

# 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 circled, 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
<b>UNIT 1 WEEK 1</b>	Developing	1–4	Analyze Plot and Setting	Items 1–4 DOK 2	RL.3.1
	On-Level	1–5	Analyze Plot and Setting	Items 1–5 DOK 2	RL.3.1
	Advanced	1–5	Analyze Plot and Setting	Items 1–4 DOK 2 Item 5 DOK 3	RL.3.1
<b>UNIT 1 WEEK 2</b>	Developing	1–2, 4	Infer Theme	Items 1–4 DOK 2	Item 1 RL.3.2 Items 2–4 RL.3.1
		3	Ask and Answer Questions	Item 3 DOK 2	Item 3 RL.3.1
	On-Level	1–2	Infer Theme	Items 1–2 DOK 2	Items 1–2 RL.3.2
		3–5	Ask and Answer Questions	Items 3–4 DOK 2 Item 5 DOK 3	Items 3–5 RL.3.1
	Advanced	1–2	Infer Theme	Items 1–2 DOK 2	Items 1–2 RL.3.2
		3–5	Ask and Answer Questions	Items 3–5 DOK 2	Items 3–5 RL.3.1
<b>UNIT 1 WEEK 3</b>	Developing	1–4	Analyze Characters	Items 1–4 DOK 2	Items 1–3 RL.3.3 Item 4 RL.3.1
	On-Level	1–5	Analyze Characters	Items 1–4 DOK 2 Item 5 DOK 3	RL.3.3
	Advanced	1–5	Analyze Characters	Items 1–4 DOK 2 Item 5 DOK 3	RL.3.3
<b>UNIT 1 WEEK 4</b>	Developing	1–4	Analyze Text Features	Items 1–4 DOK 2	RL.3.1
	On-Level	1–5	Analyze Text Features	Items 1–5 DOK 2	RL.3.1
	Advanced	1–5	Analyze Text Features	Items 1–4 DOK 2 Item 5 DOK 3	RL.3.1
<b>UNIT 1 WEEK 5</b>	Developing	1–4	Analyze Descriptive Language	Items 1–4 DOK 2	RL.3.4
	On-Level	1–5	Analyze Descriptive Language	Items 1–4 DOK 2	RL.3.4
	Advanced	1–5	Analyze Descriptive Language	Items 1–4 DOK 2 Item 5 DOK 3	RL.3.4

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
<b>UNIT 2 WEEK 1</b>	Developing	1–4	Identify Main Idea and Details	Items 1–4 DOK 2	RI.3.2
	On-Level	1–5	Identify Main Idea and Details	Items 1–5 DOK 2	RI.3.2
	Advanced	1–5	Identify Main Idea and Details	Items 1–5 DOK 2	RI.3.2
<b>UNIT 2 WEEK 2</b>	Developing	1–4	Analyze Text Structure	Items 1–4 DOK 2	RI.3.3
	On-Level	1–5	Analyze Text Structure	Items 1–5 DOK 2	RI.3.3
	Advanced	1–5	Analyze Text Structure	Items 1–4 DOK 2 Item 5 DOK 3	RI.3.3
<b>UNIT 2 WEEK 3</b>	Developing	1–4	Analyze Illustrations	Item 1 DOK 1 Items 2–3 DOK 2 Item 4 DOK 3	RL.3.7
	On-Level	1–5	Analyze Illustrations	Item 1 DOK 1 Items 2–4 DOK 2 Item 5 DOK 3	RL.3.7
	Advanced	1–5	Analyze Illustrations	Item 1 DOK 1 Items 2–4 DOK 2 Item 5 DOK 3	RL.3.7
<b>UNIT 2 WEEK 4</b>	Developing	1–4	Analyze Text Structure	Items 1–4 DOK 2	RI.3.1
	On-Level	1–5	Analyze Text Features	Items 1–4 DOK 2 Item 5 DOK 3	RI.3.1
	Advanced	1–5	Analyze Text Features	Items 1–4 DOK 2 Item 5 DOK 3	RI.3.1
<b>UNIT 2 WEEK 5</b>	Developing	1–4	Explain Author's Purpose	Items 1–4 DOK 2	RI.3.1
	On-Level	1–5	Explain Author's Purpose	Items 1–4 DOK 2 Item 5 DOK 3	RI.3.1
	Advanced	1–5	Explain Author's Purpose	Items 1–4 DOK 2 Item 5 DOK 3	RI.3.1



