Items 1–2, 4 DOK 2 Item 3 DOK 3	RI.2.9
UNIT 5 WEEK 3	Developing	1–4	Identify Elements of Drama	Item 1 DOK 1 Items 2, 4 DOK 2 Item 3 DOK 3	RL.2.7
	On-Level	1–4	Identify Elements of Drama	Items 1–2 DOK 1 Item 3 DOK 3 Item 4 DOK 2	RL.2.7
	Advanced	1–4	Identify Elements of Drama	Item 1 DOK 1 Items 2–4 DOK 2	RL.2.7
UNIT 5 WEEK 4	Developing	1–4	Explain Patterns and Structures	Items 1–2 DOK 1 Items 3–4 DOK 2	RL.2.4
	On-Level	1–4	Explain Patterns and Structures	Items 1–2 DOK 1 Items 3–4 DOK 2	RL.2.4
	Advanced	1–4	Explain Patterns and Structures	Items 1–2 DOK 1 Items 3–4 DOK 2	Items 1–2 RL.2.4 Items 3–4 RL.2.1
UNIT 5 WEEK 5	Developing	1–4	Identify Main Idea	Items 1–4 DOK 2	Items 1–3 RI.2.2 Item 4 RI.2.5
	On-Level	1–4	Identify Main Idea	Items 1–4 DOK 2	Items 1–2 RI.2.2 Item 3 RI.2.1 Item 4 RI.2.3
	Advanced	1–4	Identify Main Idea	Item 1 DOK 1 Items 2–4 DOK 2	RI.2.2

Administering and Scoring 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
Omission The student omits words or word parts.	My family runs@kitten rescue in our house.
Substitution The student substitutes words or parts of words for the words in the text.	When they are old enough to go to new homes, we take them ^{kittens} to the pet store.
Insertion The student inserts words or parts of words that are not in the text.	The cage helps ^{to} _^ keep the kittens safe.
Mispronunciation/ Misreading The student pronounces or reads a word incorrectly.	Honey is my favorite ^{thought} though .
Hesitation The student hesitates over a word and the teacher provides the word.	A <u>H</u> family with two little girls comes in.
Self-correction The student reads a word incorrectly but then corrects the error.	Soon, people start coming. ^(SC)

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: Sara

Date: 9/24/2018

Adopt a Kitten

My family runs a kitten rescue in our house. We help kittens that are too little to leave their moms. When they are old enough to go to new homes, we take them to the pet store.

Today, we are bringing three kittens. Each one is cuter than the next. Honey is my favorite. I help Mom set up a cage for the kittens. The cage helps keep the kittens safe. Soon, people start coming.

A family with two little girls comes in. "Which kitten will be part of your family?" I ask. They want to see Honey. My mom gives her to the father to hold. Honey purrs and says "meow" in her squeaky voice. The family loves her and wants to give her a home.

Mom tells them that they need to fill out some papers. She says it will be a few days until Honey is ready to go home with them. When they leave, I try not to cry. Mom gives me a hug. "I know you will miss her, Dan."

I look at her and smile. "Watching the kittens leave is always hard," I say. "But I know it means that we will get new kittens and can help them too."

$$80 - 5 = 75$$

Interpreting the Results

According to published norms for oral reading fluency, students at the end of Grade 2 should be reading fluently at 100 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 second-grade student reads 84 words correct per minute in fall, he or she is at the 75th percentile. If the same student reads 131 words correct per minute in the winter, he or she is now at the 90th percentile.

GRADE	%ILE	FALL WCPM	WINTER WCPM	SPRING WCPM
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43

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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.

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 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 the 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

How Many Stars in the Sky? Name _____

Directions: Answer the questions below.

1 Where does the story take place?
 In the park
 In Ann's house
 In the narrator's room

2 How does the setting change the girls' plans?
 The rainy day keeps them inside.
 They want to draw in the bedroom.
 It is too late in the day to play outside.

3 Which words does the author use to show that the girls like their new plan?
The author shows that the girls are excited about the new plan with the words "That will be even more fun than the park!"
The author also says that the girls were grinning and laughing. These words prove that they were excited about the new plan.

4 At the beginning of the story, the girls want to go —
 A to the park
 B to the moon
 C to the kitchen
 D to Ann's room

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On-Level

How Many Stars in the Sky? Name _____

Directions: Answer the questions below.

1 Where does the story mostly take place?
 At a park
 In a house
 In a pet store

2 What is most important about the pet store setting?
 There are cages to keep kittens safe.
 There are people who could adopt kittens.
 There are other animals for kittens to meet.

3 What words does the author use to show us that Dan likes kittens? Choose two words or groups of words from the selection.
"Each one is cuter than the next!" "Honey is my favorite."

4 The setting changes from —
 A a house to a park
 B the pet store to home
 C a park to the pet store
 D a house to the pet store

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Advanced

How Many Stars in the Sky? Name _____

Directions: Answer the questions below.

1 What is the setting of Will's home?
 In a town
 In a desert
 A few miles from a town

2 How does the setting at the beginning make Will feel?
 Happy
 Uncomfortable
 Lonely and scared

3 What words does the author use to show why Will goes to town? Choose two sentences from the selection.
"His mother needed a needle for sewing. His father needed seeds for planting."

4 How is the setting at the end of the story different from the setting at the beginning?
 A It is busier.
 B It is prettier.
 C It is more dangerous.
 D It is more comfortable.

6 Unit 1 Week 1 Cold Reads A

WEEK 2

UNIT 1, WEEK 2

Developing

Maybe Something Beautiful Name _____

Directions: Answer the questions below.

1 Why was Marcus nervous?
 His teacher was loud.
 He was new to the school.
 There were new students.

2 What detail shows Marcus was nervous?
 Marcus was new to this school.
 His heart jumped a little in his chest.
 He didn't know anyone.

3 What makes Marcus feel less nervous?
 He and Dave like to do the same things. He has found a new friend.

4 Dave is —
 A shy
 B quiet
 C scared
 D friendly

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8 Unit 1 Week 2 Cold Reads D

On-Level

Maybe Something Beautiful Name _____

Directions: Answer the questions below.

1 Why is Kelsey bored?
 She is too tired to try anything new.
 She doesn't want to visit her grandparents.
 She has nothing to do at her grandparents' house.

2 What detail shows Kelsey is bored?
 I put my chin in my hand and yawned.
 I bit my lip.
 I couldn't wait to see if she was right.

3 How does Kelsey feel about learning to ride a bicycle after Grandma tells her story?
 She feels excited to try the same trick that her grandma tried with her bike.

4 Kelsey's grandma is —
 A worried that Kelsey might get hurt
 B mad at Kelsey for not riding a bike
 C sad that Kelsey has never ridden a bike
 D kind when Kelsey is scared about riding a bike

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10 Unit 1 Week 2 Cold Reads OL

Advanced

Maybe Something Beautiful Name _____

Directions: Answer the questions below.

1 Which word best describes Joe?
 Careful
 Rushed
 Slow

2 What detail shows that Sally is careless?
 She makes art very quickly.
 She asks for the teacher's help.
 She follows a set plan for her artwork.

3 How is Joe different from Sally?
 Joe works carefully and tries to do a good job. Sally rushes her work so that she can do something else.

4 At the end of the story, Sally realizes that she should —
 A be more careful with her work
 B spend more time with her friends
 C not worry so much about her project
 D ask her teacher for better instructions

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12 Unit 1 Week 2 Cold Reads A

WEEK 3

UNIT 1, WEEK 3

Developing

Places We Go _____ Name _____

Directions: Answer the questions below.

1 Which sentence from the selection tells the main idea?
 Here are two of the fastest animals in the world.
 It flies fastest when it is diving down to grab its food.
 When it runs, a cheetah makes very little sound.

2 Which sentence from the "In the Air" section tells the main idea of that part?
 The fastest bird is the peregrine falcon.
 This bird can fly 200 miles per hour!
 It flies fastest when it is diving down to grab its food.

3 How does the title of the selection give you a clue about the main idea?
The title tells that the selection is about fast animals. The main idea is that these animals are the fastest in the air and on land.

4 The section titled "On Land" is mainly about –
A what sounds the cheetah makes when it runs
B how the cheetah is the fastest animal on land
C how a cheetah is different from other fast animals
D how the cheetah can only run fast for short distances

14 Unit 1 Week 3 Cold Reads D

On-Level

Places We Go _____ Name _____

Directions: Answer the questions below.

1 Which sentence from the selection tells the main idea?
 Sports are a big part of life all around the world.
 Here are three sports many people enjoy.
 The most popular sport in the world is soccer.

2 Which sentence tells the main idea of the section titled "Basketball"?
 Basketball is another popular sport.
 The players are not allowed to carry the ball.
 Each team tries to shoot the ball into a basket.

3 How are the main ideas of each of the sections in the selection related?
Each section is about a popular sport. The main idea of each section is related to a popular sport.

4 The section titled "Cricket" is mainly about how –
A cricket is named for a bug
B the game of cricket is played
C equipment is used in cricket
D cricket compares to other sports

16 Unit 1 Week 3 Cold Reads OL

Advanced

Places We Go _____ Name _____

Directions: Answer the questions below.

1 Which sentence from the selection tells the main topic?
 Some days, the clouds look like piles of cotton balls.
 Other days, they may look more like feathers.
 The type of clouds that appear depends on the weather.

2 Which sentence tells the main idea of the section titled "Stratus"?
 On a rainy day or overcast day, stratus clouds appear.
 Stratus clouds can stay in one place for days.
 They are slow because they are full of water.

3 How are the main ideas of the sections related?
Each section is about a different type of cloud. The main idea of each section is what makes each type of cloud different from the others.

4 Which sentence tells the main idea of the section titled "Cumulonimbus"?
A Do you hear that thunder?
B Clouds that produce thunderstorms are called cumulonimbus clouds.
C The bottom part that we see from the ground is dark.
D The top part of the cloud reaches high into the sky.

18 Unit 1 Week 3 Cold Reads A

WEEK 4

UNIT 1, WEEK 4

Developing

Poetry Name _____

Directions: Answer the questions below.

1 Which two words from the first stanza rhyme?
 My and ball
 Ball and wall
 My and gate

2 Which line begins the second stanza?
 I bounced it twice against a wall.
 On my way home, I bounced my ball.
 And that's when Buster raced outside.

3 How do the stanzas help organize the poem?
 Each stanza tells about another event in the story.

4 The rhythm pattern of the poem is –
 A 7 beats in each line
 B 8 beats in each line
 C 9 beats in each stanza
 D 10 beats in each stanza

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20 Unit 1 Week 4 Cold Reads D

On-Level

Poetry Name _____

Directions: Answer the questions below.

1 Which two words from the second stanza rhyme?
 So and lazy
 Lazy and crazy
 Crazy and nook

2 Which line begins the second stanza?
 Your fluffy pillows, your silky sheet.
 Oh bed, my bed, you're so soft and cozy.
 On summer days, when I feel lazy

3 What is the pattern and structure of this poem?
 The pattern of this poem is that every other line rhymes. The structure is stanzas made of four lines.

4 The first line of the poem has –
 A 8 beats
 B 9 beats
 C 10 beats
 D 11 beats

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22 Unit 1 Week 4 Cold Reads OL

Advanced

Poetry Name _____

Directions: Answer the questions below.

1 Which two words from the first stanza rhyme?
 In and pad
 In and win
 Win and think

2 Which line begins the third stanza?
 I cannot let my skateboard win,
 I wiggle forward, wobble back,
 I almost had it, though, this time,

3 What are some ways you can tell this is a poem?
 Some lines rhyme, and the text is in short lines. Some of the lines repeat. There are stanzas instead of paragraphs.

4 The first line of the poem has –
 A 6 beats
 B 7 beats
 C 8 beats
 D 9 beats

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24 Unit 1 Week 4 Cold Reads A

WEEK 5

UNIT 1, WEEK 5

Developing

You Can't Climb a Cactus Name _____

Directions: Answer the questions below.

- What is the main problem in the story?
 - Nathan can't sleep, but Chad can.
 - Nathan and Chad are too excited to sleep.
 - Dad wants to go to sleep, but Nathan cannot.
- Which main event in the story happened first?
 - Chad picks a story to read.
 - Dad asks them to go to sleep.
 - Nathan comes for a sleepover.
- What two words or word groups show how Chad feels at the end of the story?

The words that show how Chad feels at the end of the story are in the last two sentences. The author says that Chad reads his book with a "smile." The author also says that Chad was "still too excited to sleep." This shows that Chad is happy and excited at his sleepover.
- Right after Nathan and Chad get in their sleeping bags, —
 - A** Nathan yawns another huge yawn
 - B** Chad takes out a flashlight and book
 - C** Nathan says they should stay up all night
 - D** Chad's dad tells them they should go to sleep

26 Unit 1 Week 5 Cold Reads D

On-Level

You Can't Climb a Cactus Name _____

Directions: Answer the questions below.

- What is the main problem in the story?
 - The class can't agree on Field Day activities.
 - Anna is upset because the class is arguing.
 - Steven is bored because everyone can't agree.
- What word from the story shows how Steven feels about the problem?
 - Frowned*
 - Bored*
 - Sighed*
- How do Anna and Steven help the class stop arguing?

They give the class a way to list and vote on their ideas. Their classmates stop fighting.
- After Steven goes to the board, Anna —
 - A** tells the other classmates to listen
 - B** helps him organize the class to vote
 - C** explains to him what the class wants to do
 - D** lists some new ideas for field day activities

28 Unit 1 Week 5 Cold Reads OL

Advanced

You Can't Climb a Cactus Name _____

Directions: Answer the questions below.

- What is the main problem in the story?
 - Ellie wants to make toast for breakfast.
 - Sam wants to make breakfast by himself.
 - The kids want to make breakfast for their parents.
- How does Ellie almost end Sam's plan?
 - She spills the orange juice.
 - She spills the cereal into bowls.
 - She drops the napkins on the floor.
- What events happen at the very end of the story?

Sam and Ellie's mom wakes up. Ellie's mom is happy with the surprise.
- The main problem is solved when Sam —
 - A** lets his parents sleep in longer than they planned
 - B** finds a different type of bread to use for breakfast
 - C** uses different breakfast food than he had planned
 - D** helps Ellie find a towel to clean up the spilled juice

30 Unit 1 Week 5 Cold Reads A

WEEK 6

UNIT 2, WEEK 1

Developing

A Green Kid's Guide to Watering Plants Name _____

Directions: Answer the questions below.

- Right after a shark swims too close to a squid, the squid will –
 - swim away quickly
 - squirt ink into the water
 - stop moving and stay still
- How does a bird know to stay away from a bee?
 - The bee is faster than the bird.
 - The bee has large wings and a stinger.
 - The bee is bright yellow with black stripes.
- How does ink help after the squid sees a shark?

A shark cannot see the squid through the ink, so the squid is able to

swim away without the shark seeing it.
- What happens after the rabbit senses danger?
 - A** It uses its big ears to hear.
 - B** It uses its little nose to smell.
 - C** It uses its sharp teeth to bite.
 - D** It uses its long legs to run fast.

32 Unit 2 Week 1 Cold Reads D

On-Level

A Green Kid's Guide to Watering Plants Name _____

Directions: Answer the questions below.

- What happens before the Venus flytrap springs shut?
 - A fly touches the little hairs on the leaf.
 - A fly lands inside the sticky part of the leaf.
 - A fly gets tangled up in the hairs on the leaf.
- What happens after the Venus flytrap shuts?
 - The fly buzzes until the Venus flytrap opens.
 - The Venus flytrap eats the fly over a few days.
 - The fly waits for the Venus flytrap to open again.
- What should be given to a Venus flytrap to keep it alive?

It needs to be given sunlight, water, and lots of flies.

- Venus flytraps catch flies because they –
 - A** do not like to have insects landing on them
 - B** do not make their own food like other plants
 - C** need the flies to attract the food that they like
 - D** need the flies to help their leaves to grow bigger

34 Unit 2 Week 1 Cold Reads OL

Advanced

A Green Kid's Guide to Watering Plants Name _____

Directions: Answer the questions below.

- What happened right after Neil and Buzz landed the small ship on the moon?
 - They put on space suits.
 - Buzz put a sign in the soil.
 - Neil took a step on the moon's surface.
- According to the selection, what caused the people back home to celebrate?
 - The astronauts returned to Earth safely.
 - The spacecraft *Apollo 11* took off from Earth.
 - The astronauts left the flag and a sign on the moon.
- What caused Neil and Buzz to bounce when they walked on the moon?

The gravity is weaker on the moon, so they weighed less.

- Neil and Buzz wore space suits because they –
 - A** could not breathe the gases on the moon
 - B** could not leave the flag and sign without them
 - C** needed a place to hold the tools they brought
 - D** needed something to keep the sun off of them

36 Unit 2 Week 1 Cold Reads A

WEEK 8

UNIT 2, WEEK 3

Developing

The Seasons of Arnold's Apple Tree

Name _____

Directions: Answer the questions below.

- What is the problem in the selection?
 - Mia and Sam hear a sound outside.
 - Mia and Sam's dad is sound asleep.
 - Mia and Sam are afraid of raccoons.
- What happens after Mia and Sam's dad opens the tent?
 - They all hear a noise.
 - They all see a raccoon.
 - They all turn on a flashlight.
- Why is the setting important to the events in this selection?

Mia and Sam are camping. They wouldn't have heard a sound and seen a raccoon if they were at home. The story could not have happened anywhere else.

- Why does Mia tell Sam to wake up Dad?
 - A She hears a scary sound outside.
 - B She wants him to tell a scary story.
 - C She sees scary shadows on the tent.
 - D She wants to tell him Sam's scary story.

44 Unit 2 Week 3 Cold Reads D

On-Level

The Seasons of Arnold's Apple Tree

Name _____

Directions: Answer the questions below.

- What is the problem in the story?
 - Louis wants to climb up into the treehouse.
 - Louis and Aaron need to study before playing.
 - Aaron does not have a ladder at the treehouse.
- Why does Louis think Aaron is keeping him out of the treehouse?
 - Aaron told Louis that he needs to study.
 - Aaron does not answer when Louis calls.
 - Aaron says he cannot play ball with Louis.
- Why is the setting important to the events in this story?

Louis would not have had the problem of how to reach his brother if Aaron were not in a treehouse.

- What is Louis's plan to get up to the treehouse?
 - A He asks his dad to bring a ladder for the treehouse.
 - B He asks his dad to wake up Aaron in the treehouse.
 - C He will wake up Aaron, who is sleeping in the treehouse.
 - D He will climb the tree so he can see inside the treehouse.

46 Unit 2 Week 3 Cold Reads OL

Advanced

The Seasons of Arnold's Apple Tree

Name _____

Directions: Answer the questions below.

- What is the problem in the story?
 - Kelly has lost her favorite hat.
 - Kelly's mom needs time to study.
 - Kelly's sister is looking for a stick.
- What does Mary do to help Kelly?
 - She finds a stick to get Kelly's hat.
 - She tells Kelly to put her hat away.
 - She goes to play outside with Kelly.
- Why is the setting important to the events in this story?

The problem in the story would not have happened if Kelly weren't outside on a windy day with her hat on.

- What does Kelly decide to do at the end of the story?
 - A Hold on to her hat more tightly
 - B Put her hat away before they play
 - C Give her mom some time to study
 - D Go inside the house to play instead

48 Unit 2 Week 3 Cold Reads A

WEEK 9

UNIT 2, WEEK 4

Developing

What's in the Egg, Little Pip? Name _____

Directions: Answer the questions below.

- How are John and Don the same?
 - They both want to win.
 - They both like to draw.
 - They both enjoy music.

- Which words only describe John?
 - Quiet and shy
 - Talks to anyone
 - Likes treasure hunts

- How are Don and John different?

John is shy and likes music, and Don likes to talk and draw.

- Which sentence from the selection best shows how John and Don feel when they figure out the clue?
 - A** They didn't think they had much in common.
 - B** "What could that mean?" John asked.
 - C** Then they both looked above the school door.
 - D** "The exit sign!" they yelled.

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50 Unit 2 Week 4 Cold Reads D

On-Level

What's in the Egg, Little Pip? Name _____

Directions: Answer the questions below.

- Which sentence best shows that Julie jumps a lot?
 - People asked her if her legs got tired.
 - She crouched down low and jumped.
 - Julie jumped into the air to rescue the kitten.

- Which word tells how the kitten feels?
 - Loud
 - Small
 - Scared

- How does Julie feel when she sees the kitten in the tree?

She feels worried for the kitten because it is stuck in the tree and

scared.

- Which sentence from the selection shows how Julie feels after she rescues the kitten?
 - A** "Oh, no!" Julie cried, pointing at a small, scared kitten stuck in the tree.
 - B** Mike stretched his arms to try to grab the kitten, but it was just out of his reach.
 - C** Julie jumped into the air to rescue the kitten.
 - D** Holding the rescued kitten, Julie walked with a spring in her step.

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52 Unit 2 Week 4 Cold Reads OL

Advanced

What's in the Egg, Little Pip? Name _____

Directions: Answer the questions below.

- Which sentence shows Dylan is careful with the flower?
 - She bent down to look at the dandelion.
 - She put the stem between her fingers and tugged gently.
 - As the stem came free, a breeze blew.