<b>COLD READ</b>	<b>SECTION</b>	<b>ITEMS</b>	<b>ITEM FOCUS/SKILL</b>	<b>DOK LEVEL</b>	<b>CCSS</b>
<b>UNIT 3 WEEK 1</b>	Developing	1–4	Analyze Plot and Setting	Items 1–4 DOK 2	RL.3.1
	On-Level	1–5	Analyze Plot and Setting	Items 1–5 DOK 2	RL.3.1
	Advanced	1–5	Analyze Plot and Setting	Items 1–3 DOK 2 Items 4–5 DOK 3	RL.3.1
<b>UNIT 3 WEEK 2</b>	Developing	1–4	Analyze Characters	Items 1–4 DOK 2	RL.3.3
	On-Level	1–5	Analyze Characters	Items 1–5 DOK 2	RL.3.3
	Advanced	1–5	Analyze Characters	Items 1–4 DOK 2 Item 5 DOK 3	RL.3.3
<b>UNIT 3 WEEK 3</b>	Developing	1–4	Infer Theme	Items 1–3 DOK 2 Item 4 DOK 3	RL.3.2
	On-Level	1–5	Infer Theme	Items 1–5 DOK 2	RL.3.2
	Advanced	1–5	Infer Theme	Items 1–5 DOK 2	RL.3.2
<b>UNIT 3 WEEK 4</b>	Developing	1–4	Analyze Text Structure	Items 1–3 DOK 2 Item 4 DOK 3	RI.3.3
	On-Level	1–5	Analyze Text Structure	Items 1–4 DOK 2 Item 5 DOK 3	RI.3.3
	Advanced	1–5	Analyze Text Structure	Items 1–4 DOK 2 Item 5 DOK 3	RI.3.3
<b>UNIT 3 WEEK 5</b>	Developing	1–4	Explain Poetic Characteristics	Items 1–3 DOK 2 Item 4 DOK 3	RL.3.5
	On-Level	1–5	Explain Poetic Characteristics	Items 1–4 DOK 2 Item 5 DOK 3	RL.3.5
	Advanced	1–5	Explain Poetic Characteristics	Items 1–3 DOK 2 Items 4–5 DOK 3	RL.3.5

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
<b>UNIT 4 WEEK 1</b>	Developing	1–4	Analyze Text Structure	Items 1–4 DOK 2	RI.3.3
	On-Level	1–5	Analyze Text Structure	Items 1, 3–4 DOK 2 Item 2 DOK 1 Item 5 DOK 3	RI.3.3
	Advanced	1–5	Analyze Text Structure	Items 1–3 DOK 2 Items 4–5 DOK 3	RI.3.3
<b>UNIT 4 WEEK 2</b>	Developing	1–4	Identify Main Idea and Key Details	Items 1–4 DOK 2	RI.3.2
	On-Level	1–5	Identify Main Idea and Key Details	Items 1–4 DOK 2 Item 5 DOK 3	RI.3.2
	Advanced	1–5	Identify Main Idea and Key Details	Items 1–3 DOK 2 Items 4–5 DOK 3	RI.3.2
<b>UNIT 4 WEEK 3</b>	Developing	1–4	Explain Author’s Purpose	Items 1–4 DOK 2	RI.3.1
	On-Level	1–5	Explain Author’s Purpose	Items 1–4 DOK 2 Item 5 DOK 3	RI.3.1
	Advanced	1–5	Explain Author’s Purpose	Items 1–3 DOK 2 Items 4–5 DOK 3	RI.3.1
<b>UNIT 4 WEEK 4</b>	Developing	1–4	Distinguish Viewpoint	Items 1–4 DOK 2	RI.3.6
	On-Level	1–5	Distinguish Viewpoint	Items 1–5 DOK 2	RI.3.6
	Advanced	1–5	Distinguish Viewpoint	Items 1–5 DOK 2	RI.3.6
<b>UNIT 4 WEEK 5</b>	Developing	1–4	Identify Play Elements	Items 1–4 DOK 2	RL.3.5
	On-Level	1–5	Identify Play Elements	Items 1–4 DOK 2 Items 5 DOK 3	RL.3.5
	Advanced	1–5	Identify Play Elements	Items 1–3 DOK 2 Items 4–5 DOK 3	RL.3.5

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
<b>UNIT 5 WEEK 1</b>	Developing	1–4	Analyze Text Features	Item 1 DOK 1 Items 2–3 DOK 2 Item 4 DOK 3	RI.3.7
	On-Level	1–5	Analyze Text Features	Items 1–5 DOK 2	RI.3.7
	Advanced	1–5	Analyze Text Features	Items 1–3 DOK 2 Items 4–5 DOK 3	Item 1 RI.3.1 Item 2 RI.3.5 Items 3–5 RI.3.7
<b>UNIT 5 WEEK 2</b>	Developing	1–4	Analyze Text Structure	Items 1–4 DOK 2	RI.3.3
	On-Level	1–5	Analyze Text Structure	Items 1–5 DOK 2	RI.3.3
	Advanced	1–5	Analyze Text Structure	Items 1–5 DOK 2	RI.3.3
<b>UNIT 5 WEEK 3</b>	Developing	1–4	Analyze Text Structure	Items 1–4 DOK 2	Items 1–3 RI.3.3 Item 4 RI.3.1
	On-Level	1–5	Analyze Text Structure	Items 1–4 DOK 2 Item 5 DOK 3	Items 1–2, 4–5 RI.3.3 Item 3 RI.3.1
	Advanced	1–5	Analyze Text Structure	Items 1–4 DOK 2 Item 5 DOK 3	Items 1–4 RI.3.3 Item 5 RI.3.1
<b>UNIT 5 WEEK 4</b>	Developing	1–4	Analyze Point of View	Items 1–3 DOK 2 Item 4 DOK 3	RL.3.6
	On-Level	1–5	Analyze Point of View	Items 1–4 DOK 2 Item 5 DOK 3	RL.3.6
	Advanced	1–5	Analyze Point of View	Items 1–3 DOK 2 Items 4–5 DOK 3	RL.3.6
<b>UNIT 5 WEEK 5</b>	Developing	1–4	Infer Theme	Items 1–3 DOK 2 Item 4 DOK 3	RL.3.2
	On-Level	1–5	Infer Theme	Items 1–4 DOK 2 Item 5 DOK 3	RL.3.2
	Advanced	1–5	Infer Theme	Items 1–3 DOK 2 Items 4–5 DOK 3	RL.3.2

# 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
<b>Omission</b> The student omits words or word parts.	I <u>can</u> remember listening to my parents talk when I was young.
<b>Substitution</b> The student substitutes words or parts of words for the words in the text.	I was only three years old when <sup>me</sup> my parents discovered that I was a wordsmith.
<b>Insertion</b> The student inserts words or parts of words that are not in the text.	I had no idea what it <sup>had</sup> meant.
<b>Mispronunciation/ Misreading</b> The student pronounces or reads a word incorrectly.	They would have long <sup>conversations</sup> conversations over dinner.
<b>Hesitation</b> The student hesitates over a word and the teacher provides the word.	“Why is a <sup>H</sup> <u>teapot</u> called that?”
<b>Self-correction</b> The student reads a word incorrectly but then corrects the error.	At first, I would just listen, soaking up the language. <sup>SC</sup>

### Notes

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

## SAMPLE FLUENCY TEST

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

Student Name: Li

Date: 9/24/2018

### The Wordsmith

I was only three years old when <sup>me</sup> my parents discovered that I was	13
a wordsmith. This is a person who is good with words. They could	26
see (and hear!) that I used hard words for my age. I was always	40
asking, "What is the word for this?" or "Why is a <sup>H</sup> teapot called that?"	54
I <u>can</u> remember listening to my parents talk when I was young.	66
They would have long <sup>conversations</sup> conversations over dinner. At first, I would	77
just listen, soaking up the language. At one dinner, my father used	89
the word "prestidigitation"! I had no idea what it <sup>had</sup> meant. When /I	101
asked, he said, "Sara, you know where our dictionary is!" I couldn't	113
wait to finish eating so I could look it up. As soon as I learned how	129
to make sentences into stories, I wanted to learn as many words	141
as I could. Our talks over dinner created a place in my heart for	155
all things word-related.	158
Soon, I was part of those dinnertime discussions. We talked about	169
everything! We talked the difference in meaning between words	178
like "murmur" and "mumble." When I was in elementary school, we	189
began playing word games together. I entered spelling bees and	199
my parents quizzed me with flash cards of the most difficult words.	211
Every weekend we solved the crossword puzzle in the newspaper.	221
As I grew older, my fascination with beautiful words grew as well. ...	234

100 - 5 = 95

# Interpreting the Results

According to published norms for oral reading fluency, students at the end of Grade 3 should be reading fluently at 112 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 third-grade student reads 104 words correct per minute in fall, he or she is at the 75th percentile. If the same student reads 161 words correct per minute in the winter, he or she is now at the 90th percentile.

GRADE	%ILE	FALL WCPM	WINTER WCPM	SPRING WCPM
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63

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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

- 1 What sentence from the selection gives a detail about the setting that shows why Fox is hungry?  
**A** *It was early spring, and food was scarce.*  
**B** *So Fox headed north looking for food.*  
**C** *She just looked at him and held the cheese in her beak.*  
**D** *Crow had always been proud of her voice, so she decided to sing for Fox.*
- 2 What problem does Fox have?  
**A** Crow will not share the cheese.  
**B** Crow will not show him her food.  
**C** Crow will not come closer to him.  
**D** Crow will not sing a song for him.
- 3 Crow gives up the cheese because —  
**A** She is tired  
**B** Fox walks away from her  
**C** Fox convinces her to share her cheese  
**D** Fox asks her to sing, and she drops the cheese
- 4 What details in the selection show you that Fox tries to flatter Crow?

Fox tells her that she is lovely and that he has heard that she has a beautiful  
voice, which is flattering to her.

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2

Unit 1 Week 1 Cold Reads D

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### On-Level

- 1 At the beginning of the selection, Max and his brothers are headed —  
**A** to the fields  
**B** to their house  
**C** into the woods  
**D** up to the top of a hill
- 2 What happens after Max calls to his brothers the second time?  
**A** Both brothers come to help.  
**B** Neither brother comes running.  
**C** Cedric runs so fast he is out of breath.  
**D** Steven says he will chase the wolf away.
- 3 From the details in the selection, you can tell that the brothers are —  
**A** close enough to see Max  
**B** close enough to hear Max  
**C** too far away to come quickly  
**D** too far away to hear very clearly
- 4 The setting affects the plot by making Max —  
**A** bored, so he causes trouble  
**B** lonely, so he calls for his brothers  
**C** excited, so he thinks that he sees a wolf  
**D** happy, so he laughs so hard his sides ache
- 5 Describe what happens at the end of the selection. Include one detail about the setting that affects the outcome.

When Max cries wolf the second time, the brothers are over the hill and cannot see that  
Max is telling the truth. The brothers do not believe him and do not show up to help.