- What does Gabbie like to do when she blows on the dandelions?
 - Make a wish
 - Chase seeds
 - Pick more flowers

- How does Dylan feel when Gabbie tells her to blow on the seeds? Use details from the story to support your answer.

Dylan smiles, so she must be happy. She likes the idea of wishing

for something while blowing on the dandelion.

- Which sentence from the selection shows what Dylan wishes for when she blows on the dandelion?
 - A** Little white puffs flew through the air
 - B** "I make a wish when I blow them away."
 - C** She would love to see yellow flowers outside her bedroom window.
 - D** She closed her eyes tightly and blew.

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54 Unit 2 Week 4 Cold Reads A

WEEK 10

UNIT 2, WEEK 5

Developing

Amazing Migrations:
Butterflies, Bats, and Birds

Name _____

Directions: Answer the questions below.

- Why does the author include headings?
 - To show the order of the steps for flying a kite
 - To show information about other kinds of kites
 - To show what each part of the selection is about
- What detail from the selection does the illustration show?
 - Have your friend hold the kite up*
 - Let the kite string out slowly.*
 - Relax the line*
- How does the illustration help the reader better understand the steps?

It shows how each person should hold the kite before letting it go to start flying the kite. The illustration is a drawing that shows all of the steps in 1–4 put together.
- In which section of the selection could the reader find information about how windy it should be to fly a kite?
 - A** *Introduction*
 - B** *The illustration*
 - C** *How to Fly a Kite*
 - D** *Other Important Things to Know*

56 Unit 2 Week 5 Cold Reads D

On-Level

Amazing Migrations:
Butterflies, Bats, and Birds

Name _____

Directions: Answer the questions below.

- The author includes headings to show —
 - how electricity works
 - what each section is about
 - when to make a working circuit
- How does the illustration help the text?
 - It shows what a circuit looks like.
 - It shows what kind of wire to use.
 - It shows different things that use electricity.
- How does the illustration help the reader better understand electric circuits?

The illustration shows what a circuit looks like when it is open and what it looks like when it is closed. It is a picture of the information found in the "How it Works" and "Make a Circuit" sections of the text.
- In which section of the selection could the reader find information about which type of wire to use for a circuit?
 - A** *The illustration*
 - B** *Introduction*
 - C** *How it Works*
 - D** *Make a Circuit*

58 Unit 2 Week 5 Cold Reads OL

Advanced

Amazing Migrations:
Butterflies, Bats, and Birds

Name _____

Directions: Answer the questions below.

- The author includes headings to show —
 - how the water cycle works
 - what happens after the water turns to gas
 - what each section is about
- How does the diagram help the reader?
 - It shows the amount of water in each part of the cycle.
 - It shows the order of the parts of the cycle.
 - It shows that the cycle does not happen often.
- How does the author's use of a bulleted list help the reader understand the information?

It makes each bullet a different part of the water cycle and helps the reader see easily when a different part starts.
- The diagram of the water cycle supports the idea that —
 - A** the cycle happens over and over again
 - B** evaporation happens after condensation
 - C** rain clouds form during the collection stage
 - D** the cycle happens once in a long time period

60 Unit 2 Week 5 Cold Reads A

WEEK 12

UNIT 3, WEEK 2

Developing

The Legend of the Lady Slipper

Name _____

Directions: Answer the questions below.

- Which words does the author use to show that Arthur is in a hurry?
 - Needs, Run
 - There, Stories
 - Standing, Bent
- Which word does the author use to help show the story took place in the past?
 - easily
 - handle
 - knights
- Why does the author end the selection with “my king”?

The author wanted to show the uncle knew Arthur was the true king of England.
- The author uses the phrase “many had tried” most likely to show that —
 - A it was an easy task
 - B Kay’s contest was important
 - C knowing who the king is is important
 - D Arthur’s uncle encouraged many to try

68 Unit 3 Week 2 Cold Reads D

On-Level

The Legend of the Lady Slipper

Name _____

Directions: Answer the questions below.

- Which words show that Aladdin is confused?
 - stood before him, filled
 - rounded a corner, paused
 - scratched his head, wondered
- Which words show that the story is in the past?
 - Long ago
 - One day
 - Suddenly
- Which words does the author use to show that it is difficult for Aladdin to walk through the cave?

The author says the cave is dark and that Aladdin moved carefully and paused to make sure he knew where he was.
- Read these sentences from the story.

“You must bring it back to me. There is no time for questions.”

These sentences show that Aladdin’s uncle —

 - A wants the lamp very much
 - B was blinded by smoke and light
 - C has an oil lamp that does not work
 - D thinks finding the lamp is an easy task

70 Unit 3 Week 2 Cold Reads OL

Advanced

The Legend of the Lady Slipper

Name _____

Directions: Answer the questions below.

- Which word shows that Maria is cold?
 - shivered
 - pulled
 - reached
- Which sentence does the author use to show that Maria has never been to the famous city before?
 - She knew of the famous city only through stories.
 - Few people had said they had visited the city.
 - They wanted her to go along with them.
- Which words show that the famous city is special? Choose two details from the selection to support your answer.

The author describes the king of the famous city as being covered with gold dust. This does not happen everywhere. The author also calls the famous city “the bluest lake on Earth.”
- The author uses words like “rocky” and “mountain” in this selection because they —
 - A show why Maria needs to wear a cloak
 - B tell how difficult it is to get to the famous city
 - C help the reader to picture Maria’s village
 - D describe the gold and gems of the famous city

72 Unit 3 Week 2 Cold Reads A

WEEK 15

UNIT 3, WEEK 5

Developing

My Food, Your Food _____ Name _____

Directions: Answer the questions below.

- The instructions for the straight dance are located –
 - in the title
 - under a heading
 - over the paragraph
- What does someone dancing the Straight Dance do after Step 2?
 - Bend at the hips and lean forward.
 - Tap the toes before putting the foot down.
 - Step with the left foot.
- Using words from the selection, write a caption for the picture. What are the people doing?

A group of American Indians are dancing. They are wearing _____

feathers. _____

- By organizing the final section with numbers, the author is able to –
 - A teach the dance to the reader
 - B show how to count the rhythm
 - C tell which part is most important
 - D teach readers the dance's history

86 Unit 3 Week 5 Cold Reads D

On-Level

My Food, Your Food _____ Name _____

Directions: Answer the questions below.

- The instructions for how to make a quilt are located –
 - in the picture
 - under the heading
 - before the paragraph
- Which sentence helps the reader understand the idea in the selection's title?
 - Quilts are blankets made of small patches.
 - Some families use quilts to share memories.
 - The patches are then sewn together.
- Look at the picture. Which step is this showing? Choose a detail from the selection that supports your answer.

The picture shows Step 3. In this step, you keep sewing _____

patches together until you have a square or rectangle. _____

- By organizing the final section with numbers, the author is able to –
 - A tell how to make a quilt
 - B teach the reader how to sew
 - C talk about which patterns are best
 - D tell what a quilt looks like without pictures

88 Unit 3 Week 5 Cold Reads OL

Advanced

My Food, Your Food _____ Name _____

Directions: Answer the questions below.

- Where can the reader find information about the history of the family's meatball recipe?
 - In the title
 - In the steps of the recipe
 - In the paragraph before the recipe
- What is the order of the ingredients list?
 - In order of importance
 - By amount from most to least
 - In the order you need them for cooking
- Look at the picture. Which step of the recipe is being shown? What detail from the text supports your answer?

Step 1 is being shown since they are mixing ingredients in a _____

bowl. _____

- In which part of the selection could the reader find the secret ingredient?
 - A The picture
 - B The heading
 - C The paragraph
 - D The recipe instructions

90 Unit 3 Week 5 Cold Reads A

WEEK 16

UNIT 4, WEEK 1

Developing

Who Says Women Can't Be Doctors? Name _____

Directions: Answer the questions below.

- 1 What did people who could not speak use to "talk" before Rachel Zimmerman's touch pad?
 They showed pictures with words.
 They pointed to pictures for words.
 They typed out the words by themselves.
- 2 What would a user do to make Rachel Zimmerman's touch pad program "talk"?
 The user would touch a picture.
 The user would talk to the screen.
 The user would tell someone what to type.
- 3 What effect did Rachel Zimmerman's program have on people who can't speak?
It gave them a way to put their words together to tell people what they wanted.
- 4 Rachel Zimmerman's idea helped others better understand people who needed help "talking" because —
A people who couldn't speak could now hear
B people who couldn't speak could now see pictures
C they could now "talk" to people who couldn't speak
D they could now hear people who have trouble talking

92 Unit 4 Week 1 Cold Reads D

On-Level

Who Says Women Can't Be Doctors? Name _____

Directions: Answer the questions below.

- 1 What happened right after Amelia Earhart decided to become a pilot?
 She went to see her first airplane.
 She decided to go on a long flying trip.
 She became the sixteenth female pilot.
- 2 What effect did Amelia hope her trip would have?
 She would be the first woman to fly around the world.
 She would be the first woman to fly across the Atlantic.
 She would be the fastest woman to fly around the world.
- 3 What caused Amelia Earhart to be remembered as a great pilot?
She flew across the Atlantic Ocean, and she tried to fly around the world by herself.
- 4 The author describes events in time order mainly to tell —
A why Amelia Earhart disappeared
B the events of Amelia Earhart's life
C how Amelia Earhart became famous
D the reasons Amelia Earhart became a pilot

94 Unit 4 Week 1 Cold Reads OL

Advanced

Who Says Women Can't Be Doctors? Name _____

Directions: Answer the questions below.

- 1 What happened right after Thomas Jefferson became president?
 Patsy lived in her father's house.
 Patsy moved her family to Washington, D.C.
 Patsy traveled with her father around the world.
- 2 What was one effect of Patsy's large family on her life?
 She had a very noisy house.
 She lived in the White House.
 She moved to Washington, D.C.
- 3 In what ways did Patsy cause her father's life to be easier?
She greeted visitors, helped him run his New Year's party, and helped take care of him.
- 4 The author describes events in the selection in time order mainly to tell —
A where Patsy went during her life
B where Patsy lived with her family
C who Patsy was and what she did
D why Patsy's father was important

96 Unit 4 Week 1 Cold Reads A

WEEK 17

UNIT 4, WEEK 2

Developing

Building on Nature:
The Life of Antoni Gaudi

Name _____

Directions: Answer the questions below.

- The first picture makes it easier to tell where Alicia —
 - grew up as a child
 - went to be a dancer
 - tried to get her eye fixed
- Which detail from the text does the second picture show?
 - She took her first dance class as a small child in Cuba and wanted to be a dancer.
 - She then went to New York City to become a dancer.
 - But Alicia's need to dance was strong. She danced every day.
- What details from the second paragraph are related to what is happening in the second picture?

- The third picture shows readers that Alicia —
 - A helps to teach dancers
 - B grows up to be a dancer
 - C watches dancers as an adult
 - D enjoys seeing dance as a child

98 Unit 4 Week 2 Cold Reads D

On-Level

Building on Nature:
The Life of Antoni Gaudi

Name _____

Directions: Answer the questions below.

- The first picture shows the idea that David —
 - likes drawing today
 - likes teaching children to draw
 - liked to draw when he was a child
- The second picture makes it easier to tell where David —
 - went to visit his first book editor
 - went with his brother on their trip
 - went to draw his children's books
- How does the information in the third picture help the reader understand the selection?

- The fourth picture shows that part of the selection tells —
 - A why David likes to draw
 - B what David uses to draw
 - C when David likes to draw
 - D where David goes to draw

100 Unit 4 Week 2 Cold Reads OL

Advanced

Building on Nature:
The Life of Antoni Gaudi

Name _____

Directions: Answer the questions below.

- The first picture shows the idea that Diego —
 - grew up to paint murals
 - painted on walls as a child
 - showed children how to paint
- How does the author use the second picture in the selection?
 - To show where Diego went to look at art
 - To show where Diego lived for much of his life
 - To show where Diego went after he got famous
- How do the three pictures help tell about Diego's life?

- The third picture in the selection shows the reader that Diego —
 - A painted murals on walls
 - B liked going to places to see paintings
 - C tried to copy art from different countries
 - D got to know how to paint from Mexican people

102 Unit 4 Week 2 Cold Reads A

WEEK 18

UNIT 4, WEEK 3

Developing

The Garden of Happiness Name _____

Directions: Answer the questions below.

- What is the story mostly about?
 - A trip to a food store
 - A trip to a farmer's stand
 - A trip to a fast-food place
- How does Joseph feel when he finds out there are no donuts?
 - Hungry
 - Angry
 - Sad
- Why does Joseph change his mind about the deli at the end of the selection?

He tries a bagel and thinks it is better than a donut.

- What lesson does Joseph learn in the story?
 - A Delis sell chips and cookies.
 - B Bagels do not look like donuts.
 - C It can be good to try new things.
 - D Grandmothers are good teachers.

104 Unit 4 Week 3 Cold Reads D

On-Level

The Garden of Happiness Name _____

Directions: Answer the questions below.

- Which sentence best shows how Hugo and Marcia feel at the beginning of the story?
 - Their Uncle Luis came over with a big picture book.
 - "Why are we looking at pictures of people we don't know?" Marcia asked.
 - "That doesn't look like a football," Hugo said.
- When do Hugo's and Marcia's feelings first start to change?
 - When Uncle Luis brings over the picture book
 - When they find out that soccer is called "football" in Brazil
 - When they see the picture of their grandparents dancing
- What do Hugo and Marcia learn in the story?

They are not that different from their family in Brazil.

- What is the theme of the selection?
 - A Looking at old photos can be fun.
 - B It is good to know about your family's past.
 - C You should be nice to people in your family.
 - D Carnival is a big party with food, singing, and dancing.

106 Unit 4 Week 3 Cold Reads OL

Advanced

The Garden of Happiness Name _____

Directions: Answer the questions below.

- Why can't Ming understand what Lilly says?
 - Ming does not like to talk.
 - Ming talks in a different way.
 - Ming only talks to people she knows.
- How do the girls tell each other things?
 - They shout loudly.
 - They ask their fathers to speak.
 - They point and move their hands.
- What do Lilly and Ming do to show they are friends?

They push each other on the swing. Ming asks her father to buy them ice cream.

- What is the theme of the selection?
 - A Playing in the park is fun.
 - B Pointing is easier than talking.
 - C Sharing is a good way to make friends.
 - D Friends can have fun without any words at all.

108 Unit 4 Week 3 Cold Reads A

WEEK 19

UNIT 4, WEEK 4

Developing

One Plastic Bag / Name _____

Directions: Answer the questions below.

- What did Florence do first?
 - She put her head down.
 - She won a silver medal in 1984.
 - She was born December 21, 1959.

- When did Florence find out she could run fast?
 - In college
 - In high school
 - At a young age

- Paragraph 1 tells about what happened during the 1988 Olympic trials. Why did the author start the selection this way?

It is exciting. Starting with Florence's win catches the reader's interest.

- In paragraphs 2 and 3, the author tells events in time order mainly to —
 - A** create interest in Florence's training
 - B** tell why she did not win gold in 1984
 - C** show how much Florence wanted to win first place
 - D** make the reader wonder what would happen in 1988

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110 Unit 4 Week 4 Cold Reads D

On-Level

One Plastic Bag / Name _____

Directions: Answer the questions below.

- Which words from paragraph 2 tell the reader when Edmund began his love of walking up mountains?
 - on July 20, 1919
 - when he was growing up
 - when he grew up

- What happened after Edmund wanted to climb Mount Everest?
 - He started climbing the mountain.
 - He got help from Tenzing Norgay.
 - The air was not as easy to breathe.

- After he climbed Mount Everest, what did Edmund do?

He told people he had climbed it because it was there.

- In paragraph 3, what is the most likely reason the narrator stops telling Edmund's story?
 - A** To tell what Mount Everest is like
 - B** To tell about the men who help climbers
 - C** To tell about his climbing friend, Tenzing Norgay
 - D** To tell what people asked Edmund after the climb

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112 Unit 4 Week 4 Cold Reads OL

Advanced

One Plastic Bag / Name _____

Directions: Answer the questions below.

- When did Monty Roberts first have ideas about training horses?
 - When he was a boy
 - When he wrote a book
 - When he talked to the Queen of England

- What happened after the Queen called Monty?
 - He began to look at wild horses.
 - He went on TV to show people how to train horses.
 - He wrote a book called *The Man Who Listens to Horses*.

- What was the effect of Monty's way of training horses?

The horses learned to trust him.

- What do you know about the way Monty's father trained horses from this sentence?

But his father did not let him try these new, gentle ways.

 - A** Monty's father looked at wild horses, too.
 - B** Monty showed his father how to train horses.
 - C** Monty learned how to train horses from his father.
 - D** Monty's father did not train horses in a gentle way.

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114 Unit 4 Week 4 Cold Reads A

WEEK 20

UNIT 4, WEEK 5

Developing

Kids Can Be Big Helpers Name _____

Directions: Answer the questions below.

- What does the author most want to convince the reader of?
 - That reading is better than sports
 - That baseball gives your brain a workout
 - That reading is the best way to spend free time
- Which sentence supports the author's argument?
 - People like to do all kinds of things in their free time.*
 - I think reading is the best thing to do in your free time.*
 - Reading is like a complete workout for your brain.*
- Using details from the selection, list two reasons why the author thinks reading in your free time is a good idea.
 Answers will vary, but should include two of the following: you can enjoy reading by yourself, it gives the brain a complete workout, reading can take you to new worlds.
- Based on the selection, the main problem with playing sports in your free time is —
 - A you can get hurt playing sports
 - B you cannot play sports on the couch
 - C you need equipment and other people to play sports
 - D your brain does not grow stronger when you play sports

116 Unit 4 Week 5 Cold Reads D

On-Level

Kids Can Be Big Helpers Name _____

Directions: Answer the questions below.

- What does the author want the reader to think?
 - That video games are sports
 - That sports should be more like video games
 - That video games should be more like sports
- In what way is a video game like a football game?
 - You need computers to play both games.
 - Playing with a team is a part of both games.
 - Trying to win is an important part of both games.
- What does the author say to people who think that playing video games is lazy?
 Video games make you use your brain to solve problems. Some of them also make you move around to win.
- Read this sentence from the selection.

A sport is an activity in which a person or team tries to win.

 The author includes this sentence most likely to —
 - A show that video games are really sports
 - B argue that only sports make people move
 - C tell how sports and video games are different
 - D be sure the reader knows what the word means

118 Unit 4 Week 5 Cold Reads OL

Advanced

Kids Can Be Big Helpers Name _____

Directions: Answer the questions below.

- Why do our bodies need to move?
 - To help us get taller
 - To make us good at sports
 - To keep us healthy and strong
- What reason does the author give to show that hiking is good for your body?
 - . . . carrying a backpack makes your back stronger.
 - There are new things to see everywhere you look . . .
 - Hiking is not about getting points or being the fastest.
- Which examples show how hiking exercises your mind?
 You need to be able to read a map. You need to find ways around big rocks. You need to notice things around you.
- Which sentence best supports the author's statement that hiking is more fun than some other exercise?
 - A Walking through the forest works your legs . . .
 - B . . . you use your hands and arms to climb over big rocks . . .
 - C Books can help you name trees or birds you've never seen before.
 - D Hiking is not about getting points or being the fastest.

120 Unit 4 Week 5 Cold Reads A

WEEK 21

UNIT 5, WEEK 1

Developing

Introducing Landforms Name _____

Directions: Answer the questions below.

- How can scientists tell lemurs apart?
 - They only follow one at a time.
 - They put marks on each of them.
 - They note their sizes and markings.

- How does a computer help tell lemurs apart?
 - A program films the lemurs live.
 - A program remembers each face in pictures.
 - A program tracks the notes from each scientist.

- How does the computer program help scientists learn more about lemurs' lives?

It can track them for a long time, so scientists can learn how

long lemurs live.

- Which detail from the selection suggests the computer program can be used for other things?
 - A** *The program remembers the face of each lemur.*
 - B** *Scientists can learn about what is happening to lemurs.*
 - C** *They can find out how long the animals live.*
 - D** *The program helps scientists study other animals in the wild.*

122 Unit 5 Week 1 Cold Reads D

On-Level

Introducing Landforms Name _____

Directions: Answer the questions below.

- How do mother whales keep their babies safe?
 - They whisper to them.
 - They make loud noises.
 - They sing a song to them.

- Why are sounds a whale makes called songs?
 - The noises follow a tune.
 - The noises are in a pattern.
 - The noises sound like music.

- Why does a mother whale use a different sound to talk to her baby?

She is quiet because she doesn't want other animals to hear,

and she doesn't want male whales to hear.

- Which detail suggests baby whales have a different reason than mother whales to make noises?
 - A** *Mother whales and their babies swim side-by-side.*
 - B** *The mothers want to keep male whales away, too.*
 - C** *The babies whisper mostly while they are swimming.*
 - D** *The sounds may help them tell their mothers where they are in the waters.*

124 Unit 5 Week 1 Cold Reads OL

Advanced

Introducing Landforms Name _____

Directions: Answer the questions below.

- What type of animal's wings do the flying car's wings look like?
 - A wasp
 - A dragonfly
 - A bumblebee

- How will the flying car stay in the air?
 - It will have turning blades.
 - It will flap its wings like a bird.
 - It will tuck its wheels into the cabin.

- What is one reason to have flying cars?

They could help people get places faster because they could

fly.