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4

Unit 1 Week 1 Cold Reads OL

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### Advanced

- 1 Which sentence from the selection gives a detail about the setting?  
**A** *You could stand on a hilltop and see nothing but waving grass for miles and miles.*  
**B** *As he drew nearer, they would see he was wearing clothing made of old coffee bags.*  
**C** *People always took Johnny Appleseed up on this trade, because the idea of a shady apple tree growing in the yard was nice.*  
**D** *And as people placed apple pies on their tables, they remembered the unusual man who had given them the seeds.*
- 2 According to the selection, what happens after Johnny leaves a house?  
**A** People plant the apple seeds that he has given them.  
**B** He trades the clothing people gave him for apple seeds.  
**C** He trades apple seeds for burlap sacks to use as clothing.  
**D** People look forward to the next person to come for a visit.
- 3 The setting affects the plot because the open spaces make —  
**A** Johnny Appleseed want to plant trees to fill the grassland  
**B** Johnny Appleseed travel without shoes even in the winter  
**C** people welcome a stranger who wears a pot on top of his head  
**D** people worried about what news might be brought of other settlers
- 4 What happens whenever Johnny stops at a new place?

He trades clothes with the people he meets, and then leaves them with a  
handful of apple seeds.

- 5 How does the setting affect the way the characters in this selection relate to each other?

The text states that homes across the country were far apart. This makes them  
very welcoming when Johnny comes to visit.

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Unit 1 Week 1 Cold Reads A

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# WEEK 2

## UNIT 1, WEEK 2

### Developing

- What is the theme of the selection?
  - A It is rewarding to help other people.
  - B Take the time to take care of yourself.
  - C Spend time on the things that really matter.
  - D You should be careful about how long you sleep.
- What evidence from the selection supports the idea that Rip Van Winkle avoids working at home?
  - A He drinks water and falls asleep in the forest.
  - B He helps someone carry water in the forest.
  - C He decides to go out hunting all day in the forest.
  - D He enjoys bowling with the little men in the forest.
- When Rip Van Winkle wakes up —
  - A he finds he has slept outside all night
  - B he finds he has slept much of his life away
  - C he wants some more of the water from the keg
  - D he feels well rested for the first time in a long time

4 How does Rip Van Winkle feel after he discovers he slept so long? Explain how this helps you infer the theme of the selection.

He feels sorry that he has left his life and family for so long. He wants to work to make up for it.

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### On-Level

- What is the theme of the selection?
  - A Be careful of wolves.
  - B Be kind to your elders.
  - C Don't talk to strangers.
  - D Don't stop to pick flowers.
- What main lesson did the wolf learn?
  - A Don't go to houses out in the forest.
  - B Don't try to dress as a grandmother.
  - C Don't talk to little girls picking flowers.
  - D Don't try to steal food from others.
- After the wolf talks to Red Riding Hood, he —
  - A makes a plan to steal Red Riding Hood's food
  - B decides to see how her grandmother is feeling
  - C makes a plan to race Red Riding Hood through the forest
  - D decides to play a joke by dressing up as the grandmother
- When Red Riding Hood first sees the wolf at her grandmother's house, she —
  - A asks him to have lunch with them
  - B thinks it is nice that he came to visit
  - C thinks that he really is her grandmother
  - D wonders why he came to visit her grandmother
- What will Red Riding Hood most likely do if a wolf talks to her in the woods again?
 

She will probably not talk to the wolf and will run away instead.

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### Advanced

- What is the main theme of the selection?
  - A Do not be proud.
  - B Do not be greedy.
  - C A good plan takes time.
  - D Hard work is its own reward.
- What main lesson does Anansi learn?
  - A to listen to his wife
  - B to not sneak beans
  - C to work hard in the fields
  - D to do his chores before eating
- As a result of Anansi trying to hide the beans from his wife, he —
  - A loses all his hair
  - B makes his wife angry
  - C does not work in the fields
  - D thinks about the beans all day

4 Why does Anansi's wife tell him not to eat the beans?

She wants him to do his work first.

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5 Why does Anansi put the beans in his hat?

He is trying to save some for later when they are cool enough to eat, and he is trying to hide them from his wife.

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# WEEK 3

## UNIT 1, WEEK 3

### Developing

- Why have Maria and Tanya not talked to Lisa?
  - They feel shy about talking to Lisa.
  - They think that Lisa seems unfriendly.
  - They are upset that Lisa beat them in a race.
  - They wonder if she has too many friends already.
- How do Maria and Tanya's feelings change toward Lisa?
  - They become afraid to go up and talk to her.
  - They decide that all three of them can be fast.
  - They find that she is not as friendly as they thought.
  - They think that she will find friends with other runners.
- When Maria sees others ignoring Lisa, she —
  - wants Tanya to talk to Lisa before her
  - remembers that Lisa beat them in a race
  - feels bad that Lisa does not have friends
  - thinks she and Tanya should not talk to Lisa
- What do Maria and Tanya learn about Lisa at the end of the selection?
 

They learn that she is missing her old school and that friends

are important to her, too.

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Unit 1 Week 3 Cold Reads D

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### On-Level

- Why didn't Megan and Nathan want to bring muffins to Joey?
  - They were busy doing dishes.
  - They were afraid of his grandma.
  - They wanted to bring something else.
  - They wanted to stay home with their dad.
- Which of these best describes Megan and Nathan's dad?
  - Concerned, because their friend had broken his leg
  - Happy, because they have been washing the dishes
  - Kind, because he lets them stay home after they ask
  - Angry, because they don't want to take muffins to Joey
- What do Nathan and Megan think of Joey's grandma at first?
  - They think that she looks a little bit mean.
  - They are interested in getting to know her.
  - They are worried that she disapproves of them.
  - They think that she seems like a caring grandma.
- When Megan first meets Joey's grandma, she feels —
  - upset and angry
  - nervous and shy
  - relaxed and bored
  - carefree and happy
- How do Megan and Nathan's feelings about Joey's grandma change from the beginning to the end of the selection?
 