- Which detail from the selection suggests flying cars might not solve all problems?
 - A** *One use is to help passengers choose the fastest route to where they are going.*
 - B** *These cars could also help crowded cities.*
 - C** *There would be fewer cars on the ground.*
 - D** *What if we were to have hundreds of cars in the air at once?*

126 Unit 5 Week 1 Cold Reads A

WEEK 22

UNIT 5, WEEK 2

Developing

How Water Shapes the Earth/
How Earthquakes Shape the Earth

Name _____

Directions: Answer the questions below.

1 How are the swift and Weddell seal alike?

- Both do not spend much time in the air.
- Both do not spend much time on the land.
- Both do not spend much time in the water.

2 How is where the swift eats different from where the Weddell seal eats?

- The swift can eat on land. The seal eats in water.
- The swift can eat in the air. The seal eats under ice.
- The swift can eat in the water. The seal eats on land.

3 Describe the differences between where the swift lives and where the Weddell seal lives.

The Weddell seal lives all year in Antarctica, while the swift

flies from Africa to England and mainland Europe.

4 What is one difference between the selections?

- A One describes a bird. The other describes a mammal.
- B One tells reasons to help animals. The other tells fun facts.
- C One tells the steps to do something. The other tells a story from history.
- D One describes how swifts act. The other describes where seals migrate.

128 Unit 5 Week 2 Cold Reads D

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On-Level

How Water Shapes the Earth/
How Earthquakes Shape the Earth

Name _____

Directions: Answer the questions below.

1 The fairs in the selections are alike because they both honor —

- a product that people use
- an animal that people need
- something that helps people

2 What is one way that the fairs are different?

- People slide in mud in the Korean Fair, while they sell products at the Philippine Fair.
- Millions of people go to the Korean Fair, while thousands go to the Philippine Fair.
- Water buffalos race at the Korean Fair, while people wrestle in the Philippine Fair.

3 Describe two differences between what people do at the Korean Fair and what they do at the Philippine Fair.

At the Korean Fair, people take mud baths and go down mud
slides, while at the Philippine Fair they brush and decorate
water buffalos.

4 How are the fairs in Korea and the Philippines similar?

- A People get very muddy at both fairs.
- B People sing and dance at both fairs.
- C People play with animals at both fairs.
- D People are mostly serious at both fairs.

130 Unit 5 Week 2 Cold Reads OL

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Advanced

How Water Shapes the Earth/
How Earthquakes Shape the Earth

Name _____

Directions: Answer the questions below.

1 How are tree houses and tiny houses alike?

- They are both built high up off the ground.
- They are both smaller than normal houses.
- They are both easy to move to new places.

2 According to the selection, what is one way the houses are different?

- Tiny houses can be moved. Tree houses cannot.
- Tiny houses are noisy. Tree houses are peaceful.
- Tiny houses are easy to clean. Tree houses are not.

3 How are problems with tree houses different than problems with tiny houses?

A problem with tree houses is that they can fall if the tree falls or,
if there is bad weather. A problem with tiny houses is that some
people find that the houses are too small.

4 What is one difference between the houses in the selections?

- A A tiny house is usually smaller than a tree house.
- B A tree house is more expensive than a tiny house.
- C A tree house is worse in the rain than a tiny house.
- D A tiny house has more birds around it than a tree house.

132 Unit 5 Week 2 Cold Reads A

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WEEK 23

UNIT 5, WEEK 3

Developing

Where Do They Go in Rain or Snow? Name _____

Directions: Answer the questions below.

- How do the stage directions tell Andy to say his line when he starts speaking at the beginning of Scene 1?
 - Sadly
 - Sighing
 - Smiling
- How is the setting different in Scene 2 than in Scene 1?
 - In Scene 1 Andy is in a forest, and in Scene 2 Rudy is in a tree.
 - In Scene 1 the animals are near a pond, and in Scene 2 Rudy is in a tree.
 - In Scene 1 Andy is on the ground, and in Scene 2 the animals are in a forest.
- How do the stage directions at the beginning of Scene 1 help the reader?

They help the reader to know the setting where the scene takes

place and what the characters are doing.
- This play is divided into two scenes because the second scene —
 - A happens later on
 - B happens in the past
 - C has different characters
 - D happens when it is dark

134 Unit 5 Week 3 Cold Reads D

On-Level

Where Do They Go in Rain or Snow? Name _____

Directions: Answer the questions below.

- Where can the reader find what kind of animal Pete is?
 - Cast
 - Setting
 - Scene 1
- What do the stage directions tell Gus and Pete to do when they say “A what?”
 - Say it loudly
 - Say it quickly
 - Say it together
- Read this line.

(ROY spots something shiny and white.)

How does this line help the reader understand the story?

This is a stage direction that tells what Roy should be doing

when he is not talking.
- The stage directions at the beginning of Scene 1 help the reader by telling what —
 - A the setting of the play is
 - B the characters are wearing
 - C happened before the scene
 - D will happen during the scene

136 Unit 5 Week 3 Cold Reads OL

Advanced

Where Do They Go in Rain or Snow? Name _____

Directions: Answer the questions below.

- Where can the reader look to see in what time period the play takes place?
 - Cast
 - Setting
 - Scene 2
- The stage directions at the beginning of Scene 1 help the reader by telling —
 - what has been happening when the scene starts
 - how the characters came to be working on the farm
 - what time of day it is at the beginning of the scene
- Why is the play divided into two scenes?

The story takes place in two different places and it is later in

the day in the second scene.
- The stage directions at the beginning of Scene 2 help the reader by telling what —
 - A the brothers are wearing in this scene
 - B time of day it is when the scene begins
 - C will happen in the barn during the scene
 - D the brothers are doing as the scene starts

138 Unit 5 Week 3 Cold Reads A

WEEK 24

UNIT 5, WEEK 4

Developing

Volcano Wakes Up! Name _____

Directions: Answer the questions below.

- Which word in the poem is repeated?
 - Boat
 - Roar
 - Swim
- Which word rhymes with sun?
 - But
 - Float
 - Run
- Where are the rhyming words in each stanza of the poem?

The rhyming words are at the end of each line.

- Which line from the poem helps you know the speaker's feelings?
 - A We feel very lazy in the sun
 - B The land does not seem too far.
 - C The motor starts with a roar, roar, roar,
 - D Mom is waiting with a snack!

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140 Unit 5 Week 4 Cold Reads D

On-Level

Volcano Wakes Up! Name _____

Directions: Answer the questions below.

- Read these lines from the poem.

*The cactus cast a long shadow
Over careful, curious me.*

What sound is repeated in these lines?

 - The sound the letter *u* makes in **cut**
 - The sound the letter *c* makes in **cat**
 - The sound the letter *s* makes in **cars**
- Which words rhyme in stanza 3?
 - Arms/And
 - Top/Tiny
 - Tower/Flower
- Where are the rhyming words in each stanza of the poem?

The rhyming words are at the ends of the second and fourth

lines of each stanza.

- The poet uses the word "spines" to show how the cactus —
 - A stands tall
 - B gets thirsty
 - C protects itself
 - D is hurt by animals

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142 Unit 5 Week 4 Cold Reads OL

Advanced

Volcano Wakes Up! Name _____

Directions: Answer the questions below.

- Which word is repeated in stanza 1?
 - Free
 - Me
 - Trees
- Which word rhymes with "fruit" in stanza 2?
 - Cute
 - Six
 - Sticks
- What does the speaker say you would do if you could trade places with the speaker?

I would fly in the trees and eat fruit with my long, yellow bill.

I would screech instead of talking.

- This poem is written from the point of view of a —
 - A tree
 - B hawk
 - C toucan
 - D chicken

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144 Unit 5 Week 4 Cold Reads A

WEEK 25

UNIT 5, WEEK 5

Developing

Rocks! Name _____

Directions: Answer the questions below.

- 1 What is one topic of the “Big, Strong Trees” section?
 Oak trees grow very slowly.
 Oak trees live only a few years.
 Oak tree branches stay on in high winds.

- 2 What is one topic of the “A Hiding Place” section?
 Oak trees make food for animals.
 Oak trees can live for hundreds of years.
 Animals make homes in and around oak trees.

- 3 What is the main idea of the “So Many Acorns” section?

Acorns provide food for animals and grow new oak trees.

- 4 The headings in the selection support the main idea that oak trees —
A live a very long time
B are big, strong trees
 C are special for several reasons
D provide food and shelter to animals

146 Unit 5 Week 5 Cold Reads D

On-Level

Rocks! Name _____

Directions: Answer the questions below.

- 1 What is the main idea of the selection?
 Animals in Alaska grow thick fur in the winter.
 Animals in Alaska must travel to find food in the winter.
 Animals in Alaska have different ways to live during the winter.

- 2 What is the main idea of the “Blending In” section?
 Some animals change color in the winter.
 Snowshoe hares change from brown to white.
 Snowshoe hares hide from animals that want to eat them.

- 3 Re-read the “Other Ways” section. What do other animals do to live during Alaska’s winters?

They sleep through winter, and they add layers of fur or fat to
keep their bodies warm.

- 4 Details in the selection support the idea that animals in Alaska —
A help each other stay warm
B need to move south to stay warm
C have trouble staying warm in winter
 D have many different ways to stay warm

148 Unit 5 Week 5 Cold Reads OL

Advanced

Rocks! Name _____

Directions: Answer the questions below

- 1 Re-read the section titled “Glowing Cloud.” What is the main reason shrimp make light?
 To hunt for food
 To hide from hunters
 To see better under water

- 2 What is the main idea of the “Head Light” section?
 A head light helps the anglerfish to see.
 An anglerfish grows a light out of its head.
 Anglerfish use their lights to hunt their food.

- 3 Re-read the section titled “Light-up Jellyfish.” What is the main reason jellyfish make light?

Jellyfish make light to escape from predators and stay safe.

- 4 Which statement best states a main idea of the selection?
 A Most living things that can make light live in the water.
B The anglerfish has a light that hangs from its head . . .
C The shrimp spits out a glowing cloud.
D Different kinds of jellyfish light up in different ways.

150 Unit 5 Week 5 Cold Reads A

Directions: Read the selection. Then answer the questions.

A Rainy Day

“What should we do today?” my friend Ann asks.	9
“We can go to the park,” I say.	17
“We can’t . . . it’s raining,” Ann says and points to my bedroom window.	26
I look out the window. It was sunny before, but now the sky is gray. The rain is falling fast.	29
I see two boxes under my bed, and I get a great idea. “Let’s make something with these. We can each take a box,” I say. “We will surprise each other at the end.”	39
“That will be even more fun than the park!” Ann says. I find markers and crayons in my desk. I also find two big stickers.	49
“Which one do you want?” I ask Ann.	61
“The rocket ship!” she grins and puts it on her box. “Now, we can fly anywhere we want!”	69
“Where will we go?” I look at Ann.	79
“How about the moon?” she says.	83
“Let’s go!” I laugh. Rainy days are so much better with friends.	93
	103
	108
	116
	126
	134
	142
	148
	158
	160

Directions: Answer the questions below.

1 Where does the story take place?

- In the park
 - In Ann's house
 - In the narrator's room
-

2 How does the setting change the girls' plans?

- The rainy day keeps them inside.
 - They want to draw in the bedroom.
 - It is too late in the day to play outside.
-

3 Which words does the author use to show that the girls like their new plan?

4 At the beginning of the story, the girls want to go —

- A** to the park
- B** to the moon
- C** to the kitchen
- D** to Ann's room

Directions: Read the selection. Then answer the questions.

Adopt a Kitten

My family runs a kitten rescue in our house. We help kittens that are too little to leave their moms. When they are old enough to go to new homes, we take them to the pet store.	10 19 29 37
Today, we are bringing three kittens. Each one is cuter than the next. Honey is my favorite, though. I help Mom set up a cage for the kittens. The cage helps keep the kittens safe. Soon, people start coming.	46 54 64 72 76
A family with two little girls comes in. “Which kitten will be part of your family?” I ask. They want to see Honey. My mom gives her to the father to hold. Honey purrs and says “meow” in her squeaky voice. The family loves her and wants to give her a home.	85 95 105 114 122 128
Mom tells them that they need to fill out some papers. She says it will be a few days until Honey is ready to go home with them.	138 148 156
When they leave, I try not to cry. Mom gives me a hug. “I know you will miss her, Dan.”	169 176
I look at her and smile. “Watching the kittens leave is always hard,” I say. “But I know it means that we will get new kittens to help.”	185 196 204

Directions: Answer the questions below.

1 Where does the story mostly take place?

- At a park
 - In a house
 - In a pet store
-

2 What is most important about the pet store setting?

- There are cages to keep kittens safe.
 - There are people who could adopt kittens.
 - There are other animals for kittens to meet.
-

3 What words does the author use to show us that Dan likes kittens? Choose two words or groups of words from the selection.

4 The setting changes from —

- A** a house to a park
- B** the pet store to home
- C** a park to the pet store
- D** a house to the pet store

Directions: Read the selection. Then answer the questions.

Will's Walk

The sun was blazing when Will sat down to rest. Town was two miles away, but his feet hurt too much to go on.	8 18 24
“I wish I had hooves like a horse!” Will thought, which made him smile. At least the trip home would be easier than this trip. He’d have things to carry, but he’d have a horse to ride because he had saved up to buy one.	34 43 52 63 69
Will stood up. His mother needed a needle for sewing, and his father needed seeds for planting.	78 86
He was limping along when he heard a shout. He turned. A man on a horse was coming down the trail. It was his neighbor, Mr. Blake. Mr. Blake stopped and grinned. “Hop on, Will!” he said. “You look like you could use a ride.”	96 106 115 123 131
Will grinned back. “I sure could!” he said.	139
In a half hour, Will was in town. He didn’t know how people could live in such a place. There were so many other people, and there was so much going on! But everyone was cheerful. He found a good horse to buy, and then he got supplies. He could not afford a saddle, but he could ride without one. The trip back home really would be easier!	151 160 170 179 190 201 207

Directions: Answer the questions below.

1 What is the setting of Will's home?

- In a town
 - In a desert
 - A few miles from a town
-

2 How does the setting at the beginning make Will feel?

- Happy
 - Uncomfortable
 - Lonely and scared
-

3 What words does the author use to show why Will goes to town? Choose two sentences from the selection.

4 How is the setting at the end of the story different from the setting at the beginning?

- A** It is busier.
- B** It is prettier.
- C** It is more dangerous.
- D** It is more comfortable.

Directions: Read the selection. Then answer the questions.

New Friends

Marcus walked slowly into Room 102 on the first day of school. Marcus was new to this school. His heart jumped a little in his chest. He didn't know anyone.	9 18 28 30
“Welcome back!” the teacher called out. “Find your name tag and sit down. Then, get to know the person sitting next to you.”	38 49 53
Marcus walked around the room, looking for his name. When he found it, there was a boy with curly red hair already sitting at the table.	61 71 79
“Hi! I'm Dave,” the boy said, grinning. “You're new to Cedar School, right?”	87 92
Marcus nodded shyly. “Yeah, we moved in last week. My name is Marcus.”	100 105
“Do you like art?” Dave asked. “It is my favorite subject.”	116
Marcus sat down. “Me, too! I really love to paint.”	126
Marcus smiled. He didn't feel nervous anymore. He had found a new friend.	133 139

Directions: Answer the questions below.

- 1** Why was Marcus nervous?
- His teacher was loud.
 - He was new to the school.
 - There were new students.

- 2** What detail shows Marcus was nervous?
- Marcus was new to this school.*
 - His heart jumped a little in his chest.*
 - He didn't know anyone.*

- 3** What makes Marcus feel less nervous?

- 4** Dave is —
- A** shy
 - B** quiet
 - C** scared
 - D** friendly

Directions: Read the selection. Then answer the questions.

Grandma's Story

I put my chin in my hand and yawned. My family was visiting my grandparents' house for the weekend. I didn't have a thing to do there.	11 18 27
"Kelsey," Grandma called. "Why don't you play outside? I have a bike you can ride."	34 42
I bit my lip. I didn't want to tell her that I didn't know how to ride a bike.	55 61
Grandma came and sat next to me. "When I was your age, most of my friends could ride a bike," she began. "Every time I tried to ride, I tipped over. My dad said he knew a trick that would help. He took the pedals off my bike. He told me to sit on my bike and push it along with my feet. When I felt ready, I picked my feet up. I could balance. It was so simple that way!"	72 83 96 108 122 135 142
"Then what happened?" I asked.	147
"He put the pedals back on. And do you know what? I was able to do it! I love riding."	158 167
"Do you think I could try your dad's trick?" I asked.	178
Grandma gave me hug. "Of course! Why, by the end of the day, you'll probably be zooming down the path."	188 198
I couldn't wait to see if she was right.	207

Directions: Answer the questions below.

1 Why is Kelsey bored?

- She is too tired to try anything new.
- She doesn't want to visit her grandparents.
- She has nothing to do at her grandparents' house.

2 What detail shows Kelsey is bored?

- I put my chin in my hand and yawned.*
- I bit my lip.*
- I couldn't wait to see if she was right.*

3 How does Kelsey feel about learning to ride a bicycle after Grandma tells her story?

4 Kelsey's grandma is —

- A** worried that Kelsey might get hurt
- B** mad at Kelsey for not riding a bike
- C** sad that Kelsey has never ridden a bike
- D** kind when Kelsey is scared about riding a bike

Directions: Read the selection. Then answer the questions.

The Art Project

“Sally, this is not a race,” Joe said in art class, frowning. “Why don’t you take your time?”	11 18
“I already have most of it done!” Sally said, punching holes in her clay with a pencil.	27 35
“Well, OK,” Joe said. They were making models of their favorite animals. Joe had chosen an owl. First, he made the shape of the body, then he carefully drew feathers into the soft clay.	44 53 63 69
He looked over at Sally, but she had already brought her model to Mrs. Kelly. Joe looked at his owl one more time to make sure he hadn’t missed any details, then he carefully carried it to Mrs. Kelly.	79 90 100 108
The next time they had art, the models were on the long table at the front of the room. Joe loved the way his owl looked! He saw Sally pick hers up. “What is it supposed to be?” Joe asked.	119 131 143 148
Sally started laughing. “I’m not sure! I think I should have spent more time on it.”	158 164
“Maybe you will next time,” Joe said with a smile. He went to find the paint.	175 180

Directions: Answer the questions below.

1 Which word best describes Joe?

- Careful
- Rushed
- Slow

2 What detail shows that Sally is careless?

- She makes art very quickly.
- She asks for the teacher’s help.
- She follows a set plan for her artwork.

3 How is Joe different from Sally?

4 At the end of the story, Sally realizes that she should —

- A** be more careful with her work
- B** spend more time with her friends
- C** not worry so much about her project
- D** ask her teacher for better instructions

Directions: Read the selection. Then answer the questions.

Fastest Animals

Cars can move fast. So can planes. There are animals that can move as fast as those things. Here are two of the fastest animals in the world.

9
18
28

In the Air

31

The fastest bird is the peregrine falcon. It lives in many places all over the world. It is often found near the ocean. This bird can fly 200 miles per hour! It flies fastest when it is diving down to grab its food.

40
50
59
69
74

On Land

76

The fastest land animal is the cheetah. It has long legs and runs more than 60 miles per hour. It can run even faster for a short distance to catch prey. When it runs, a cheetah makes very little sound. It does not want its prey to know it is coming! The cheetah has black stripes on its face. The stripes keep the sun out of its eyes. This helps the cheetah see better when trying to catch a meal!

85
95
105
114
125
134
144
153
156

These speedy animals are the fastest in the air and on land.

164
168

Directions: Answer the questions below.

1 Which sentence from the selection tells the main idea?

- Here are two of the fastest animals in the world.*
 - It flies fastest when it is diving down to grab its food.*
 - When it runs, a cheetah makes very little sound.*
-

2 Which sentence from the “In the Air” section tells the main idea of that part?

- The fastest bird is the peregrine falcon.*
 - This bird can fly 200 miles per hour!*
 - It flies fastest when it is diving down to grab its food.*
-

3 How does the title of the selection give you a clue about the main idea?

4 The section titled “On Land” is mainly about —

- A** what sounds the cheetah makes when it runs
- B** how the cheetah is the fastest animal on land
- C** how a cheetah is different from other fast animals
- D** how the cheetah can only run fast for short distances

Directions: Read the selection. Then answer the questions.

Popular Sports

Sports are a big part of life all around the world. Here are three sports many people enjoy. 12
18

Soccer 19

The most popular sport in the world is soccer. In 29
America, we call it *soccer*. Other countries call 37
it *football*. Players on two teams kick a ball across 47
a long field. Players mostly use their feet instead of 57
their hands. They are trying to make a goal. 66

Cricket 67

Cricket may sound like a bug, but it is one of the 79
world's most popular sports. Cricket is played with 87
a bat and ball on a field. Players on two teams 98
take turns batting the ball to try to score runs. 108

Basketball 109

Basketball is another popular sport. In basketball, two 117
teams bounce a ball across a court. They can also 127
pass, or throw, the ball to each other. The players are 138
not allowed to carry the ball. Each team tries to shoot 149
the ball into a basket. 154

Directions: Answer the questions below.

1 Which sentence from the selection tells the main idea?

- Sports are a big part of life all around the world.*
 - Here are three sports many people enjoy.*
 - The most popular sport in the world is soccer.*
-

2 Which sentence tells the main idea of the section titled “Basketball”?

- Basketball is another popular sport.*
 - The players are not allowed to carry the ball.*
 - Each team tries to shoot the ball into a basket.*
-

3 How are the main ideas of each of the sections in the selection related?

4 The section titled “Cricket” is mainly about how —

- A** cricket is named for a bug
- B** the game of cricket is played
- C** equipment is used in cricket
- D** cricket compares to other sports

Directions: Read the selection. Then answer the questions.

Cloud Types

Some days, the clouds look like cotton balls. Other days, they look more like feathers. The type of clouds that appear depends on the weather.

9
18
25

Cumulus

26

The big, fluffy clouds we see on a nice day are called cumulus clouds. They are usually white and close to the ground.

36
43
49

Cumulonimbus

50

Do you hear that thunder? Clouds that produce thunderstorms are called cumulonimbus clouds. They are heavy and full of water. The bottom part that we see from the ground is dark. The top part of the cloud reaches high into the sky.

58
63
73
84
92

Stratus

93

On a rainy or overcast day, stratus clouds appear. Stratus clouds can stay in one place for days. They are slow because they are full of water.

102
111
120

Cirrus

121

Cirrus clouds look like feathers. They are made of ice particles because they are high up in the sky where it is cold.

129
139
144

Directions: Answer the questions below.

1 Which sentence from the selection tells the main topic?

- Some days, the clouds look like piles of cotton balls.*
 - Other days, they may look more like feathers.*
 - The type of clouds that appear depends on the weather.*
-

2 Which sentence tells the main idea of the section titled “Stratus”?

- On a rainy day or overcast day, stratus clouds appear.*
 - Stratus clouds can stay in one place for days.*
 - They are slow because they are full of water.*
-

3 How are the main ideas of the sections related?

4 Which sentence tells the main idea of the section titled “Cumulonimbus”?

- A** *Do you hear that thunder?*
- B** *Clouds that produce thunderstorms are called cumulonimbus clouds.*
- C** *The bottom part that we see from the ground is dark.*
- D** *The top part of the cloud reaches high into the sky.*

Directions: Read the selection. Then answer the questions.

Buster

On my way home, I bounced my ball.	8
I bounced it twice against a wall.	15
I closed the gate and bounced it hard, against the fence inside my yard.	23 29
And that's when Buster raced outside.	35
He grabbed my ball and ran to hide.	43
"Come back here, dog!" I stopped to call, but Buster did not come at all.	51 58
"That means to stop!" I said loudly.	65
Buster held the ball more proudly.	71
Buster raced inside the door and slid across the kitchen floor.	76 82
I ran behind, and I was fast.	89
"Great! I have my dog at last!"	96
But when I stopped and looked around, Buster was nowhere to be found.	103 109
Soon I found Buster fast asleep upon some clothes, all in a heap.	115 122
My new ball sat before his nose, upon the heap of dirty clothes.	129 135

Directions: Answer the questions below.

1 Which two words from the first stanza rhyme?

- My* and *ball*
 - Ball* and *wall*
 - My* and *gate*
-

2 Which line begins the second stanza?

- I bounced it twice against a wall.*
 - On my way home, I bounced my ball.*
 - And that's when Buster raced outside.*
-

3 How do the stanzas help organize the poem?

4 The rhythm pattern of the poem is —

- A** 7 beats in each line
- B** 8 beats in each line
- C** 9 beats in each stanza
- D** 10 beats in each stanza

Directions: Read the selection. Then answer the questions.

Ode to My Bed

Oh bed, my bed, you're soft and cozy.	8
Your fluffy pillows, your silky sheet.	14
When I see you, it means I'm dozy	22
In winter's cold or summer's heat.	28
On summer days, when I feel lazy	35
I curl up on you with a book.	43
Your great big pillows, so fluffy it's crazy.	51
You are the very best reading nook.	58
In winter when the snow is falling,	65
and I am tired from play outside,	72
I sometimes hear your blankets calling.	78
I dive between your sheets and hide.	85
Any time of year, you're the very best.	93
Your fluffy pillows, your silky sheet.	99
Before I rest, I make my nest	106
In comfort I will always sleep.	112

Directions: Answer the questions below.

1 Which two words from the second stanza rhyme?

- So* and *lazy*
 - Lazy* and *crazy*
 - Crazy* and *nook*
-

2 Which line begins the second stanza?

- Your fluffy pillows, your silky sheet.*
 - Oh bed, my bed, you're so soft and cozy.*
 - On summer days, when I feel lazy*
-

3 What is the pattern and structure of this poem?

4 The first line of the poem has —

- A** 8 beats
- B** 9 beats
- C** 10 beats
- D** 11 beats

Directions: Read the selection. Then answer the questions.

Learning to Skateboard

I take a breath and keep it in, strapping on my other knee pad.	8 14
I cannot let my skateboard win, I won't think of the falls I've had.	20 28
I wiggle forward, wobble back, I might be able to do it. But before my body can happily stand, I fall into a hard sit.	33 40 47 53
I almost had it, though, this time, so I dust myself off and smile. I may be covered in dirt and grime, but today I will skate a great mile.	60 67 75 83
I pull my helmet strap tighter, And I bend down to tie my shoe. This time my heart feels much lighter, I will stick to my board like glue.	89 97 104 112
This time I wiggle-wobble less, and this time I move forward more. This means I'm not such a mess, my progress I cannot ignore.	117 124 131 136

Directions: Answer the questions below.

1 Which two words from the first stanza rhyme?

- In* and *pad*
 - In* and *win*
 - Win* and *think*
-

2 Which line begins the third stanza?

- I cannot let my skateboard win,*
 - I wiggle forward, wobble back,*
 - I almost had it, though, this time,*
-

3 What are some ways you can tell this is a poem?

4 The first line of the poem has —

- A** 6 beats
- B** 7 beats
- C** 8 beats
- D** 9 beats

Directions: Read the selection. Then answer the questions.

The Sleepover

Chad was so excited. His cousin Nathan finally came for a sleepover.	8 12
“Hooray! Let’s stay up all night!” Nathan said.	20
“You’ll never stay up as late as me!” Chad said with a laugh.	30 33
“Okay, boys. It’s bedtime,” Chad’s dad said.	40
“But we’re not tired!” Nathan said.	46
Chad’s dad laughed when they both yawned. He turned off the bedroom light. Chad went to his sleeping bag. Nathan followed, getting cozy in his own.	54 63 70 72
“Should we go to sleep?” Chad asked.	79
“I’m too excited to sleep,” Nathan said.	86
With a wide grin, Chad turned on a flashlight. He showed Nathan a book.	96 100
“I will read a bedtime story,” Chad said. “What type of story do you like?” He started to look through the pages.	111 122
When Chad looked over at Nathan’s still form, he realized Nathan was asleep. With a smile, Chad sat back with his book and his flashlight. He was still too excited to sleep.	131 140 151 154

Directions: Answer the questions below.

- 1** What is the main problem in the story?
- Nathan can't sleep, but Chad can.
 - Nathan and Chad are too excited to sleep.
 - Dad wants to go to sleep, but Nathan cannot.
-
- 2** Which main event in the story happened first?
- Chad picks a story to read.
 - Dad asks them to go to sleep.
 - Nathan comes for a sleepover.
-
- 3** What two words or word groups show how Chad feels at the end of the story?
- _____
-
- _____
-
- _____
-
- 4** Right after Nathan and Chad get in their sleeping bags, —
- A** Nathan yawns another huge yawn
 - B** Chad takes out a flashlight and book
 - C** Nathan says they should stay up all night
 - D** Chad's dad tells them they should go to sleep

Directions: Read the selection. Then answer the questions.

Field Day Planning

Anna frowned as she looked around at her classmates. All of them were arguing except for Steven, who looked bored.	8 16 20
“We should have an egg race on Field Day,” John said.	31
“We did an egg race last year,” Sara sighed. Some of the other kids started arguing.	42 47
Suddenly, Steven stood up. Everyone stopped talking as he walked to the board. He formed the words “egg race” in big block letters.	54 65 70
“What are you doing?” Sara asked.	76
“I think we should show our ideas by writing them,” Steven said.	86 88
“That’s right,” Anna said quietly. “We should write them down and follow with a vote.”	96 103
Sara was nodding. “I agree,” she said. “And I think we should add a three-legged race to the list.”	114 122
Steven turned and wrote Sara’s idea on the board. Anna looked around and saw that everyone looked happier now. A few people even raised their hands with ideas.	132 140 150
“Who’s next?” she said with a smile.	157

Directions: Answer the questions below.

1 What is the main problem in the story?

- The class can't agree on Field Day activities.
 - Anna is upset because the class is arguing.
 - Steven is bored because everyone can't agree.
-

2 What word from the story shows how Steven feels about the problem?

- Frowned*
 - Bored*
 - Sighed*
-

3 How do Anna and Steven help the class stop arguing?

4 After Steven goes to the board, Anna —

- A** tells the other classmates to listen
- B** helps him organize the class to vote
- C** explains to him what the class wants to do
- D** lists some new ideas for field day activities

Directions: Read the selection. Then answer the questions.

Breakfast in Bed

Sam crept past his parents' room, and Ellie followed.	9
They tiptoed down the stairs to get to the kitchen.	19
“Shhh, Ellie, we need to be extra quiet if we want to surprise Mom and Dad,” Sam said. He closed the kitchen door softly. “They will love it if we make breakfast for them!”	30 39 50 53
Ellie skipped to the fridge as Sam began searching through the cupboard for bread.	62 67
“There is no bread,” he sighed.	73
“Oh, no!” Ellie turned too quickly, orange juice in hand.	83
Sam watched helplessly as the orange juice carton seemed to fly in slow motion from her hand onto the floor. The orange juice spilled everywhere. Ellie slid down into a chair, trying not to cry.	91 102 110 118
“It’s OK, I have an idea,” Sam said, showing her a towel. “Here, let’s clean this up. I’ll show you.”	129 138
A few minutes later, Sam poured cereal in bowls. They put the bowls on the tray with cups of cranberry juice. They tiptoed back up the stairs and into their parents’ room. Their mom smiled and nudged their dad awake.	148 159 169 178
“Look what our kids did for us!” she said happily.	188

Directions: Answer the questions below.

- 1** What is the main problem in the story?
- Ellie wants to make toast for breakfast.
 - Sam wants to make breakfast by himself.
 - The kids want to make breakfast for their parents.
-

- 2** How does Ellie almost end Sam's plan?
- She spills the orange juice.
 - She spills the cereal into bowls.
 - She drops the napkins on the floor.
-

- 3** What events happen at the very end of the story?
-
-
-
-
-
-
-
-

- 4** The main problem is solved when Sam —
- A** lets his parents sleep in longer than they planned
 - B** finds a different type of bread to use for breakfast
 - C** uses different breakfast food than he had planned
 - D** helps Ellie find a towel to clean up the spilled juice

Name _____

Directions: Read the selection. Then answer the questions.

Animal Defenses

A squid is swimming in the ocean. Then, a shark swims too close to it. Suddenly, there is a big cloud of black ink between them! Where is the squid? The shark cannot find it. Finally, the squid swims away in the cloud of ink. A squid uses its ink to get away from danger.	10 22 31 40 53 55
A rabbit does not use ink. If a coyote comes too close to the rabbit, the rabbit uses its long legs to run away. Where is the rabbit? It can run even faster than a coyote.	67 79 90 91
A bird sees a bee. Then, it sees that the bee is bright yellow. It has black stripes. These colors tell the bird to stay away. If the bird gets too close, the bird can get stung. The bird moves on. It will find something different to eat.	104 114 126 136 139
Look at any animal around you. You will see that each animal has a special way to get away from danger.	150 160

Directions: Answer the questions below.

1 Right after a shark swims too close to a squid, the squid will —

- swim away quickly
 - squirt ink into the water
 - stop moving and stay still
-

2 How does a bird know to stay away from a bee?

- The bee is faster than the bird.
 - The bee has large wings and a stinger.
 - The bee is bright yellow with black stripes.
-

3 How does ink help after the squid sees a shark?

4 What happens after the rabbit senses danger?

- A** It uses its big ears to hear.
- B** It uses its little nose to smell.
- C** It uses its sharp teeth to bite.
- D** It uses its long legs to run fast.

Name _____

Directions: Read the selection. Then answer the questions.

Venus Flytraps

A fly senses something sweet. It lands in the curl of a leaf, but it is not an ordinary leaf. Snap! Before it can even move, the fly has been caught by a Venus flytrap.	12 24 35
Most plants make their own food, using the sun and soil. Venus flytraps are different. They live where the soil does not have what they need to help them make food. They need to find food. They eat flies and other small insects.	45 54 65 76 78
The leaf of a Venus flytrap has tiny hairs on it. When a fly lands, it moves the little hairs. This causes the Venus flytrap to spring shut. The fly is caught between the edges of the leaf! The more the fly moves, the more tightly the leaf closes. The plant takes a few days to finish its meal.	90 101 111 122 132 137
Venus flytraps live in only a few places in the United States. They like places that are wet and have lots of sunlight.	148 158 160
If you get a Venus flytrap, put it in direct sunlight and water it well. Most of all, make sure there are plenty of flies around!	172 184 186

Directions: Answer the questions below.

1 What happens before the Venus flytrap springs shut?

- A fly touches the little hairs on the leaf.
 - A fly lands inside the sticky part of the leaf.
 - A fly gets tangled up in the hairs on the leaf.
-

2 What happens after the Venus flytrap shuts?

- The fly buzzes until the Venus flytrap opens.
 - The Venus flytrap eats the fly over a few days.
 - The fly waits for the Venus flytrap to open again.
-

3 What should be given to a Venus flytrap to keep it alive?

4 Venus flytraps catch flies because they —

- A** do not like to have insects landing on them
- B** do not make their own food like other plants
- C** need the flies to attract the food that they like
- D** need the flies to help their leaves to grow bigger

Name _____

Directions: Read the selection. Then answer the questions.

First Men on the Moon

July 20, 1969, was an important day in history. On that day, humans took their first steps on the moon.	10 20
The journey to the moon took four days. The spacecraft <i>Apollo 11</i> took off on July 16. It flew around Earth, and then headed to the moon. Neil Armstrong and Edwin “Buzz” Aldrin put on their heavy space suits. The gases on the moon are much different from the air on Earth. The suits helped them breathe.	29 40 49 58 68 77
Neil and Buzz landed a small spaceship on the moon. Neil took the first step on the moon’s surface. Because the pull of gravity is weaker there, Neil did not weigh much on the moon. He bounced as he walked, and Buzz followed. They put an American flag in the soil of the moon. Neil took a picture of Buzz on the moon.	86 96 107 117 127 138 140
Back on Earth, people watched on television as the first men walked on the moon. They saw the astronauts leave the flag and a small sign behind. The sign said that “we came in peace for all mankind.” Everyone celebrated the big moment.	148 158 167 178 183
Maybe someday we will celebrate another landing. Perhaps we will see the first people to walk on Mars.	190 201

Directions: Answer the questions below.

1 What happened right after Neil and Buzz landed the small ship on the moon?

- They put on space suits.
- Buzz put a sign in the soil.
- Neil took a step on the moon's surface.

2 According to the selection, what caused the people back home to celebrate?

- The astronauts returned to Earth safely.
- The spacecraft *Apollo 11* took off from Earth.
- The astronauts left the flag and a sign on the moon.

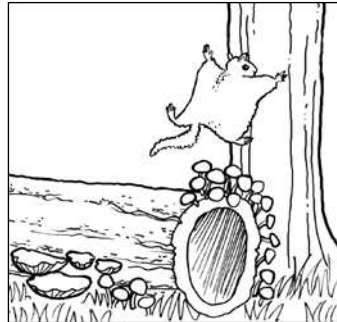
3 What caused Neil and Buzz to bounce when they walked on the moon?

4 Neil and Buzz wore space suits because they —

- A** could not breathe the gases on the moon
- B** could not leave the flag and sign without them
- C** needed a place to hold the tools they brought
- D** needed something to keep the sun off of them

Directions: Read the selection. Then answer the questions.

Animals That Fly



A flying squirrel glides through the air.

Birds fly in the sky. Some other animals seem to fly.	11
But they do not fly the same way birds do.	21

Flying Squirrels 23

A flying squirrel looks like it is flying. Flying squirrels	33
are really gliding. Flying squirrels use thick skin	41
between their legs to help them glide through the air.	51

Flying Fish 53

Flying fish don't really fly. They swim quickly in the	63
water. Then they shoot out of the water. They use	73
their fins to help them glide through the air.	82

Flying Lizards 84

There is even a lizard that seems to fly. It is called a	97
flying dragon. It has special "wings" of skin on its back.	108
These skin wings help the lizard glide through the air.	118

To the teacher: Captions that appear with images are not included in the word count for the passage.

Directions: Answer the questions below.

1 Which section tells about an animal that swims and glides?

- Flying Squirrels*
 - Flying Fish*
 - Flying Lizards*
-

2 Which section describes animals that use wings of skin on their backs to glide?

- Flying Squirrels*
 - Flying Fish*
 - Flying Lizards*
-

3 Why does the author use headings in the selection?

4 Why did the author put the caption under the picture?

- A** To show how a squirrel jumps
- B** To tell about a squirrel gliding
- C** To tell why the squirrel jumps
- D** To explain where the squirrel is

Directions: Read the selection. Then answer the questions.

Picking a Pet



Cats and dogs are good pets, and so are other animals.

There is more to choosing a pet than picking a cat or a dog. You have to think about the care each kind of animal needs.

12

24

26

The Best Pet for Busy People

Cats are good for people who are not home a lot during the day. They also use a litter box. They need someone to change the litter every day.

32

43

54

61

A Great Pet for People with Time

Many dogs are not happy being left alone for long. They need to be walked, fed, and cleaned up after.

68

78

88

Pets That Need Less Space

The choice of a pet is not limited to cats and dogs. Some pet owners enjoy birds, guinea pigs, and hamsters. They can be great for small spaces.

93

105

113

121

To the teacher: Captions that appear with images are not included in the word count for the passage.

Directions: Answer the questions below.

- 1** Which section contains information about dogs as pets?
- Pets That Need Less Space*
 - The Best Pet for Busy People*
 - A Great Pet for People with Time*
-

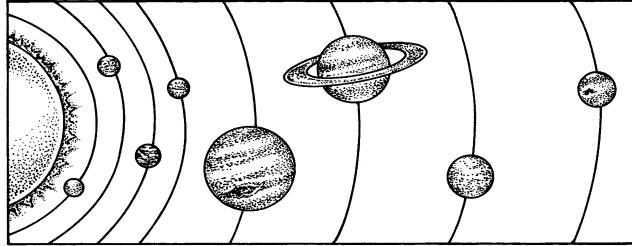
- 2** Why does the author add the section “Pets That Need Less Space”?
- To tell that having birds can be fun
 - To tell how animals do not need lots of space
 - To tell about other animals that can also be pets
-

- 3** How do the headings help organize this article?

- 4** The author put the caption under the picture because —
- A** it tells about all the pets that can be chosen
 - B** it explains the difference between cats and dogs
 - C** it explains that cats and dogs are not the only types of pets
 - D** it tells about animals that are most people’s favorite pets

Directions: Read the selection. Then answer the questions.

Types of Planets



The image shows the rocky and gas planets of our solar system.

There are two kinds of planets in our solar system.

10

Rocky Planets

The four planets closest to the sun are Mercury, Venus, Earth, and Mars. They are the rocky planets. They have solid surfaces.

12

21

30

34

Gas Planets

The four planets farthest away from the sun are Jupiter, Saturn, Uranus, and Neptune. They each have rocky cores. They are made mostly of gas.

36

45

52

61

When Is a Planet Not a Planet?

After studying Pluto, scientists decided that it is not really a planet. Pluto is different from planets in important ways.

68

76

86

88

To the teacher: Captions that appear with images are not included in the word count for the passage.

Directions: Answer the questions below.

1 Which section tells about planets that are closest to the sun?

- Gas Planets*
 - Rocky Planets*
 - When Is a Planet Not a Planet?*
-

2 Which section includes information about Pluto?

- Gas Planets*
 - Rocky Planets*
 - When Is a Planet Not a Planet?*
-

3 How does the author use headings in this selection?

4 The author put the caption under the picture because it tells about —

- A** both types of planets
- B** the author’s favorite planet
- C** all planets that are close to the sun
- D** one kind of planet that is in the solar system

Name _____

Directions: Read the selection. Then answer the questions.

Camp Stories

Mia was snuggled up in her sleeping bag. Those were just weird shadows outside the tent, right?	10 17
“That was a scary story you told,” she said to Sam.	28
Her brother Sam smiled. “I’m not scared.”	35
Just then, Mia heard a loud snap. She looked at Sam.	46
“Wake up Dad,” Mia whispered.	51
“No, you do it,” Sam whispered back. They both looked over at their dad, who was asleep.	61 68
“Dad!” Mia said. There was another snapping noise outside. “Dad!” she said again.	76 81
Their dad sat up. “What is it?” he asked.	90
“We heard a noise,” Mia said as she pointed outside. Their dad clicked on a flashlight and opened the flap. In the bright light, a raccoon froze, looking back at them from the camp trash can. They smiled in relief at the sight of the animal.	100 110 120 131 136

Directions: Answer the questions below.