At first, they are afraid because they think she might be mean, but then

they are relieved to find she is nice.

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16

Unit 1 Week 3 Cold Reads OL

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### Advanced

- How does Eddie feel about the jubilee at first?
  - He thinks it does not sound real.
  - He feels certain that it will happen.
  - He is excited to see what happens.
  - He is worried that it might be scary.
- Which word best describes Joe's grandma?
  - Happy
  - Gloomy
  - Annoyed
  - Focused
- When Eddie sees the Jubilee, he feels —
  - amused, because he thought it was funny to see so many fish
  - bored, because it isn't as exciting as he thought it would be
  - angry, because it is not what his friends told him it would be
  - amazed, because he didn't know there would be so many fish
- How do Matt and Joe feel about sharing the jubilee with Eddie?
 

They are excited to share a special experience with Eddie

and enjoy telling him about it.

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- How do Eddie's feelings about the jubilee change from the beginning to the end of the selection? Use details to support your answer.
 

At first, Eddie does not believe the jubilee will really happen because

he didn't see it on the news, but by the end, he is excited to join in with

everyone else. He yells "Jubilee!" as he's scooping up the fish.

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Unit 1 Week 3 Cold Reads A

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# WEEK 4

## UNIT 1, WEEK 4

### Developing

- The information under the heading "How Sharks and Fish Are Different" helps the reader —
  - understand more about where fish live
  - understand more about where sharks live
  - learn about how sharks and fish are the same
  - learn about some differences between sharks and fish
- The information under the heading "Ocean Animals" gives the reader —
  - details about fish and their bodies
  - an overview of the ways fish and sharks are different
  - a short introduction to the main topic of the selection
  - a summary of interesting details about sharks and fish
- The details in the bullet points in the selection are related to —
  - what sharks are like
  - how to tell a shark from a fish
  - how sharks are different from fish
  - the ways in which sharks and fish are similar

- List two reasons why headings help readers.

They tell what information is in the different parts of the selection. They help readers find information more easily.

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Unit 1 Week 4 Cold Reads D

### On-Level

- The information under the heading "A Cold Home" includes —
  - details about seals
  - details about penguins
  - an introduction to the main topic
  - a summary of the details in the selection
- Where should the reader look to find facts about Antarctica not related to animals?
  - Under the heading "A Cold Home"
  - Under the heading "Penguins"
  - Under the heading "Seals"
  - Under the heading "Antarctica Facts"
- The details in the paragraph under the heading "Seals" are mostly about —
  - what seals that live in Antarctica eat
  - what seals that live in Antarctica are like
  - how seals compare to other animals that live in Antarctica
  - how seals that live in Antarctica are different from other seals

- Which sentence in the selection supports the title?

- Antarctica is one of the seven continents.*
- It is one of the coldest places on Earth, but there are many animals that make their home in this frozen land.*
- Almost all of Antarctica is covered in ice.*
- Antarctica can be called a desert because it gets very little rain each year.*

- List two reasons why headings help readers.

They tell what information is in the different parts of the selection. They help readers find information more easily.

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Unit 1 Week 4 Cold Reads OL

### Advanced

- The author uses bullet points in the selection to —
  - explain how rainbows are formed
  - introduce the main topic of the selection
  - summarize the main idea of each section
  - present facts that are related to rainbows
- The headings help the reader by —
  - telling what type of details will be found in each section
  - summarizing the details in the section that came before
  - giving interesting facts about rainbows and other things in the sky
  - explaining the different places that rainbows form and how to see them
- The section titled "The Mystery of Rainbows" is different from the other sections because it —
  - gives the author's opinions about rainbows
  - tells what details will be found in the other sections
  - lists the details in bullet points rather than paragraphs
  - is an introduction and does not include facts about rainbows

- List two reasons why headings help readers.

They tell what information is in the different parts of the selection. They help readers find information more easily.

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- In which section should the reader look to find information about what causes a rainbow? Why?

The reader should look in the section titled "How Rainbows Are Formed."  
Based on the section titles, this section is most likely to have details about what causes rainbows.

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Unit 1 Week 4 Cold Reads A



# WEEK 5

## UNIT 1, WEEK 5

### Developing

- Which words in paragraph 1 show the contrast between the gods and people?
  - Job, Person
  - Earth, Water
  - Creation, Fire
  - Warlike, Peaceful
- The phrase "quiet as a mouse" in paragraph 2 is used to describe how —
  - the people welcome Prometheus
  - Prometheus gets past the fighting gods
  - the angry gods are talking to each other
  - Prometheus uses a pumpkin shell to take fire to the people
- Which word in paragraph 1 helps the reader understand how Zeus feels about Prometheus?
  - New
  - Bother
  - People
  - Person
- Why does Prometheus want the two gods to fight?

He wants them to fight so that the other gods will watch. He wants to sneak past them while no one is looking so he can steal fire.

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### On-Level

- Which phrase in paragraph 1 is used to describe how the flowers look?
  - End of summer
  - The plants and flowers
  - Washed the world clean
  - Brighter than the summer sun
- The phrase "soaked in the beauty" shows that Elder Brother —
  - gets wet in a rainstorm while walking
  - makes paintings of the beautiful things he sees
  - pays attention to the beautiful things around him
  - cleans the beautiful things as he walks past them
- Which phrase from paragraph 4 shows how the songbird feels about what Elder Brother has done?
  - Chirped sadly
  - Quite as beautiful
  - Beautiful voice
  - Are special
- The phrase that shows that Elder Brother is able to easily solve the songbird's problem is —
  - new creation
  - nodded thoughtfully
  - wave of his hand
  - only birds will sing
- Which details from the selection describe why the songbird is worried about the butterflies?

The songbird is worried that the songbirds won't be special anymore because the butterfly has a "beautiful voice" and her own voice is "not quite as beautiful."

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### Advanced

- The phrase "made Anansi's mouth water" tells you that the food Anansi is smelling —
  - makes him feel thirsty
  - makes him feel hungry
  - reminds him of his wife's cooking
  - reminds him that he likes to eat stew
- What does the phrase "putting on this thinking cap" in paragraph 3 mean?
  - Covering his head up
  - Trying not to think too hard
  - Trying to think about something else
  - Hoping to come up with a solution to the problem
- Which words in paragraph 3 show that Anansi is eager to put his plan into action?
  - Tie a single silk thread
  - To his own legs
  - Quick as a rabbit
  - Each of his friends
- "Anansi felt his legs being pulled like rubber bands." Why does the author compare Anansi's legs to rubber bands in this sentence?

The author compares Anansi's legs to rubber bands to show that Anansi's legs were stretched and became long and thin.

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Choose one example of a simile from the selection. Write it down and explain its meaning.

Answers may vary. "He was as happy as a lark thinking of all the good food he would soon be eating." The simile in this sentence shows that Anansi was happy that he would be getting food.

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# WEEK 6

## UNIT 2, WEEK 1

### Developing

- Which of these is not a time when a cat will purr?
  - When it is feeling sick
  - When it has been hurt
  - When it wants to be petted
  - When it wants to be left alone
- What is the selection mostly about?
  - Ways that cats communicate
  - Reasons why cats like to purr
  - Reasons why cats like to meow
  - Ways to know when cats are angry
- Which detail from the selection suggests that cats communicate differently with people than they do with other cats?
  - Scientists have found that, in the wild, cats do not meow often.*
  - A cat's rub might seem like a clue that it wants something, but there is more going on.*
  - In the wild, cats rub against each other.*
  - A cat's blink is another way it communicates.*
- What details from the selection support the idea that cats are difficult to understand?
 

The selection tells how a meow or a purr can mean different things, so it can be difficult to know what a cat is trying to communicate.

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32

Unit 2 Week 1 Cold Reads D

### On-Level

- What is the main idea of the selection?
  - Some plants need fire for growth.
  - Some grasses do not grow well without fire.
  - A type of tree seed needs fire to start its growth.
  - A type of plant needs smoke in order to begin growing.
- Why do some plants wait for smoke before they begin growing?
  - Some plants produce seeds that are fire-resistant.
  - Fire helps to crack the hard outer shell of their seeds.
  - The smoke makes the air hotter so that they can grow.
  - The fire that comes before the smoke will clear space for them.
- Why are fires set in some areas?
  - The smoke stops seeds from growing.
  - Fire burns the ground so new plants can't grow.
  - Animals won't eat the plants that grow after the fire.
  - Some grasses would not grow well without the fire.
- Which detail from the selection suggests that seeds are not the only things that rely on fire for life?
  - Many animals depend on plants that grow after fires.*
  - The presence of smoke is their signal to begin to grow.*
  - Some grasses need the fire to crack the hard outer coating of their seeds.*
  - Without fire, new grass would not grow well.*
- What details from the selection support the idea that some seeds could not grow without fire?
 

The seeds stay in the ground for years, and they only begin to grow when there is a fire.

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34

Unit 2 Week 1 Cold Reads OL

### Advanced

- What is the main idea of the selection?
  - Animals that live in tide pools are amazing.
  - Tide pool animals survive in different ways.
  - Tide pools have many types of animals in them.
  - Some tide pool animals close up when the tide goes out.
- What difficult conditions do tide pool animals need to be able to survive?
  - Staying closed up when the tide comes in
  - Living in small shells and under large rocks
  - Being out in the air and then having to breathe underwater
  - Staying attached to rocks and finding food when the tide is out
- Which detail from the selection suggests that sea anemones do not eat when the tide is out?
  - Sea anemones are well adjusted for life in tide pools.*
  - Sea anemones fasten themselves securely to rocks with sticky discs under their bodies.*
  - When the water is gone, they seal up tightly again.*
  - It seems that every sea creature has some "tricks" for survival.*
- How do mussels survive when the tide comes in?
 

Mussels grip to rocks and stay sealed up tightly.

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- What details from the selection support the idea that animals have special ways to survive in the tide pools?
 

Sea anemones, mussels, and hermit crabs close up tightly when the tide goes out, and sea anemones and mussels grip tightly to rocks when the tide is in.