1 What is the problem in the selection?

- Mia and Sam hear a sound outside.
 - Mia and Sam's dad is sound asleep.
 - Mia and Sam are afraid of raccoons.
-

2 What happens after Mia and Sam's dad opens the tent?

- They all hear a noise.
 - They all see a raccoon.
 - They all turn on a flashlight.
-

3 Why is the setting important to the events in this selection?

4 Why does Mia tell Sam to wake up Dad?

- A** She hears a scary sound outside.
- B** She wants him to tell a scary story.
- C** She sees scary shadows on the tent.
- D** She wants to tell him Sam's scary story.

Name _____

Directions: Read the selection. Then answer the questions.

The Treehouse

Louis cupped his hands and called his brother's name again. "Aaron, let me in!" he shouted.	8 16
Stepping back, Louis looked up at the treehouse door with the letter "L" on it. Nothing happened. It wasn't fair for Aaron to raise the rope so Louis could not come up. Louis had an idea. He walked back to the house.	24 34 45 56 58
"Dad, will you help me?" Louis said, finding his dad mending a hole in a stuffed animal. He explained his plan to his dad. Dad took the ladder to the tree. He held the ladder steady. The treehouse was near the ground. Soon, Louis could peek in the window.	68 78 90 99 107
Aaron was lying fast asleep on a small rug. Louis called his name again, and Aaron woke up. He took off his headphones and smiled at his brother.	117 127 135
"I was trying to study while I waited for you," Aaron said. "I must have fallen asleep. Let's go play ball."	146 156
Louis was happy that Aaron just had not heard him calling. He climbed back down the ladder. Aaron followed.	166 174 175

Directions: Answer the questions below.

1 What is the problem in the story?

- Louis wants to climb up into the treehouse.
 - Louis and Aaron need to study before playing.
 - Aaron does not have a ladder at the treehouse.
-

2 Why does Louis think Aaron is keeping him out of the treehouse?

- Aaron told Louis that he needs to study.
 - Aaron does not answer when Louis calls.
 - Aaron says he cannot play ball with Louis.
-

3 Why is the setting important to the events in this story?

4 What is Louis's plan to get up to the treehouse?

- A** He asks his dad to bring a ladder for the treehouse.
- B** He asks his dad to wake up Aaron in the treehouse.
- C** He will wake up Aaron, who is sleeping in the treehouse.
- D** He will climb the tree so he can see inside the treehouse.

Name _____

Directions: Read the selection. Then answer the questions.

The Windy Day and the Hat

Kelly cleaned up her paints and decided to go outside, because her mom was trying to study for a big test. Kelly got her coat and saw her favorite yellow hat on the shelf. She placed it on her head and skipped out the back door. “Have fun, Kelly,” her mom called.

It was windy outside, so Kelly kept one hand on her yellow hat. She was in the big backyard when an animal ran near her, and she threw her arms up in surprise before seeing that it was a cat. As soon as she let go of her hat, it flew from her head. The wind carried it away, with Kelly chasing after it. Soon, the wind dropped the hat in the lower branches of a tree.

Her sister Mary found Kelly standing under the tree, looking sad. “Look what happened,” Kelly said, pointing.

Mary saw the yellow hat, and she looked around before finding a long, sturdy branch. Mary used the long stick to hook Kelly’s hat. She carefully pulled it down from the tree, and Kelly thanked Mary with a big hug.

“Now,” Kelly said, “Let's go put my hat away before we play.”

Directions: Answer the questions below.

- 1** What is the problem in the story?
- Kelly has lost her favorite hat.
 - Kelly's mom needs time to study.
 - Kelly's sister is looking for a stick.
-

- 2** What does Mary do to help Kelly?
- She finds a stick to get Kelly's hat.
 - She tells Kelly to put her hat away.
 - She goes to play outside with Kelly.
-

- 3** Why is the setting important to the events in this story?
-
-
-
-
-
-
-
-

- 4** What does Kelly decide to do at the end of the story?
- A** Hold on to her hat more tightly
 - B** Put her hat away before they play
 - C** Give her mom some time to study
 - D** Go inside the house to play instead

Directions: Read the selection. Then answer the questions.

Opposites

Don and John were working together on a treasure hunt for school. The school gave them a map and a clue. The map had a red letter “X” on it. It showed where the hunt started.	9 19 32 36
They were in the same class. They hadn’t talked much before. They didn’t think they had much in common. John was a little shy. He loved music. Don liked to talk. He loved to draw. But they both wanted to win. The prize was movie tickets and free food.	45 54 63 74 83 85
They sat down to study the clue. The clue said, “Don’t leave because you have just begun.”	95 102
“What could that mean?” John asked. “Maybe <i>leave</i> is a clue. Tree leaves?” But the trees near them were pines.	110 120 122
Then they both looked above the school door. “The exit sign!” they yelled. They ran to find the second clue.	130 140 142

Directions: Answer the questions below.

1 How are John and Don the same?

- They both want to win.
 - They both like to draw.
 - They both enjoy music.
-

2 Which words only describe John?

- Quiet and shy
 - Talks to anyone
 - Likes treasure hunts
-

3 How are Don and John different?

4 Which sentence from the selection best shows how John and Don feel when they figure out the clue?

- A** *They didn't think they had much in common.*
- B** *"What could that mean?" John asked.*
- C** *Then they both looked above the school door.*
- D** *"The exit sign!" they yelled.*

Directions: Read the selection. Then answer the questions.

Jumping Julie

<i>Boing. Boing. Boing.</i> Julie's new sneakers were amazing. They helped her jump higher than ever.	7 15
Julie loved to jump. She did it whenever she could. People asked her if her legs got tired. Her answer was always, "No!" With these sneakers, she felt she could jump forever!	25 36 45 47
Julie was jumping in the playground at her school. Suddenly, she heard a sound. She looked at her friend Mike. "Did you hear that?" she asked.	56 65 73
Mike looked up from his book. "I think it came from that tree over there."	84 88
"Oh, no!" Julie cried, pointing at a small, scared kitten stuck in the tree. Mike stretched his arms to try to grab the kitten, but it was just out of his reach.	98 110 120
"I have an idea," Julie said. She crouched down low and jumped. <i>BOING!</i> Julie jumped into the air to rescue the kitten.	130 139 142
Holding the rescued kitten, Julie walked with a spring in her step. "I guess jumping is good for more than just fun," she thought.	151 163 166

Directions: Answer the questions below.

1 Which sentence best shows that Julie jumps a lot?

- People asked her if her legs got tired.*
- She crouched down low and jumped.*
- Julie jumped into the air to rescue the kitten.*

2 Which word tells how the kitten feels?

- Loud Small Scared

3 How does Julie feel when she sees the kitten in the tree?

4 Which sentence from the selection shows how Julie feels after she rescues the kitten?

- A** *“Oh, no!” Julie cried, pointing at a small, scared kitten stuck in the tree.*
- B** *Mike stretched his arms to try to grab the kitten, but it was just out of his reach.*
- C** *Julie jumped into the air to rescue the kitten.*
- D** *Holding the rescued kitten, Julie walked with a spring in her step.*

Directions: Read the selection. Then answer the questions.

The Dandelion

Dylan was reading a letter on a park bench when she saw a dandelion. It looked like the letter <i>i</i> with a big, puffy, white dot on top. She bent down to look at the dandelion. She put the stem between her fingers and tugged gently. As the stem came free, a breeze blew. Little white puffs flew through the air.	10 21 33 43 53 61
Dylan's friend Gabbie came over. "I love blowing dandelion seeds," she said.	69 73
"Those are seeds?" Dylan asked. "I thought seeds were inside fruit, like in an apple."	81 88
"Sometimes they are," Gabbie answered. "But some plants, like dandelions, have seeds on the outside. Seeds form when the pretty yellow flower is done blooming."	95 103 112 113
Gabbie picked a dandelion and told Dylan to blow on the seeds.	123 125
"The seeds fly all around. I make a wish when I blow them away."	137 139
Dylan smiled and thought about how she would love to see yellow flowers outside her bedroom window. She closed her eyes tightly and blew.	149 157 163

Directions: Answer the questions below.

- 1** Which sentence shows Dylan is careful with the flower?
- She bent down to look at the dandelion.*
- She put the stem between her fingers and tugged gently.*
- As the stem came free, a breeze blew.*

- 2** What does Gabbie like to do when she blows on the dandelions?
- Make a wish Chase seeds Pick more flowers

- 3** How does Dylan feel when Gabbie tells her to blow on the seeds? Use details from the story to support your answer.

- 4** Which sentence from the selection shows what Dylan wishes for when she blows on the dandelion?
- A** *Little white puffs flew through the air*
- B** *“I make a wish when I blow them away.”*
- C** *She would love to see yellow flowers outside her bedroom window.*
- D** *She closed her eyes tightly and blew.*

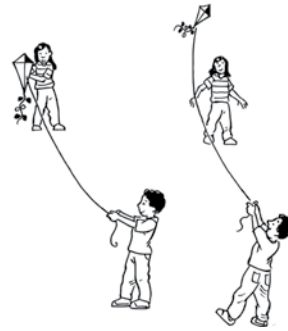
Name _____

Directions: Read the selection. Then answer the questions.

Kite Flying for Beginners

Introduction

Is flying a diamond-shaped kite a fun activity? The answer is yes!



Boy and girl flying a kite

How to Fly a Kite

1. Have your friend hold the kite up a short distance away from you, as shown in the illustration.
2. Hold onto the kite string with your back to the wind.
3. Tell your friend to let go of the kite.
4. Let the kite string out slowly. The kite will fly higher.
5. To help the kite fly higher, pull on the string.
6. Once the kite is high overhead, relax the line.

Other Important Things to Know

Diamond kites fly best when the wind is blowing gently. If it is too windy, the kite will spin. If there isn't enough wind or the wind speed changes quickly, the kite will sink. If the wind speed seems just right, find an open space that is not near trees or power lines, and go fly a kite!

To the teacher: Captions that appear with images are not included in the word count for the passage.

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71
82
92
97
107
119
127
138
148
155

Directions: Answer the questions below.

- 1** Why does the author include headings?
- To show the order of the steps for flying a kite
 - To show information about other kinds of kites
 - To show what each part of the selection is about

-
- 2** What detail from the selection does the illustration show?
- Have your friend hold the kite up*
 - Let the kite string out slowly.*
 - Relax the line*

-
- 3** How does the illustration help the reader better understand the steps?

- 4** In which section of the selection could the reader find information about how windy it should be to fly a kite?
- A** *Introduction*
 - B** *The illustration*
 - C** *How to Fly a Kite*
 - D** *Other Important Things to Know*

Name _____

Directions: Read the selection. Then answer the questions.

Electricity

Introduction

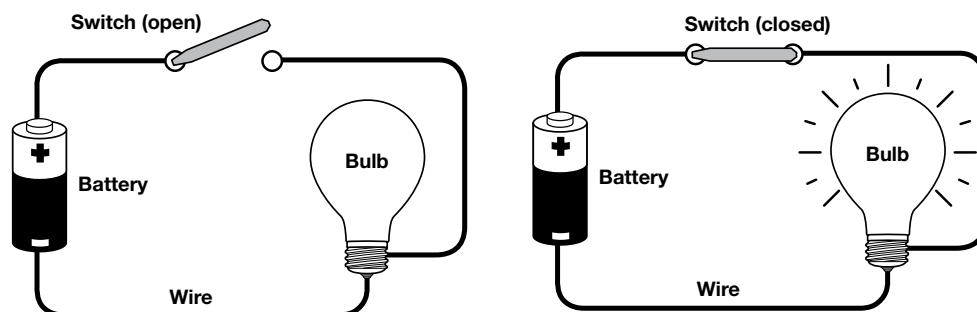
Look around you. You may see something powered by electricity.

How it Works

Electricity flows in a path called a *circuit*. When a circuit is closed, the electricity can travel from the power source to the object. When a circuit is open, the electrical current cannot complete the path. The object will not work. A switch opens or closes a circuit.

Make a Circuit

Work with an adult to make a simple circuit. You will need a battery. There must be something to power, such as a light bulb. Finally, you will need a *conductor*, something through which energy will flow. Copper is a good conductor to try. If your circuit is closed, you will see the light bulb turn on.



1
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11
14
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33
43
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62
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76
85
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105
116
122

Directions: Answer the questions below.

- 1** The author includes headings to show —
- how electricity works
 - what each section is about
 - when to make a working circuit
-

- 2** How does the illustration help the text?
- It shows what a circuit looks like.
 - It shows what kind of wire to use.
 - It shows different things that use electricity.
-

- 3** How does the illustration help the reader better understand electric circuits?
-
-
-
-
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-
-
-

- 4** In which section of the selection could the reader find information about which type of wire to use for a circuit?
- A** The illustration
 - B** *Introduction*
 - C** *How it Works*
 - D** *Make a Circuit*

Name _____

Directions: Read the selection. Then answer the questions.

The Water Cycle

Introduction

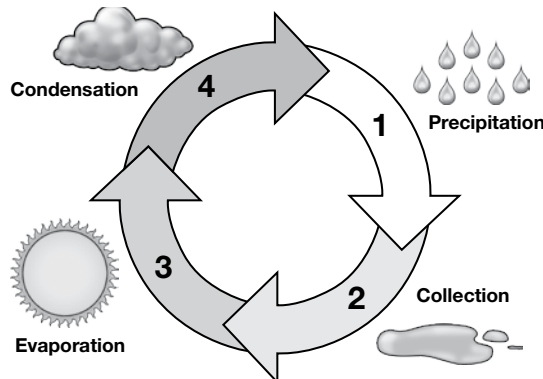
When you get water for cooking food or drinking, it is not new. The water that we see every day changes, and this is known as the water cycle.

1
13
24
30

Parts of the Water Cycle

- One part is when the water falls out of the sky, which happens when the air cannot hold any more water, and it falls to the ground as rain or snow.
- Then it falls into bodies of water or onto land, where some of it soaks into the ground. The rest runs off to bodies of water, or it turns into gas again.
- The next part is when the sun warms water, turning it into gas.
- The next part happens when the gas rises higher. The gas gets colder and changes back into liquid water.

35
47
56
66
77
89
98
108
111
121
130



To the teacher: Captions that appear with images are not included in the word count for the passage.

Directions: Answer the questions below.

- 1** The author includes headings to show —
- how the water cycle works
 - what happens after the water turns to gas
 - what each section is about
-

- 2** How does the diagram help the reader?
- It shows the amount of water in each part of the cycle.
 - It shows the order of the parts of the cycle.
 - It shows that the cycle does not happen often.
-

- 3** How does the author’s use of a bulleted list help the reader understand the information?
-
-
-
-
-
-

- 4** The diagram of the water cycle supports the idea that —
- A** the cycle happens over and over again
 - B** evaporation happens after condensation
 - C** rain clouds form during the collection stage
 - D** the cycle happens once in a long time period

Directions: Read the selection. Then answer the questions.

The Hungry Fox

One day, Fox was walking in the forest. He was hungry. He grumbled, “I must find something to eat.”	10 19
Then he heard a noise. He looked up. He saw some squirrels running up a tree. His eyes grew big. Up above him was the biggest bunch of grapes he had ever seen!	30 40 50 52
“I bet those grapes are sweet and tasty,” Fox said. “I must have those to eat!”	63 68
First, he tried to jump up. No matter how hard he tried, he could not reach the grapes. Next, he took a big stone over to the tree. He thought if he climbed on the stone, he could then reach the grapes. But the stone was not big enough.	80 91 103 113 117
Then he had another idea.	122
“I will climb up on the stone and then jump,” he said. He climbed up on the stone once again. He jumped as high as he could. He was able to reach the grapes.	134 144 156
Fox sat down under the tree. “I’m glad I didn’t give up,” he thought, nibbling on his sweet snack.	168 175

Directions: Answer the questions below.

- 1** Fox cannot eat the grapes he sees at first because he —
- is not hungry
 - cannot reach them
 - wants to share them
-

- 2** What is the main theme of the story?
- Keep trying and you will get what you want.
 - Stop worrying about what you will find to eat.
 - Keep looking and you will find what you need.
-

- 3** How does Fox solve his problem?
-
-
-
-
-
-
-
-

- 4** Which sentence from the passage shows that Fox learned a lesson?
- A** *His eyes grew big.*
 - B** *“I must have those to eat!”*
 - C** *Fox sat down under the tree.*
 - D** *“I’m glad I didn’t give up.”*

Directions: Read the selection. Then answer the questions.

Tortoise and Hare

One day, as Hare was running, he passed Tortoise in the road. It was easy to do. Everyone knew that Tortoise was the slowest runner in the forest.	9 20 28
“Tortoise!” said Hare. “Would you like to run a race?”	38
“Well,” said Tortoise, “I think that might be fun.”	47
“Wonderful!” said Hare. “I will see you tomorrow.”	55
The next day, the two met. Hare pawed at the earth, ready to take off. Tortoise just stood, waiting. The two began their race, and Hare quickly took the lead.	66 76 85
After a while, Hare thought, “I am a little tired. I will take a quick nap.” And with that, he fell asleep. In the meantime, Tortoise kept going. He was slow but steady. Soon, he passed Hare. All of a sudden, Hare woke up. “Oh my! I must get going.”	97 108 117 127 135
When Hare got to the finish line, he saw that Tortoise had won the race. Hare could not believe it!	146 155
“Hello, Hare,” said Tortoise. “That was fun.”	162

Directions: Answer the questions below.

1 Why does Hare ask Tortoise to race?

- Hare thinks he can win easily.
 - Hare thinks he will be able to nap.
 - Hare thinks Tortoise wants to race.
-

2 What lesson does Hare learn from Tortoise?

- He learns not to nap during the day.
 - He learns that it feels good to let others win.
 - He learns that it is important to stay focused.
-

3 What does Tortoise do when he is losing the race?

4 What is the main theme of the story?

- A** Slow and steady wins the race.
- B** Let someone else win the race.
- C** Do not start a race you cannot win.
- D** Always race someone who is slower.

Directions: Read the selection. Then answer the questions.

The Journey

The weather was turning cold. It was time for the geese to travel to a warmer lake.	10 17
“I wish I could go with them,” Tortoise thought. “I wish I could fly!” Then he had an idea. Tortoise went to King Goose. He said, “I want to come with you on your journey.”	28 39 50 52
King Goose laughed. “How on earth would you do that? Tortoises cannot fly!”	61 65
Tortoise showed the King a long stick. “If two of your geese would each carry one end of this stick, I could bite down in the middle and travel with you.”	76 87 96
The King nodded. “But, if you fall, we will not come back for you.”	107 110
The next morning, as agreed, two of the geese carried Tortoise, who was biting the stick. He was so excited! As the geese flew across the lake, Tortoise looked down and saw Hare. Not thinking, he opened his mouth to say hello. Splash! Into the lake he went.	119 128 138 147 158
“I should have thought before I spoke,” Tortoise said.	167

Directions: Answer the questions below.

- 1** How do the geese try to help Tortoise?
- They ask Tortoise to talk to King Goose.
 - They tell Tortoise not to let go of the stick.
 - They have the idea of using the stick to fly.
-

- 2** What is the main theme of the story?
- Be kind to your friends.
 - Think before you speak.
 - It is okay to ask for help.
-

- 3** What goes wrong with Tortoise's plan?
-
-
-
-
-
-
-
-

- 4** Which sentence from the selection supports the theme?
- A** *It was time for the geese to travel to a warmer lake.*
 - B** *“But, if you fall, we will not come back for you.”*
 - C** *As the geese flew across the lake, Tortoise looked down and saw Hare.*
 - D** *“I should have thought before I spoke,” Tortoise said.*

Name _____

Directions: Read the selection. Then answer the questions.

The Boy King

“Arthur! Kay needs his sword! Run and find it!”	9
Arthur’s cousin, Kay, was in a contest to prove his strength by fighting other knights. Arthur searched all the usual spots. There were only a few places a sword could hide. It was nowhere to be seen.	19 26 37 46
Arthur had heard stories about a sword stuck in a stone. The person who pulled the sword out was the true king of England. Many had tried, but no one could pull it out. Maybe Kay’s sword was there!	56 65 76 85
Arthur came upon the stone. He saw the sword, shining in the sun. It was not Kay’s sword.	94 103
<i>What would happen if I tried?</i> he thought as he scratched his head. Arthur reached for the sword’s handle. He planted his feet on the ground and pulled.	113 121 131
Arthur fell backward. The sword was in his hands! It had come out so easily!	140 146
Arthur saw his uncle bow down in front of him. “Arthur,” he said, “my king.”	156 161

Directions: Answer the questions below.

1 Which words does the author use to show that Arthur is in a hurry?

- Needs, Run*
- There, Stories*
- Standing, Bent*

2 Which word does the author use to help show the story took place in the past?

- easily*
- handle*
- knights*

3 Why does the author end the selection with “*my king*”?

4 The author uses the phrase “*many had tried*” most likely to show that —

- A** it was an easy task
- B** Kay’s contest was important
- C** knowing who the king is is important
- D** Arthur’s uncle encouraged many to try

Name _____

Directions: Read the selection. Then answer the questions.

A Mysterious Lamp

Long ago, in a land far away, a boy named Aladdin lived with his uncle. One day, the uncle had a strange task for Aladdin.	11 21 25
“Aladdin, go to the cave just outside the city. You will find a lamp there. Bring it back to me. There is no time for questions. I hear it is not far. Now move along!”	36 49 60
Aladdin scratched his head. He wondered why his uncle wanted the lamp so badly.	68 74
He set off for the cave. It was marked by a few scraggly trees in the earth and was dark and damp inside. He lit his own small oil lamp so he could see. Carefully, he made his way through the cave. He paused to make sure he knew where he was. As he rounded a corner, he spotted something. A dirty oil lamp was sitting on a rock. He could not understand why his uncle would want such a thing.	87 99 110 120 131 142 151 155
“The least I can do is clean it,” he thought, and he began rubbing the lamp.	167 171
Suddenly, the cave was filled with smoke and light. When he opened his eyes, a genie stood before him.	180 190
“Master,” said the genie. “How may I help you?”	199

Directions: Answer the questions below.

1 Which words show that Aladdin is confused?

- stood before him, filled*
 - rounded a corner, paused*
 - scratched his head, wondered*
-

2 Which words show that the story is in the past?

- Long ago*
 - One day*
 - Suddenly*
-

3 Which words does the author use to show that it is difficult for Aladdin to walk through the cave?

4 Read these sentences from the story.

“You must bring it back to me. There is no time for questions.”

These sentences show that Aladdin’s uncle —

- A** wants the lamp very much
- B** was blinded by smoke and light
- C** has an oil lamp that does not work
- D** thinks finding the lamp is an easy task

Name _____

Directions: Read the selection. Then answer the questions.

The Famous City

Maria stopped for a moment and waited for the men to catch up. She heard them speaking in a strange language. She shivered and pulled her cloak tighter. She drew her hood over her head.

She was leading the men to a famous city. She knew of the famous city only through stories. It was said that when a new king of the famous city was crowned, he was covered with gold dust. Then, the people threw gold and gems into a nearby lake for good fortune. Few people had said they had visited the city. The men had come to her village with a map drawn on a piece of paper and started asking about the gold. Maria was known as the best map reader in the land. They wanted her to go along with them to lead them to the city.

As the men and their horses caught up with her, she pointed to something. It was a road that led up the mountain. Once they reached the top, the city would be in sight. She led the group up the rocky road.

They finally reached the top. There before them was a blue lake, perhaps the bluest lake on Earth.

“The famous city,” Maria whispered.

Directions: Answer the questions below.

1 Which word shows that Maria is cold?

shivered

pulled

reached

2 Which sentence does the author use to show that Maria has never been to the famous city before?

She knew of the famous city only through stories.

Few people had said they had visited the city.

They wanted her to go along with them.

3 Which words show that the famous city is special? Choose two details from the selection to support your answer.

4 The author uses words like “*rocky*” and “*mountain*” in this selection because they —

A show why Maria needs to wear a cloak

B tell how difficult it is to get to the famous city

C help the reader to picture Maria’s village

D describe the gold and gems of the famous city

Name _____

Directions: Read the selections. Then answer the questions.

Stone Soup

One day, a boy walked to a farmhouse and asked for something to eat. The old woman who lived there said she had nothing and waved him along. Instead of leaving, the boy handed her a stone. “Use this to make stone soup. Just heat a pot of water.”

10
20
29
40
49

The boy dropped the stone in the heated water and tasted it. “Hmm. It needs salt and vegetables.” The woman gave them to him.

59
68
73

Soon the boy finished the soup. They both ate a bowl. The boy was hungry no more.

84
90

Soup for All

Three men traveled to a village. They were hungry, but no one would give them a meal. One traveler said, “I will make stone soup.” He heated up a pot of water over the fire. He dropped a stone into the pot. The villagers watched as the men tasted the water.

99
109
121
132
141

“This is good,” said a second traveler. “But it would be better with vegetables. Do you have any?” he asked the villagers. The villagers found that they did have a few things. Soon, the pot of soup was ready.

152
161
171
180

Directions: Answer the questions below.

1 What is different about the way the soup is made in “Stone Soup” compared to “Soup for All”?

- A woman makes the soup instead of a boy.
 - Several men make the soup instead of women.
 - Some travelers make the soup instead of a boy.
-

2 What does the boy do that the men do not do?

- He cooks the soup.
 - He shares his soup.
 - He puts vegetables in the pot.
-

3 Explain how the people in both selections are tricked in the same way.

4 Which of these events takes place in **both** selections?

- A** A pot of water is heated up.
- B** Salt is put in the stone soup.
- C** An old woman refuses to share.
- D** The soup is made with potatoes.

Name _____

Directions: Read the selections. Then answer the questions.

The Two Sisters

Country Cat visited her sister, who lived in the city. 10
She thought the city was exciting. 16

Country Cat arrived at her sister's house. City Cat 25
led Country Cat out of the house to find food. As 36
they stepped out into the street, a horse and carriage 46
almost ran them over! The sisters ran into the house. 56

Country Cat decided to go home. She thought, *Quiet* 65
country life is the life for me! 72

Visiting Mouse

Town Mouse went to visit his cousin, Country Mouse. 81
Country Mouse offered him beans and bread. 88

Town Mouse didn't like the country food. He asked 97
his cousin to visit so he could give him good food. 108

They went to town and dined on cake and jellies. 118
Then they were frightened away by the master's 126
dogs! Country Mouse said he was going home. 134

"It is better to eat beans in peace, than cakes in fear," 146
Country Mouse said. 149

Directions: Answer the questions below.

1 How is “The Two Sisters” different from “Visiting Mouse”?

- There are mice instead of cats.
 - There are cats instead of mice.
 - There are dogs instead of mice.
-

2 The country character wants to go home at the end of both selections because both want to be where —

- the food is better
 - there is more peace
 - there are fewer dogs
-

3 What do the country characters learn in both selections?

4 Which of these ideas is found in **both** selections?

- A** Life always looks better somewhere else.
- B** Country life is fancier than city or town life.
- C** There are dogs in places other than the country.
- D** There are wagons in places other than the country.

Name _____

Directions: Read the selections. Then answer the questions.

The Sun and Moon

Sun and Water were best friends and lived on Earth.	10
Sun's house was too small for Water to visit.	19
Sun and his wife, Moon, built a large house so Water and his family could visit.	30 35
When the house was finished, Water visited along with all the animals that lived with Water. Water's friends flowed into the house until there was no room.	43 52 62
So, Sun and Moon went up to the sky, where they have been ever since.	73 77

Water's Visit

Sun, Moon, and Water were good friends. Sun and Moon lived next to each other. Water lived alone, far away.	87 97
Sun and Moon asked Water to visit them. He brought his family—everything that lived in the seas! They all flowed into Sun's house, driving him out. Then Water and his family went to Moon's house. Soon Moon had no room at all!	107 117 126 136 140
Sun and Moon made new homes in the sky. They can be seen each day and night.	151 157

Directions: Answer the questions below.

- 1** How are Water's reasons for not visiting different?
- First selection: Water lives near Moon. Second selection: Water brings family with him.
 - First selection: Water thinks Moon does not want a visit. Second selection: Water wants to leave his family.
 - First selection: Sun does not have space. Second selection: Water does not live near Sun and Moon.
-

- 2** How are Sun and Moon different in the two selections?
- They are married in the first selection, and they are friends in the second selection.
 - They move to the sky in the first selection, and they make their house bigger in the second selection.
 - They live close to each other in the first selection, and they live on Earth in the second selection.
-

- 3** What happens when Water visits in both selections?
-
-
-
-

- 4** Which ending is found in **both** selections?
- A** Sun and Moon go to live in the sky.
 - B** Sun makes room so Water will visit.
 - C** Sun, Moon, and Water all live together.
 - D** Sun wants Water to be comfortable during the visit.

Directions: Read the selection. Then answer the questions.

A Different Kind of Book

Some people like to put things they want to remember in a book. They might tell about something important that happened, or they might write a story about a special day. The American Indians wanted to record these things, too.

10
19
29
37
40

How were totem poles made?

45

Long ago, the American Indians did not have paper. They needed another way to share their stories. They made totem poles. Totem poles were made from trees. First, a tree was cut down. Its branches were removed. Then, an artist made special shapes in the wood.

54
62
70
80
88
91

What was on the totem poles?

97

A lot of people liked to put birds, bears, and beavers on totem poles. People and spirits were also often carved. These pictures told a story. Sometimes they showed an important event. Totem poles are like a book and a statue all in one!

108
117
125
134
141

Today, people still make totem poles. Artists use the same tools as people from the past did to shape the wood. What would you put on your totem pole?

150
161
170

Directions: Answer the questions below.

1 Why does the author write a section about how totem poles are made?

- To explain why animals are on totem poles
- To tell how much work goes into making one
- To give directions so the reader can make one

2 Why does the author end the selection with a question?

- To get information from each reader
- To give the reader something to think about
- To make the reader want to make a totem pole

3 What is the most likely reason the author uses questions for the subheadings?

4 The author wrote this selection most likely to —

- A** explain something to the reader
- B** ask the reader to answer questions
- C** tell an interesting story to the reader
- D** teach the reader how to do something

Directions: Read the selection. Then answer the questions.

The Amazing Amazon

The Amazon is in South America. It is the largest rain forest in the world.

11
15

What are some animals found in the Amazon?

23

The Amazon is home to many kinds of fish, frogs, snakes, and birds. Some animals that are found there include jaguars, sloths, and spider monkeys. But most of all, you will find insects there. There are 2.5 million different kinds of insects in the Amazon!

33
42
50
61
68

What are some plants found in the Amazon?

76

More than half of all the plants in the world are in the Amazon. There are many kinds of trees, flowering plants, and grasses. There are so many plants that the sun's light cannot reach the forest floor! The animals often find shelter in the plants.

89
97
106
115
122

The Amazon is sometimes called "the lungs of the Earth." This is because the plants make clean air for people to breathe.

131
141
144

Directions: Answer the questions below.

1 Why does the author use subheadings?

- To show the order of events
- To break the text up into steps
- To break the text up by subject

2 Why does the author use the words “*lungs of the Earth*” in the last paragraph?

- To explain that the plants grow lungs
- To explain how the plants help people
- To explain that plants have lungs like people

3 What is the most likely reason the author uses questions for the subheadings?

4 The author wrote this selection most likely to —

- A** give the reader a set of directions to follow
- B** tell why the reader should go to the Amazon
- C** describe different kinds of plants to the reader
- D** explain why the Amazon is an important place

Directions: Read the selection. Then answer the questions.

The Problem Solver

Benjamin Franklin was born in 1706. His family did not have much money. When he was ten, Franklin left school to work at his family's candle store.

9
19
27

A Curious Boy

30

Benjamin Franklin was a curious boy. He often looked around the world and wondered how things worked. He liked to swim. He took some wood and made paddles for his hands. The paddles helped him swim faster.

39
47
57
66
67

A Curious Man

70

Franklin saw problems and came up with answers. That was how his mind worked. When he grew old, his eyesight was bad. In 1784, he created special glasses that help people see both near and far away.

78
88
97
107

A Curious Discovery

110

Curiosity also led Franklin to make an important discovery. He thought lightning was made of electricity but could not prove it. So, he did a test. In 1752, he flew a kite with a key tied to the string in a storm, and the key became charged with electricity.

118
126
139
153
159

Directions: Answer the questions below.

1 Why does the author use subheadings?

- To break the text up by subject
- To break the text up into different steps
- To break the text up by what Franklin learned

2 Why does the author include the section about Benjamin Franklin as a child?

- To show he was curious all his life
- To explain how his learning helped him
- To tell the kinds of games he liked to play

3 What is the most likely reason the author uses the word curious in all of the subheadings?

4 The author wrote this article most likely to —

- A** explain inventions to readers
- B** show readers how to test new ideas
- C** tell readers about Benjamin Franklin’s life
- D** tell what Benjamin Franklin was like as a boy

Directions: Read the selection. Then answer the questions.

A Different Kind of Dance

People all over the world enjoy gathering together to share music, food, and dance. One dance that some American Indians share is called the Straight Dance.

9
18
26

How to Straight Dance

30

Step One: Bend at the hips and lean forward.

39

Step Two: Take a step with your right foot. Tap your toes before putting your foot down.

50
56

Step Three: Step with your left foot. Remember to tap before finishing your step.

66
70

Now, repeat Steps Two and Three. Keep bending. For more fun, shake feathers with the beat. Feel the music!

78
87
89



Directions: Answer the questions below.

- 1** The instructions for the straight dance are located —
- in the title
 - under a heading
 - over the paragraph
-
- 2** What does someone dancing the Straight Dance do after Step 2?
- Bend at the hips and lean forward.*
 - Tap the toes before putting the foot down.*
 - Step with the left foot.*
-
- 3** Using words from the selection, write a caption for the picture. What are the people doing?
- _____
-
- _____
-
- _____
-
- 4** By organizing the final section with numbers, the author is able to —
- A** teach the dance to the reader
 - B** show how to count the rhythm
 - C** tell which part is most important
 - D** teach readers the dance’s history

Directions: Read the selection. Then answer the questions.

A History in Thread

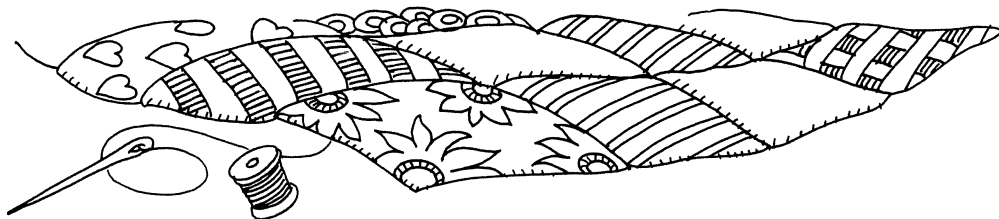
Quilts are blankets made of small patches. Many people use quilts to stay warm. Some families use quilts to share memories. Many different people in the family might make these patches. The patches are then sewn together.

From Scrap to Quilt

Think about what you want your quilt to look like. What do you like? Are there family memories you want to show? Once you're ready, you can have an adult help you with the cutting and sewing.

- 1) Cut out your squares for the patches. You can use patterned cloth or add your own design. Get creative!
- 2) Sew two squares on top of each other. Adding cotton in the middle will make your quilt warmer.
- 3) Sew your patches together in a square or rectangle.

8
17
25
33
37
41
51
60
70
78
88
96
98
108
117
127



Directions: Answer the questions below.

- 1** The instructions for how to make a quilt are located —
- in the picture
 - under the heading
 - before the paragraph
-

- 2** Which sentence helps the reader understand the idea in the selection's title?
- Quilts are blankets made of small patches.*
 - Some families use quilts to share memories.*
 - The patches are then sewn together.*
-

- 3** Look at the picture. Which step is this showing? Choose a detail from the selection that supports your answer.
-
-
-
-
-
-
-
-
-

- 4** By organizing the final section with numbers, the author is able to —
- A** tell how to make a quilt
 - B** teach the reader how to sew
 - C** talk about which patterns are best
 - D** tell what a quilt looks like without pictures

Directions: Read the selection. Then answer the questions.

A Taste of Home

The recipe for my family's Marino Meatballs has been passed down for many years, and they are the best meatballs in town. There is a secret ingredient that makes them the best meatballs—a pinch of sugar!

Marino Meatballs

1 cup of breadcrumbs

1 tablespoon of each: basil, thyme, and salt

1 pinch of sugar

1 egg

1 pound of ground meat

- 1) Mix the breadcrumbs, herbs, salt, and sugar. In another bowl, mix the meat and egg.
- 2) Combine all the ingredients. Roll the mixture into 2-inch balls. Fry the meatballs in a pan.
- 3) Eat up!



9
19
28
37
39
43
51
55
57
62
71
78
87
95
98

Directions: Answer the questions below.

1 Where can the reader find information about the history of the family's meatball recipe?

- In the title
 - In the steps of the recipe
 - In the paragraph before the recipe
-

2 What is the order of the ingredients list?

- In order of importance
 - By amount from most to least
 - In the order you need them for cooking
-

3 Look at the picture. Which step of the recipe is being shown? What detail from the text supports your answer?

4 In which part of the selection could the reader find the secret ingredient?

- A** The picture
- B** The heading
- C** The paragraph
- D** The recipe instructions

Name _____

Directions: Read the selection. Then answer the questions.

Helping Others Speak

Some people are not able to speak. They need help to “talk” to others. For many years, they had to use a set of pictures to help them. The pictures took the place of words. People would point to the pictures that showed what they wanted to say. They would need a helper to say out loud what each picture meant. This took a very long time. This was hard and made them feel bad.	11 23 34 43 54 65 75
In 1983, a young girl named Rachel Zimmerman read a book about people who could not speak. She wanted to make “talking” easier for them. She had an idea for her sixth-grade project. She made a way to show pictures on a screen. It said the word each picture showed.	84 94 106 116 125
The next year, she did even more. She made a new touch pad. The person could touch the picture on the touch pad. The touch pad would “understand” what each picture meant. With a printer, the person could print the words so other people could read them. Best of all, it could be done without the help of another person.	136 146 154 163 173 183 185
Rachel’s idea made life easier for many people. It helped them to “talk” and write on their own for the first time.	193 204 207

Directions: Answer the questions below.

- 1** What did people who could not speak use to “talk” before Rachel Zimmerman’s touch pad?
- They showed pictures with words.
 - They pointed to pictures for words.
 - They typed out the words by themselves.
-

- 2** What would a user do to make Rachel Zimmerman’s touch pad program “talk”?
- The user would touch a picture.
 - The user would talk to the screen.
 - The user would tell someone what to type.
-

- 3** What effect did Rachel Zimmerman’s program have on people who can’t speak?
-
-
-
-
-
-
-
-

- 4** Rachel Zimmerman’s idea helped others better understand people who needed help “talking” because —
- A** people who couldn’t speak could now hear
 - B** people who couldn’t speak could now see pictures
 - C** they could now “talk” to people who couldn’t speak
 - D** they could now hear people who have trouble talking

Name _____

Directions: Read the selection. Then answer the questions.

Amelia Earhart

Amelia Earhart was a young girl when she saw her first airplane. She took her first airplane ride many years later. She loved it so much! She knew without question that she wanted to be a pilot. By 1923, she was the sixteenth woman to ever have a pilot's license!	10 19 29 40 50
Amelia became the first woman to fly across the Atlantic Ocean in 1928. She made the trip with two other pilots. The trip took almost 21 hours to complete. She later flew across the Atlantic Ocean by herself. She also flew alone across the Pacific Ocean. Then she flew all the way from Mexico City to Newark, New Jersey!	59 68 78 86 95 105 109
Amelia Earhart left on what would be her last flying trip in 1937. She had hoped to become the first woman to fly around the world. She never completed the journey. Her plane was lost and never found. She is still known today as one of the world's greatest pilots.	120 131 140 151 159

Directions: Answer the questions below.

1 What happened right after Amelia Earhart decided to become a pilot?

- She went to see her first airplane.
 - She decided to go on a long flying trip.
 - She became the sixteenth female pilot.
-

2 What effect did Amelia hope her trip would have?

- She would be the first woman to fly around the world.
 - She would be the first woman to fly across the Atlantic.
 - She would be the fastest woman to fly around the world.
-

3 What caused Amelia Earhart to be remembered as a great pilot?

4 The author describes events in time order mainly to tell —

- A** why Amelia Earhart disappeared
- B** the events of Amelia Earhart's life
- C** how Amelia Earhart became famous
- D** the reasons Amelia Earhart became a pilot

Directions: Read the selection. Then answer the questions.

First Daughter

Martha “Patsy” Jefferson was the oldest daughter of Thomas Jefferson. As a young girl, she lived at her father’s home. The home was near the mountains. When she was only ten, her mother passed away. Patsy then traveled with her father to other cities and Europe.	8 18 27 37 46
When Thomas Jefferson became president, Patsy was an adult. She moved her whole family to the White House in Washington, D.C. Soon, it was a very noisy place. This was because Patsy had twelve children! One of her sons was the first baby born in the White House.	53 63 73 82 94
Patsy helped her father in many different ways. Sometimes she would greet the many important people who came to visit the president. She also made sure that important dinners went smoothly. Every year, her father had a party on New Year’s Day. However, it was Patsy who ran the party. She also took care of her father and helped him with ideas, so Jefferson was happy to have Patsy and her family there.	102 109 119 127 137 149 159 167
After Jefferson left the White House, he moved back home. Patsy and her family did, too. She continued to carry out many of the same things she had done at the White House.	176 186 197 200

Directions: Answer the questions below.

- 1** What happened right after Thomas Jefferson became president?
- Patsy lived in her father's house.
 - Patsy moved her family to Washington, D.C.
 - Patsy traveled with her father around the world.
-

- 2** What was one effect of Patsy's large family on her life?
- She had a very noisy house.
 - She lived in the White House.
 - She moved to Washington, D.C.
-

- 3** In what ways did Patsy cause her father's life to be easier?
-
-
-
-
-
-
-
-

- 4** The author describes events in the selection in time order mainly to tell —
- A** where Patsy went during her life
 - B** where Patsy lived with her family
 - C** who Patsy was and what she did
 - D** why Patsy's father was important

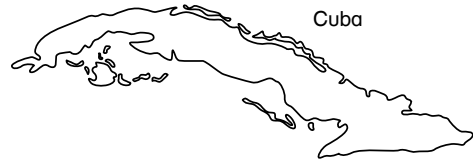
Name _____

Directions: Read the selection. Then answer the questions.