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Unit 2 Week 1 Cold Reads A

# WEEK 7

## UNIT 2, WEEK 2

### Developing

- Flowers solve a problem for bees by —  
A giving them a home  
B giving them nectar to eat  
C giving them beautiful colors to enjoy  
D giving them a place to rest at the end of the day
- Bees solve a problem for flowers by —  
A eating their pollen  
B moving their pollen  
C helping them get nectar  
D carrying nectar for them
- According to the selection, a problem flowers have is they need to —  
A make enough pollen for bees  
B create enough space for bees  
C spread pollen to other flowers  
D invite fewer bees to their flowers
- According to the selection, what causes bees to fly to flowers?

Bees fly to flowers to drink nectar.

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Unit 2 Week 2 Cold Reads D

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### On-Level

- What problem did Otis help his brother solve?  
A How to stop elevators safely  
B How to move people up and down  
C How to build tall buildings in cities  
D How to move heavy things from floor to floor
- People did not want to ride in early elevators because —  
A elevators did not have safe brakes  
B elevators could only move heavy things  
C elevators did not always go up and down  
D elevators were not strong enough to hold people
- Otis's invention affected elevators by —  
A helping them stop at each floor  
B helping them move more quickly  
C making them able to go to the top floor  
D making them able to hold more people
- Which detail from the selection supports the idea that Otis's curiosity caused him to invent things?  
A He was always interested in how things worked.  
B This invention was used in buildings to lift heavy things from one floor up to another floor.  
C Later in life, Otis started an elevator business.  
D Otis had the idea to build a good brake system for elevators.
- What change did Otis's invention cause in towns and cities around the world? Choose a detail from the selection to support your answer.

People were able to build buildings taller because elevators helped people go to higher floors without having to climb stairs.

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Unit 2 Week 2 Cold Reads OL

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### Advanced

- What problem was Dr. Silver trying to solve?  
A Making a thick glue  
B Making a strong glue  
C Making a glue that can be moved  
D Making a glue that can be washed
- The problem Art Fry was trying to solve was —  
A glue that could spread  
B glue that would not come apart  
C glue that would not leave stickiness behind  
D glue that could stick the pages of a book together
- According to the selection, the problem with the glue that Dr. Silver made was that it —  
A was too sticky  
B was not sticky enough  
C would not dry completely  
D was not designed for books
- What effect did the invention have on the way people work?

Notes can be made on pages and removed when people are finished with them.

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- What details from the selection support the idea that Dr. Silver's problem became Art Fry's solution?

Dr. Silver was trying to make sticky glue, and his was not sticky enough. But

Art Fry's problem was that he needed glue that was not very sticky, so

Dr. Silver's glue was the solution.

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Unit 2 Week 2 Cold Reads A

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# WEEK 8

## UNIT 2, WEEK 3

### Developing

- What event from the selection is shown in the illustration?
  - Sarah is telling Justin his name is in the letter.
  - Justin has grabbed the letter back from Sarah.
  - Justin and Sarah's dad has come back upstairs.
  - Sarah is telling her dad about the letter she found.
- The illustration supports the idea that Justin —
  - does not care what Sarah has found
  - is thinking about taking the letter back
  - does not think he should touch the letter
  - is feeling shocked about what Sarah found
- The illustration best supports which idea from the selection?
  - Sarah thinks the letter is funny.
  - Sarah is surprised by the letter.
  - Justin thinks the letter is boring.
  - Justin is worried about the letter.

4 Why does the author include the illustration in the selection?

It shows the reader one of the main events: when Sarah finds

Justin's name in the letter.

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### On-Level

- What is the setting in the illustration?
  - Becca's room
  - Becca's kitchen
  - Jasmine's porch
  - Jasmine's house
- The illustration best shows that Jasmine —
  - is happy about what she made for Becca
  - is worried that Becca will not like her bracelet
  - thinks that the bracelet will not match Becca's outfit
  - thinks that Becca might be peeking at the bracelet
- Which event in the selection is in the illustration?
  - Becca is skipping to Jasmine's house.
  - Jasmine is putting a bracelet on Becca.
  - Becca is making a bracelet for Jasmine.
  - Jasmine is letting Becca put on the bracelet.

4 The illustration best supports which idea from the selection?

- Jasmine is not sure Becca will like the bracelet.
- Becca is excited about what Jasmine has made.
- Becca has seen the bracelet that Jasmine made.
- Jasmine cannot fit the bracelet on Becca's wrist.

5 How does the illustration support what happens in the selection?

It shows how the girls feel as Jasmine puts the bracelet on

Becca.

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### Advanced

- What is the setting in the illustration?
  - The plane ride
  - The fruit booth
  - The meat pie booth
  - The grandparents' car
- Which part of the story is not shown in the illustration?
  - The narrator
  - The meat pie
  - The man selling meat pies
  - The booth with the meat pies
- The illustration best supports which idea from the selection?
  - José is not sure if he likes the meat pie.
  - The meat pie is José's new favorite food.
  - José is not sure what a kiwi fruit looks like.
  - The market is full of colorful fruits and vegetables.

4 What does the illustration show about José?

José is happy with the bite of food that he has taken.

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5 How does the illustration support what happens in the selection?

It shows the final event in the story, when José takes a bite of the meat pie and likes it.