Cuba's Dancer

Picture 1

You could say that Alicia Alonso has danced all of her life. She took her first dance class as a small child in Cuba. She dreamed of being a dancer when she grew up. She then went to New York City to be a dancer.



2
8
15
22
28
35
47

Picture 2

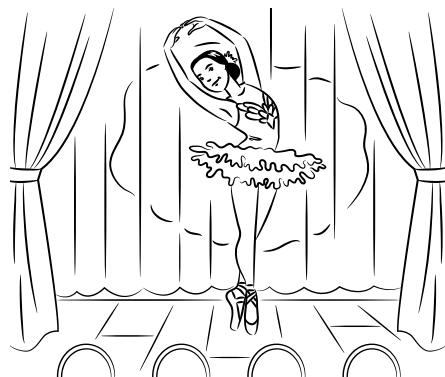
Alicia had trouble seeing out of one eye when she was young. She was told she would not be able to dance. But Alicia's need to dance was strong. She danced every day. Soon, she was given important parts in many shows. Some people believed that watching Alicia dance was like watching a song move.



49
55
62
70
76
82
88
94
100
104

Picture 3

Alicia went back to Cuba. She made a dance group there. She was still dancing when she was over seventy years old! It is hard to think of a time when Alicia Alonso will ever stop dancing.



106
112
118
124
132
139
143

Directions: Answer the questions below.

1 The first picture makes it easier to tell where Alicia —

- grew up as a child
- went to be a dancer
- tried to get her eye fixed

2 Which detail from the text does the second picture show?

- She took her first dance class as a small child in Cuba and wanted to be a dancer.*
- She then went to New York City to become a dancer.*
- But Alicia's need to dance was strong. She danced every day.*

3 What details from the second paragraph are related to what is happening in the second picture?

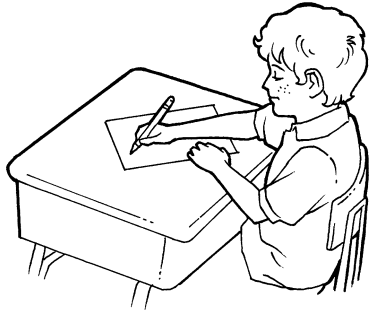
4 The third picture shows readers that Alicia —

- A** helps to teach dancers
- B** grows up to be a dancer
- C** watches dancers as an adult
- D** enjoys seeing dance as a child

Name _____

Directions: Read the selection. Then answer the questions.

A Life-Changing Trip



Picture 1

As a boy, being an artist was all David Diaz would talk about. He began by drawing faces. Later, an art teacher told him he could be a great artist.

2
11
18
25
32



Picture 2

Then, David and his brother visited the Amazon River in Brazil. David loved to hear the sounds and see the colors of the place. By the end of the trip, David had many drawings to take back with him.

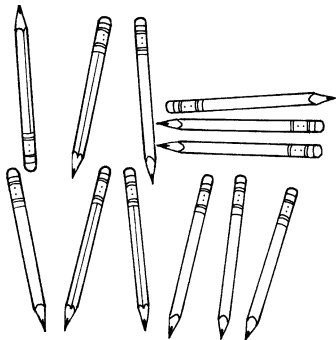
34
41
48
57
66
73



Picture 3

When he returned home, he took his drawings to a book editor. She asked him to do drawings for a children's book. The book's drawings got Diaz an important prize. Since then, he has done drawings for many children's books.

75
82
89
96
103
110
115



Picture 4

David works with paints and pencils. He also uses a computer to draw. He still makes art that readers, young and old, will enjoy.

117
123
131
138
141

Directions: Answer the questions below.

1 The first picture shows the idea that David —

- likes drawing today
- likes teaching children to draw
- liked to draw when he was a child

2 The second picture makes it easier to tell where David —

- went to visit his first book editor
- went with his brother on their trip
- went to draw his children’s books

3 How does the information in the third picture help the reader understand the selection?

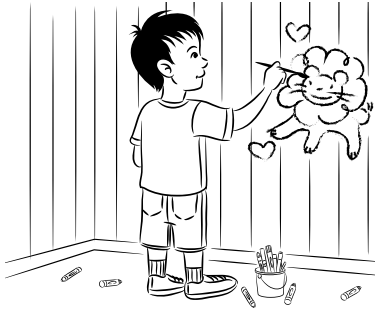
4 The fourth picture shows that part of the selection tells —

- A** why David likes to draw
- B** what David uses to draw
- C** when David likes to draw
- D** where David goes to draw

Name _____

Directions: Read the selection. Then answer the questions.

Larger Than Life



Picture 1

As a young boy in Mexico, Diego Rivera drew on the walls of his family's house. Later, he went to art school. Then he went to Europe to see the different ways artists paint.

2
9
17
24
32
36



Picture 2

When he returned to Mexico, Diego met other artists. Some of the artists painted large paintings called murals on the walls of buildings. They told stories with their pictures.

38
44
51
56
63
67

He liked being part of the group, and he also liked their art.

75
80

Picture 3

The paintings Diego made came from many different ideas. Early Mexican history helped Diego. He also wanted to show everyday life and people.

82
90
98
105



Diego is one of Mexico's most famous artists. For him, Mexico was like a song that he would always listen to and think about as he painted.

112
119
126
132

Directions: Answer the questions below.

1 The first picture shows the idea that Diego —

- grew up to paint murals
- painted on walls as a child
- showed children how to paint

2 How does the author use the second picture in the selection?

- To show where Diego went to look at art
- To show where Diego lived for much of his life
- To show where Diego went after he got famous

3 How do the three pictures help tell about Diego’s life?

4 The third picture in the selection shows the reader that Diego —

- A** painted murals on walls
- B** liked going to places to see paintings
- C** tried to copy art from different countries
- D** got to know how to paint from Mexican people

Directions: Read the selection. Then answer the questions.

Round Like a Donut

Joseph was excited. His grandmother had just opened a deli. Joseph’s father told him a deli was kind of like a food store.	8 21 23
The deli was smaller than Joseph thought it would be. He didn’t see chips or cookies for sale. The deli had meat and cheese hanging up above. Joseph’s grandmother came over to give him a hug. He asked if he could have one of the donuts.	32 43 51 61 69
“Those are called bagels,” his grandmother said.	76
She took him to the kitchen to show him how bagels were made. His grandmother made the bagels into circles. Then she dropped the circles into boiling water. After that, she put them in the oven to bake.	87 95 104 114
Joseph thought it was too bad she didn’t have donuts, but he didn’t want to hurt her feelings. He tried a bagel. It wasn’t as good as a donut – it was better!	124 136 146

Directions: Answer the questions below.

1 What is the story mostly about?

- A trip to a food store
 - A trip to a farmer's stand
 - A trip to a fast-food place
-

2 How does Joseph feel when he finds out there are no donuts?

- Hungry
 - Angry
 - Sad
-

3 Why does Joseph change his mind about the deli at the end of the selection?

4 What lesson does Joseph learn in the story?

- A** Delis sell chips and cookies.
- B** Bagels do not look like donuts.
- C** It can be good to try new things.
- D** Grandmothers are good teachers.

Directions: Read the selection. Then answer the questions.

Not So Different

Hugo and Marcia sat at the table. Their Uncle Luis came over with a big picture book.	10 17
“Why are we looking at pictures of people we don’t know?” Marcia asked.	27 30
“Because they are a part of our family,” Uncle Luis said. Uncle Luis opened the book. Some of the pictures were very old. He showed the children a picture of their grandparents dancing.	40 49 58 63
“Wow, that’s great,” Marcia said. “I didn’t know they liked to dance.”	72 75
“This picture was taken at Carnival,” Uncle Luis replied. “It’s a big party in Brazil with food, singing, and dancing.” He pointed at the picture above it and said, “That’s your father and me playing football.”	83 93 103 111
“That doesn’t look like a football,” Hugo said. Uncle Luis explained that in Brazil they called soccer “football.” Looking through the pictures, Hugo and Marcia saw that their Brazilian family was not so different. They loved dancing, football, and eating good food.	120 128 135 144 151 153
“When can we go visit them?” they asked.	161

Directions: Answer the questions below.

1 Which sentence best shows how Hugo and Marcia feel at the beginning of the story?

- Their Uncle Luis came over with a big picture book.*
 - “Why are we looking at pictures of people we don’t know?” Marcia asked.*
 - “That doesn’t look like a football,” Hugo said.*
-

2 When do Hugo’s and Marcia’s feelings first start to change?

- When Uncle Luis brings over the picture book
 - When they find out that soccer is called “football” in Brazil
 - When they see the picture of their grandparents dancing
-

3 What do Hugo and Marcia learn in the story?

4 What is the theme of the selection?

- A** Looking at old photos can be fun.
- B** It is good to know about your family’s past.
- C** You should be nice to people in your family.
- D** Carnival is a big party with food, singing, and dancing.

Directions: Read the selection. Then answer the questions.

A New Friend

One day, Lilly’s mother took her to the park after school.	11
When she climbed up the ladder to go down the slide,	22
she saw a family with a girl her age sitting nearby.	33
“Do you want to play?” Lilly called to the girl from above.	45
The girl looked at her mother and father. Her father	55
said that the girl did not know English very well	65
because their family had just moved here from China.	74
When he and the girl talked, Lilly didn’t know what	84
they were saying. Soon, the girl came over, pointed to	94
herself, and said, “Ming.”	98
Lilly saw that the girl was saying her own name. “My	109
name is Lilly. Do you want me to push you on the swing?”	122
Ming didn’t seem to know what Lilly was saying, so Lilly	133
pointed to the swing and moved like she was going to	144
push it. Ming moved her head to say “yes,” and the girls	156
raced over to the swing set, where they took turns	166
pushing and swinging until they were both hot and tired.	176
An ice cream truck went by, playing songs. Ming asked	186
her mother and father a question, and her father left.	196
He came back holding two ice cream cones, and Lilly	206
was glad her new friend Ming liked ice cream, too.	216

Directions: Answer the questions below.

1 Why can't Ming understand what Lilly says?

- Ming does not like to talk.
 - Ming talks in a different way.
 - Ming only talks to people she knows.
-

2 How do the girls tell each other things?

- They shout loudly.
 - They ask their fathers to speak.
 - They point and move their hands.
-

3 What do Lilly and Ming do to show they are friends?

4 What is the theme of the selection?

- A** Playing in the park is fun.
- B** Pointing is easier than talking.
- C** Sharing is a good way to make friends.
- D** Friends can have fun without any words at all.

Directions: Read the selection. Then answer the questions.

Go, Flo, Go!

Florence Griffith Joyner put her head down. The other runners stood next to her. They were trying out for the 1988 Olympics. Soon, the runners were off. Florence took a little over 10 seconds to run 100 meters. That's about as long as a football field. She set a new women's world record.

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"Flo Jo" was born on December 21, 1959. She had ten brothers and sisters. Their family didn't have much money. Florence found out she was a great runner at a young age. From then, she wanted only one color: gold for first place.

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She won a silver medal at the 1984 Olympics. She went home and trained even harder. Then she ran in the 1988 Olympics. She won three gold medals. She also won one silver medal. Two of her records stand today. There is no question about it. She was a very fast runner!

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She was good at other things, too. Sometimes she liked to find fun ways to wear her clothes. She also started an organization to help children learn how to run fast like Flo Jo.

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182

Directions: Answer the questions below.

1 What did Florence do first?

- She put her head down.
 - She won a silver medal in 1984.
 - She was born December 21, 1959.
-

2 When did Florence find out she could run fast?

- In college
 - In high school
 - At a young age
-

3 Paragraph 1 tells about what happened during the 1988 Olympic trials. Why did the author start the selection this way?

4 In paragraphs 2 and 3, the author tells events in time order mainly to —

- A** create interest in Florence's training
- B** tell why she did not win gold in 1984
- C** show how much Florence wanted to win first place
- D** make the reader wonder what would happen in 1988

Directions: Read the selection. Then answer the questions.

On Top of the World

Edmund Hillary walked up the mountain. His hands were ice cold, and his legs were tired. The world around him lost its color. He kicked his feet into the snow and kept climbing.	8 18 29 33
Edmund was born on July 20, 1919, in New Zealand. When he was growing up, he liked to take long walks outside and up the mountains. When he grew up, he wanted to climb Mount Everest, the tallest point on Earth.	43 54 63 72 74
Mount Everest is a mountain in Asia. It is more than five miles high. It is far too cold for people to stay on for long. The air is not easy to breathe. Snow can fall very quickly there. It is not a safe place.	85 98 110 119
Edmund knew he could not make it to the top of Everest by himself. He asked for help from a man named Tenzing Norgay. Tenzing lived in Nepal. Men like him have helped others climb mountains for many years. Edmund and Tenzing reached the top on May 29, 1953.	130 140 148 157 165 168
Someone asked Edmund why he wanted to climb to the top of Everest. He said, "Because it is there."	177 187

Directions: Answer the questions below.

1 Which words from paragraph 2 tell the reader when Edmund began his love of walking up mountains?

- on July 20, 1919*
 - when he was growing up*
 - when he grew up*
-

2 What happened after Edmund wanted to climb Mount Everest?

- He started climbing the mountain.
 - He got help from Tenzing Norgay.
 - The air was not as easy to breathe.
-

3 After he climbed Mount Everest, what did Edmund do?

4 In paragraph 3, what is the most likely reason the narrator stops telling Edmund's story?

- A** To tell what Mount Everest is like
- B** To tell about the men who help climbers
- C** To tell about his climbing friend, Tenzing Norgay
- D** To tell what people asked Edmund after the climb

Directions: Read the selection. Then answer the questions.

The Man Who Listens to Horses

When Monty Roberts was a boy, he loved to watch wild horses. He would look at their colors of brown, black, and white. He also saw how they acted with each other. Monty thought the ways of the wild horses could help him train horses at his family's riding school. But his father did not let him try these new, gentle ways.	10 20 31 41 52 62
Monty became a horse trainer when he grew up. He used what he had learned from the wild horses. He was gentle and kind with the horses. The horses learned to trust him.	72 83 93 95
Many people had questions about Monty's ways. They asked him to help them with their horses. Even the Queen of England called Monty!	102 112 118
The Queen told Monty he should write a book. The book was called <i>The Man Who Listens to Horses</i> . Soon, Monty became famous. People from all over the world wanted to try his way of training horses. Shows about his work were on TV, and he wrote four more books.	129 138 147 157 168
Today, Monty travels around the world teaching people that it is best to train horses using trust and kindness.	176 187

Directions: Answer the questions below.

1 When did Monty Roberts first have ideas about training horses?

- When he was a boy
 - When he wrote a book
 - When he talked to the Queen of England
-

2 What happened after the Queen called Monty?

- He began to look at wild horses.
 - He went on TV to show people how to train horses.
 - He wrote a book called *The Man Who Listens to Horses*.
-

3 What was the effect of Monty's way of training horses?

4 What do you know about the way Monty's father trained horses from this sentence?

But his father did not let him try these new, gentle ways.

- A** Monty's father looked at wild horses, too.
- B** Monty showed his father how to train horses.
- C** Monty learned how to train horses from his father.
- D** Monty's father did not train horses in a gentle way.

Directions: Read the selection. Then answer the questions.

Reading a Good Book

People like to do all kinds of things in their free time.	12
Some people play sports or build model trains. I think reading is the best thing to do in your free time.	22 33
The problem with sports is you need all kinds of things. For example, if you wanted to play baseball, you would need a bat, a ball, a mitt, and a field. You would also need to get friends to play with you. A book is perfect because you can enjoy it by yourself.	44 53 66 78 86
Reading is also good for your mind. Studies show that your brain gets stronger when you read. You can remember things better, and you can imagine all sorts of things. Reading is like a complete workout for your brain.	95 104 112 122 125
Books can take you to new worlds where anything can happen. You can read about a talking horse or a fish that can sing. And you can do it all without leaving your house.	134 145 156 159

Directions: Answer the questions below.

- 1** What does the author most want to convince the reader of?
- That reading is better than sports
 - That baseball gives your brain a workout
 - That reading is the best way to spend free time
-
- 2** Which sentence supports the author's argument?
- People like to do all kinds of things in their free time.*
 - I think reading is the best thing to do in your free time.*
 - Reading is like a complete workout for your brain.*
-
- 3** Using details from the selection, list two reasons why the author thinks reading in your free time is a good idea.
-
-
-
- 4** Based on the selection, the main problem with playing sports in your free time is —
- A** you can get hurt playing sports
 - B** you cannot play sports on the couch
 - C** you need equipment and other people to play sports
 - D** your brain does not grow stronger when you play sports

Directions: Read the selection. Then answer the questions.

A New Way to Play

What comes to your mind when you think of sports?	10
Maybe it's a football player catching a ball or a baseball stadium filled with happy crowds. Even horse racing and bike racing come to mind — they are also sports. But there is a sport you may have played without even knowing it: video games.	21 30 40 50 54
Some people think that playing video games is not a sport. That's because sometimes the players don't move around much. Some video games do make players run or duck or even dance. But a sport is not just a way to move around. A sport is something in which a person or team tries to win. Trying to win is an important part of video games.	63 71 79 91 102 114 120
Computers make some video games even better. Special glasses make it seem like you are really inside a game. You can go to another room in the game by walking. You can complete puzzles by using your hands. You can even jump rope or play tennis.	127 136 147 156 166
Some people think playing video games is lazy. We all know it is still important to play outside. But video games need skill and a lot of thinking. Playing video games is a sport.	175 186 196 200

Directions: Answer the questions below.

- 1** What does the author want the reader to think?
- That video games are sports
 - That sports should be more like video games
 - That video games should be more like sports
-
- 2** In what way is a video game like a football game?
- You need computers to play both games.
 - Playing with a team is a part of both games.
 - Trying to win is an important part of both games.
-
- 3** What does the author say to people who think that playing video games is lazy?
-
-
-

- 4** Read this sentence from the selection.

A sport is an activity in which a person or team tries to win.

The author includes this sentence most likely to —

- A** show that video games are really sports
- B** argue that only sports make people move
- C** tell how sports and video games are different
- D** be sure the reader knows what the word means

Directions: Read the selection. Then answer the questions.

The Best Way to Play

Everybody knows that our bodies need to move, because this helps us to grow healthy and strong. The problem is there are so many ways to get a complete workout. We can swim, ride horses, play soccer—how do you pick the best one?	8 18 29 38 44
Hiking is the best thing you can do outdoors, because all of your body works hard when you hike. Walking through the forest works your legs, you use your hands and arms to climb over big rocks, and carrying a backpack makes your back stronger.	54 64 73 83 89
You also work your mind when you hike. You can read a map to get from one place to another. Books can help you name trees or birds you have never seen before. There are new things to see everywhere you look, and your mind is always working to see them.	100 112 122 132 140
Hiking is also more fun than some other sports, because there is no winning or losing. Hiking is not about getting points or being the fastest. You can think about what is best for yourself. Maybe you haven't walked five miles before, or maybe you want to make it to the top of a hill faster. You are always a winner if you have spent the day hiking.	149 159 169 178 188 202 208

Directions: Answer the questions below.

1 Why do our bodies need to move?

- To help us get taller
 - To make us good at sports
 - To keep us healthy and strong
-

2 What reason does the author give to show that hiking is good for your body?

- . . . *carrying a backpack makes your back stronger.*
 - There are new things to see everywhere you look . . .*
 - Hiking is not about getting points or being the fastest.*
-

3 Which examples show how hiking exercises your mind?

4 Which sentence best supports the author's statement that hiking is more fun than some other exercise?

- A** *Walking through the forest works your legs . . .*
- B** *. . . you use your hands and arms to climb over big rocks . . .*
- C** *Books can help you name trees or birds you've never seen before.*
- D** *Hiking is not about getting points or being the fastest.*

Directions: Read the selection. Then answer the questions.

Helping Lemurs

Lemurs are found on only one island in the world. 10
Scientists want to make sure that lemurs on that 19
island stay safe. 22

Telling Lemurs Apart 25

Scientists catch and tag lemurs. Then, the animals 33
are set free again. Scientists make notes about the 42
lemurs' sizes and markings. This helps them tell the 51
lemurs apart. 53

Photo of a Lemur's Face 58

A computer program helps scientists learn more 65
about each lemur. Scientists take pictures of them. 73
The program remembers the face of each lemur. 81

Tracking Lemurs 83

The computer program keeps track of the animals 91
for a long time. Scientists can learn about what is 101
happening to lemurs. They can find out how long the 111
animals live. 113

Useful Tool 115

The program can be used to study other animals, 124
such as bears. The program helps scientists study 132
other animals in the wild. 137

Directions: Answer the questions below.

1 How can scientists tell lemurs apart?

- They only follow one at a time.
 - They put marks on each of them.
 - They note their sizes and markings.
-

2 How does a computer help tell lemurs apart?

- A program films the lemurs live.
 - A program remembers each face in pictures.
 - A program tracks the notes from each scientist.
-

3 How does the computer program help scientists learn more about lemurs' lives?

4 Which detail from the selection suggests the computer program can be used for other things?

- A** *The program remembers the face of each lemur.*
- B** *Scientists can learn about what is happening to lemurs.*
- C** *They can find out how long the animals live.*
- D** *The program helps scientists study other animals in the wild.*

Directions: Read the selection. Then answer the questions.

Baby Whales Whispering

Scientists have learned that mother whales want their babies to be careful. They “whisper” with their young to keep them safe, and the babies listen!	8 17 25
Whale Songs	27
Scientists already know male whales make loud sounds, because their songs can be heard from far away. The sounds are called songs because they have a pattern.	34 43 51 54
Quiet Sounds	56
Mother whales and their babies swim side-by-side, and instead of making a loud call, the mother makes a quiet squeak. She is whispering to her baby so other animals do not hear.	63 73 84 88
Alone Time	90
Why do the whales need to be quiet? Many other animals in the sea may try to eat baby whales. The mothers want to keep male whales away, too. Mothers need time with their young to make sure they get strong.	100 111 120 131
Keeping Track	133
The babies whisper mostly while they are swimming. The sounds may help them tell their mothers where they are in the waters.	141 150 155

Directions: Answer the questions below.

1 How do mother whales keep their babies safe?

- They whisper to them.
 - They make loud noises.
 - They sing a song to them.
-

2 Why are sounds a whale makes called songs?

- The noises follow a tune.
 - The noises are in a pattern.
 - The noises sound like music.
-

3 Why does a mother whale use a different sound to talk to her baby?

4 Which detail suggests baby whales have a different reason than mother whales to make noises?

- A** *Mother whales and their babies swim side-by-side.*
- B** *The mothers want to keep male whales away, too.*
- C** *The babies whisper mostly while they are swimming.*
- D** *The sounds may help them tell their mothers where they are in the waters.*

Directions: Read the selection. Then answer the questions.

Real Flying Cars

Have you heard about flying cars? Companies are working on flying cars with wings that unfold!	8 16
Car or Plane?	19
One company's car has wings that fold back like a dragonfly's. It is painted yellow and black, and it looks like a wasp. This car will include turning blades that help it get into the air, and its two front wheels tuck into its cabin.	29 39 49 61 64
Ready for Takeoff?	67
Some types of flying cars need a runway to lift off. Others can lift straight up into the air.	78 86
Into the Air	89
What are the uses for flying cars? One use is to help passengers choose the fastest route to where they are going. These cars could also help crowded cities. There would be fewer cars on the ground.	101 109 118 126
Watch the Skies	129
What if we were to have hundreds of cars in the air at once? This traffic problem would need to be fixed before you could put a flying car into your garage! This hasn't happened yet, but it just might in the future!	141 151 162 172

Directions: Answer the questions below.

1 What type of animal's wings do the flying car's wings look like?

- A wasp
 - A dragonfly
 - A bumblebee
-

2 How will the flying car stay in the air?

- It will have turning blades.
 - It will flap its wings like a bird.
 - It will tuck its wheels into the cabin.
-

3 What is one reason to have flying cars?

4 Which detail from the selection suggests flying cars might not solve all problems?

- A** *One use is to help passengers choose the fastest route to where they are going.*
- B** *These cars could also help crowded cities.*
- C** *There would be fewer cars on the ground.*
- D** *What if we were to have hundreds of cars in the air at once?*

Name _____

Directions: Read the selections. Then answer the questions.

Swifts

The swift is a small bird. It has very short legs and big wings. Because of this it does not spend very much time on the ground. The swift can be in the air for up to two years without ever landing! It can even eat and sleep in the air. It can fly as high as ten thousand feet. During the winter, the swift flies across many miles to Africa. During the spring, it spends time in England and mainland Europe.	13 23 36 47 60 70 79 82
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Weddell Seals

The Weddell seal lives farther south than any other mammal. Baby Weddell seals have fur that changes from gray to brown when they become adults. The Weddell seal does not spend much time on land. It spends most of its time in the icy waters of Antarctica. It likes to swim under the ice, where it gets most of its food. It also stays away from animals that could hurt it. This seal has plenty of time to catch its food because it can spend up to one hour underwater. Many people like these seals because they are so cute!	91 99 108 118 129 142 153 164 174 182
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Directions: Answer the questions below.

- 1** How are the swift and Weddell seal alike?
- Both do not spend much time in the air.
 - Both do not spend much time on the land.
 - Both do not spend much time in the water.
-
- 2** How is where the swift eats different from where the Weddell seal eats?
- The swift can eat on land. The seal eats in water.
 - The swift can eat in the air. The seal eats under ice.
 - The swift can eat in the water. The seal eats on land.
-
- 3** Describe the differences between where the swift lives and where the Weddell seal lives.
- _____
-
- _____
-
- _____
-
- 4** What is one difference between the selections?
- A** One describes a bird. The other describes a mammal.
 - B** One tells reasons to help animals. The other tells fun facts.
 - C** One tells the steps to do something. The other tells a story from history.
 - D** One describes how swifts act. The other describes where seals migrate.

Name _____

Directions: Read the selections. Then answer the questions.

A Special Fair in Korea

Did you know there is a special fair in Korea that	11
is about mud? It is held every year for two weeks	22
during the summer. The fair started when some	30
people learned that mud from some Korean beaches	38
was very good for your skin. A company made skin	48
care products from this mud. The company wanted	56
everyone to know about their products, so they	64
started the fair. Now millions of people go to the fair	75
every year. There are mud baths, mud slides, and	84
mud wrestling. There is singing, dancing, and music.	92
People sell products that are good for your skin.	101

A Special Fair in the Philippines

There is a special fair in the Philippines. It is called	112
the Carabao Fair. This fair is held to honor the water	123
buffalo. The water buffalo are very important to the	132
farmers in the Philippines because they help the	140
farmers work their lands. The fair lasts two days, and	150
thousands of people come. The water buffalo are	158
bathed and brushed. They are decorated with flowers	166
and colorful ribbons. On the second day, the water	175
buffalo race each other across a field. There is also	185
singing and dancing in the streets.	191

Directions: Answer the questions below.

- 1** The fairs in the selections are alike because they both honor —
- a product that people use
 - an animal that people need
 - something that helps people
-
- 2** What is one way that the fairs are different?
- People slide in mud in the Korean Fair, while they sell products at the Philippine Fair.
 - Millions of people go to the Korean Fair, while thousands go to the Philippine Fair.
 - Water buffalos race at the Korean Fair, while people wrestle in the Philippine Fair.
-
- 3** Describe two differences between what people do at the Korean Fair and what they do at the Philippine Fair.
- _____
-
- _____
-
- _____
- 4** How are the fairs in Korea and the Philippines similar?
- A** People get very muddy at both fairs.
 - B** People sing and dance at both fairs.
 - C** People play with animals at both fairs.
 - D** People are mostly serious at both fairs.

Name _____

Directions: Read the selections. Then answer the questions.

Living in a Tree House

Tree houses are not just for kids anymore, so many	10
adults are building their homes in trees. Why? Nature is	20
everywhere you look, so if you just listen, you'll see how	31
peaceful it is. There is no yard to care for, and because	43
the space is very small, it is easy to clean. A strong roof	56
can keep everyone inside covered! One of the bad	65
things about living in a tree house is that the tree can be	78
harmed during bad weather. If there is a lot of rain, the	90
ground can become too wet, which can make the tree's	100
roots come up out of the ground, and the tree can fall	112
over. Still, many people love living in tree houses.	121

Living in a Tiny House

Some people are building tiny houses. Tiny houses	8
are very small, but they keep out the rain and snow,	19
and they have everything you need. They have a	28
kitchen, a living room, a place to sleep, and they also	39
cost much less than a bigger house. Some people build	49
their tiny house on wheels so they can drive it across	60
the country and live in different places. Others build	69
their tiny house far out in the country, away from busy	80
streets and noise. However, tiny houses are not for	89
everyone. There are some people who find that a tiny	99
house is too small, so they move to a bigger house.	110

Directions: Answer the questions below.

- 1** How are tree houses and tiny houses alike?
- They are both built high up off the ground.
 - They are both smaller than normal houses.
 - They are both easy to move to new places.
-
- 2** According to the selection, what is one way the houses are different?
- Tiny houses can be moved. Tree houses cannot.
 - Tiny houses are noisy. Tree houses are peaceful.
 - Tiny houses are easy to clean. Tree houses are not.
-

3 How are problems with tree houses different than problems with tiny houses?

- 4** What is one difference between the houses in the selections?
- A** A tiny house is usually smaller than a tree house.
 - B** A tree house is more expensive than a tiny house.
 - C** A tree house is worse in the rain than a tiny house.
 - D** A tiny house has more birds around it than a tree house.

Directions: Read the selection. Then answer the questions.

Sing Like a Bird

Cast: ANDY, an armadillo; RUDY, a robin;	7
NINA, an armadillo	10
Scene 1	12
<i>(RUDY is in a tree, singing. ANDY is on the ground. RUDY listens to ANDY.)</i>	24
ANDY <i>(sighing)</i> : Oh, I wish I could sing like a bird.	27
RUDY : Andy, you make a nice sound, too.	38
ANDY : But it is not beautiful. It is a moan.	46
RUDY : Don't worry! I will teach you to sing!	56
Scene 2	65
<i>(The animals are in the forest near a pond.)</i>	67
RUDY : What happened?	76
ANDY <i>(sadly)</i> : All I can do is moan.	79
<i>(NINA walks up to the animals.)</i>	87
NINA : Hello? I heard you. Are you calling?	93
ANDY : No. I was trying to sing like a bird.	101
NINA : Why do you want to do that?	111
ANDY : Because I do not want to just moan.	119
NINA : Well, I thought it was a wonderful moan.	128
ANDY : Really?	137
NINA <i>(smiling at ANDY)</i> : REALLY!	139
	144

Directions: Answer the questions below.

1 How do the stage directions tell Andy to say his line when he starts speaking at the beginning of Scene 1?

- Sadly Sighing Smiling

2 How is the setting different in Scene 2 than in Scene 1?

- In Scene 1 Andy is in a forest, and in Scene 2 Rudy is in a tree.
- In Scene 1 the animals are near a pond, and in Scene 2 Rudy is in a tree.
- In Scene 1 Andy is on the ground, and in Scene 2 the animals are in a forest.

3 How do the stage directions at the beginning of Scene 1 help the reader?

4 This play is divided into two scenes because the second scene —

- A** happens later on
- B** happens in the past
- C** has different characters
- D** happens when it is dark

Directions: Read the selection. Then answer the questions.

The Rooster and the Pearl

Setting: <i>A Barn with Hay</i>	5
Cast: ROY, a rooster GUS, a goat PETE, a pig	15
Scene I	17
<i>(The animals in the barn have been waiting for their dinner for two hours.)</i>	27
	31
GUS: When will Farmer Brown feed us?	38
ROY: I can find us something to eat.	46
<i>(ROY spots something shiny and white.)</i>	52
ROY: What's this?	55
<i>(PETE and GUS join ROY. They see a small, round, white, shiny bead.)</i>	66
	68
PETE: It is a kind of corn.	75
ROY: No, you cannot eat this. I have seen this before on Mrs. Brown's neck. I think it is a pearl.	86
	96
PETE and GUS (together): A what?	102
ROY: If I cannot eat it, it is of no use to me.	115
PETE: Maybe Farmer Brown can sell it and buy more food. We should be thankful that this happened!	125
	133
ROY: That is a good idea, my friends.	141
<i>(ROY picks up the pearl and puts it where FARMER BROWN can see it.)</i>	152
	155

Directions: Answer the questions below.

- 1 Where can the reader find what kind of animal Pete is?
 Cast Setting Scene I
-

- 2 What do the stage directions tell Gus and Pete to do when they say “*A what?*”
 Say it loudly
 Say it quickly
 Say it together
-

- 3 Read this line.

(ROY spots something shiny and white.)

How does this line help the reader understand the story?

- 4 The stage directions at the beginning of Scene I help the reader by telling what —
A the setting of the play is
B the characters are wearing
C happened before the scene
D will happen during the scene

Directions: Read the selection. Then answer the questions.

Working Together

Setting: *A Modern-day Farm*

Cast: JAY, SUNG

Scene 1

(The brothers are working on their family's farm. It is a hot day, and the brothers have been working for hours.)

JAY: The day has become so hot! I would like to go swimming. But we have so much work to do.

SUNG: I remember! If we don't finish, we will not be able to sell our wheat in town.

JAY: Maybe we can rest and start working again after lunch.

SUNG: I don't think that is a good idea. If we stop now, it will be hard to get started again.

JAY: What can we do?

SUNG: I know! What if you help me with my work, and I will help you with yours?

Scene 2

(The brothers are working together to clean up the barn. They are singing as they work.)

JAY: This was a wonderful idea! We will finish in time to go swimming.

SUNG: I am glad I thought of it!

(The boys continue working and singing together.)

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Directions: Answer the questions below.

1 Where can the reader look to see in what time period the play takes place?

- Cast
- Setting
- Scene 2

2 The stage directions at the beginning of Scene 1 help the reader by telling —

- what has been happening when the scene starts
- how the characters came to be working on the farm
- what time of day it is at the beginning of the scene

3 Why is the play divided into two scenes?

4 The stage directions at the beginning of Scene 2 help the reader by telling what —

- A** the brothers are wearing in this scene
- B** time of day it is when the scene begins
- C** will happen in the barn during the scene
- D** the brothers are doing as the scene starts

Directions: Read the poem. Then answer the questions.

Fishing Boat

We're out on the water in Dad's boat,	8
watching fish swim while we float.	14
We feel very lazy in the sun	21
but then remember it's time to run.	28
The land does not seem too far.	35
We can try to measure it from where we are.	45
The motor starts with a roar, roar, roar,	53
And soon, we near the blue lake's shore.	61
Right on time, we get back.	67
Mom is waiting with a snack!	73

Directions: Answer the questions below.

1 Which word in the poem is repeated?

- Boat*
 - Roar*
 - Swim*
-

2 Which word rhymes with sun?

- But*
 - Float*
 - Run*
-

3 Where are the rhyming words in each stanza of the poem?

4 Which line from the poem helps you know the speaker's feelings?

- A** *We feel very lazy in the sun*
- B** *The land does not seem too far.*
- C** *The motor starts with a roar, roar, roar,*
- D** *Mom is waiting with a snack!*

Directions: Read the poem. Then answer the questions.

Old Cactus

I remember a cactus	4
Standing in the desert.	8
Tall and proud and strong,	13
It sat in dry dirt.	18
It measured nearly forty feet,	23
And like a tall, bare tree	29
The cactus cast a long shadow	35
Over careful, curious me.	39
Arms raised high, and reaching, reaching	45
like a spiny, cactus tower.	50
Near the top and barely open,	56
was a tiny cactus flower.	61
Then, as the sun slowly set,	67
it got a break from the heat.	74
Its spikey spines out to guard guard	81
Against animals wanting to eat.	86

Directions: Answer the questions below.

1 Read these lines from the poem.

*The cactus cast a long shadow
Over careful, curious me.*

What sound is repeated in these lines?

- The sound the letter *u* makes in cut
 The sound the letter *c* makes in cat
 The sound the letter *s* makes in cars
-

2 Which words rhyme in stanza 3?

- Arms/And* *Top/Tiny* *Tower/Flower*
-

3 Where are the rhyming words in each stanza of the poem?

4 The poet uses the word “*spines*” to show how the cactus —

- A** stands tall
B gets thirsty
C protects itself
D is hurt by animals

Directions: Read the poem. Then answer the questions.

If

If you were me,	4
Then you'd be free, so free,	10
To fly to the tops of the trees.	18
You'd have friends in flocks of six,	25
And measure for your nest some sticks.	32
A beak you'd have for eating fruit,	39
It also makes your face look cute.	46
With your beak, you'd give a speech,	53
Filled with sounds that screech and screech,	60
"Why, hello, hello!" you'd sing	65
To other toucans taking wing.	70
You'd have to care for eggs inside	77
The tree hole where they hide, they hide.	85
You'd never beg to be a brighter fellow,	93
Or complain that your bill is yellow.	100

Directions: Answer the questions below.

1 Which word is repeated in stanza 1?

- Free*
 - Me*
 - Trees*
-

2 Which word rhymes with “*fruit*” in stanza 2?

- Cute*
 - Six*
 - Sticks*
-

3 What does the speaker say you would do if you could trade places with the speaker?

4 This poem is written from the point of view of a —

- A** tree
- B** hawk
- C** toucan
- D** chicken

Directions: Read the selection. Then answer the questions.

Mighty Oak Trees

Oak trees are very special trees. Let's find out more about them. 10
12

Big, Strong Trees 15

Oak trees have strong branches. The branches stay on the tree during wind, ice, and snow storms. 23
32
Oak trees also grow quickly – from three to five feet each year. Oak trees can live for hundreds of years. 42
52

Shady Trees 54

Oak trees have many branches covered with leaves. 62
Animals can find shade under the branches. This helps the animals stay cool on a hot day. 70
79

So Many Acorns 82

Acorns drop from oak trees. Oak trees make almost a thousand acorns each year! The acorns are food for many animals. New oak trees can grow from acorns. 92
101
110

A Hiding Place 113

Oak leaves can hide the nests of birds and small mammals. Animals use the leaves to build their nests. 123
132
Holes in oak trees can be homes for some animals. 142
The animals can hide in the holes. They can also stay warm in the holes during the winter. In the fall, the leaves drop from oak trees. Some small animals hide in the fallen leaves. 153
164
173
177

Oak trees are important to many living things. 185

Directions: Answer the questions below.

1 What is one topic of the “Big, Strong Trees” section?

- Oak trees grow very slowly.
 - Oak trees live only a few years.
 - Oak tree branches stay on in high winds.
-

2 What is one topic of the “A Hiding Place” section?

- Oak trees make food for animals.
 - Oak trees can live for hundreds of years.
 - Animals make homes in and around oak trees.
-

3 What is the main idea of the “So Many Acorns” section?

4 The headings in the selection support the main idea that oak trees —

- A** live a very long time
- B** are big, strong trees
- C** are special for several reasons
- D** provide food and shelter to animals

Directions: Read the selection. Then answer the questions.

Amazing Animals of Alaska

Winters in Alaska are very cold and snowy. How can animals live there in winter?	10 15
Blending In	17
Some animals change color in the winter. The snowshoe hare has brown fur in the summer. It blends into the leaves and grass on the ground. When the weather gets colder, the snowshoe hare loses its brown fur. Now, it is covered in white fur. It blends into the snow to hide from animals that want to eat it.	25 34 44 53 65 76
Moving Around	78
In some parts of Alaska, the ground freezes. This makes the ground very hard and can make food hard to find. Some animals, such as the Dall sheep, will travel to get away from the frozen ground. The Dall sheep climb up and down mountains to get to warmer places. They look for food as they travel.	87 97 107 117 127 135
Other Ways	137
Other animals in Alaska sleep during the winter. They wake up when it gets warmer and there is more food to eat. The grizzly bear is one of these animals. Some animals add layers of fur or fat to their bodies. This keeps them warm. One animal that adds layers of fat in the winter is the ringed seal.	146 157 168 179 189 196

Directions: Answer the questions below.

1 What is the main idea of the selection?

- Animals in Alaska grow thick fur in the winter.
 - Animals in Alaska must travel to find food in the winter.
 - Animals in Alaska have different ways to live during the winter.
-

2 What is the main idea of the “Blending In” section?

- Some animals change color in the winter.
 - Snowshoe hares change from brown to white.
 - Snowshoe hares hide from animals that want to eat them.
-

3 Re-read the “Other Ways” section. What do other animals do to live during Alaska’s winters?

4 Details in the selection support the idea that animals in Alaska —

- A** help each other stay warm
- B** need to move south to stay warm
- C** have trouble staying warm in winter
- D** have many different ways to stay warm

Directions: Read the selection. Then answer the questions.

Glowing in the Dark

Some living things can make light, which they do by using special parts of their bodies. Let's learn about some of these creatures. 10
19
23

Lights in the Water

Most living things that can make light live in the water. 27
38
The deepest parts of the ocean are very dark, and 48
these creatures are the only sources of light there. 57

Head Light

In the deep, dark ocean, a light appears. A fish 59
swims to the light, and then it is eaten by an 69
anglerfish! The anglerfish has a light that hangs 80
from its head, which it uses to look for food. It is 88
sure to find some! 100
104

Glowing Cloud

A shrimp is swimming along in the ocean, when 106
suddenly a large fish comes along. Poof! The shrimp 115
spits out a glowing cloud. It does this to hide from 124
animals that want to eat it, and then it can swim away. 135
147

Light-up Jellyfish

A shark sees a meal—it is a jellyfish. The shark 149
starts to swim closer, a light flashes, and the shark 160
gets lost. Then, it swims away. Different kinds of 170
jellyfish light up in different ways. Lighting up helps 179
them to stay safe. 188
192

Directions: Answer the questions below

1 Re-read the section titled “Glowing Cloud.” What is the main reason shrimp make light?

- To hunt for food
 - To hide from hunters
 - To see better under water
-

2 What is the main idea of the “Head Light” section?

- A head light helps the anglerfish to see.
 - An anglerfish grows a light out of its head.
 - Anglerfish use their lights to hunt their food.
-

3 Re-read the section titled “Light-up Jellyfish.” What is the main reason jellyfish make light?

4 Which statement best states a main idea of the selection?

- A** *Most living things that can make light live in the water.*
- B** *The anglerfish has a light that hangs from its head . . .*
- C** *The shrimp spits out a glowing cloud.*
- D** *Different kinds of jellyfish light up in different ways.*