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# WEEK 9

## UNIT 2, WEEK 4

### Developing

- 1 A detail supporting the author's claim that it is healthy to play after school is –
  - A *Some students think recess is the best part of the day.*
  - B *Studies show that we need at least an hour of exercise a day to stay healthy.***
  - C *The more you practice, the better you will get.*
  - D *We learn how to tell each other when we will pass a ball.*
- 2 Which detail explains the author's opinion about team sports?
  - A *Playing is not only important at school.*
  - B *Instead of learning facts, you learn how to throw and catch.*
  - C *Nothing is better than being part of a team.***
  - D *Make your own running course.*
- 3 Which statement from the selection expresses the author's opinion?
  - A *Studies show that we need at least an hour of exercise a day to stay healthy.*
  - B *Sports help your bones grow.*
  - C *Instead of learning facts, you learn how to throw and catch.*
  - D *You will feel amazing with the wind on your face as you move.***
- 4 How does the author compare after-school sports to school? Choose two details that support this claim.

The author compares after-school sports to school for two different reasons. The author explains that your body learns to throw and catch, just like you learn facts. The author also explains that you remember movements, just like you remember things you learn in school.

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Unit 2 Week 4 Cold Reads D

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### On-Level

- 1 Which sentence supports the author's claim that anyone can get involved in community theater?
  - A *Most of the time, the actors are people from your town.*
  - B *Normal people can be stars.*
  - C *That is one of the best parts of community theaters.*
  - D *There are plenty of ways to help at a theater, even if you don't want to act.***
- 2 Which statement from the selection is a fact that supports the author's claim that community theater is a good place to see a play?
  - A *You are at a community theater, the most exciting show in town!*
  - B *You can watch live actors perform on stage at a community theater.***
  - C *Either way, it is a lot of fun.*
  - D *There are many benefits of community theater.*
- 3 Which claim is meant to persuade the reader that community theater is enjoyable?
  - A *The lights lower, the whispers stop, and the show begins.*
  - B *Your librarian could be a princess.*
  - C *Theater is better than movies.***
  - D *Sometimes theaters need people to play music.*
- 4 Which sentence from the selection presents an opinion about the benefits of community theater?
  - A *You take your seat in a huge hall.*
  - B *Most of the time, the actors are people from your town.*
  - C *Some stories are based on fact.*
  - D *People of all ages can get involved.***
- 5 What is the author's opinion about people being involved in community theater, even if they don't want to act?

There are plenty of other ways they can be involved, such as painting, playing music, or attending.

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Unit 2 Week 4 Cold Reads OL

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### Advanced

- 1 Which claim does the author make to persuade the reader to save water?
  - A *Most of that water is in the ocean.*
  - B *Rainwater can be collected and cleaned, too.*
  - C *In fact, this small change could save almost a thousand gallons of water a year!***
  - D *Recycling helps keep trash out of our oceans.*
- 2 Which sentence from the selection includes a fact supporting the importance of saving water?
  - A *Water is necessary for all living things, from cats and dogs to flowers and trees.***
  - B *Imagine how much water we could save if everyone did this.*
  - C *We also need to keep the oceans clean.*
  - D *It also makes the view from the beach look much better!*
- 3 Which sentence from the selection best supports the author's opinion that saving water is easier than creating freshwater?
  - A *Less than 3 percent of the planet's water is freshwater, which means we can drink it.*
  - B *There are ways to remove the salt from ocean water to make it safe to drink.*
  - C *It takes a lot of time and energy to do this, though.***
  - D *Recycling helps keep trash out of our oceans.*
- 4 Why do our oceans need to be clean? Explain your answer with two details from the selection.

Oceans need to be clean because people eat fish. A clean ocean means healthier fish for us to eat.

- 5 What is the author's opinion about saving water? Explain your answer with two details from the selection.

The author thinks that conserving water is important. Saving water will allow this resource to last longer. One way to save water is to turn off the faucet while brushing teeth.

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Unit 2 Week 4 Cold Reads A

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# WEEK 10

## UNIT 2, WEEK 5

### Developing

- The author includes the details “*Male mallards have a green head and a white collar on the neck*” to —
  - help the reader choose a favorite duck
  - explain how males get a female’s attention
  - support the opinion that mallards are beautiful
  - inform the reader about how some mallards look
- Which detail from the selection helps support the author’s claim that ducks show off?
  - Male mallards have a green head and a white collar on the neck.*
  - Females are usually covered in brown feathers.*
  - Mallard ducks usually pair up in the fall and winter.*
  - You might see a duck pull up his wings and tail.*
- The author most likely wrote this selection to —
  - explain where mallards live
  - inform readers how mallards pair up
  - describe the colors of mallards’ feathers
  - compare male and female mallard ducks
- How does the detail “*You might see a bunch of ducks bobbing their heads up and down like they are listening to a catchy tune*” support the author’s purpose?

The author’s purpose is to explain how the ducks pair up. The ducks bobbing their heads is how one duck gets the attention of another duck.

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Unit 2 Week 5 Cold Reads D

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### On-Level

- The author includes the detail, “. . . it is so big, it could contain more than a million Earths” to make a comparison. This helps the reader to —
  - understand the size of the sun
  - know how the planets move around the sun
  - connect the location of the sun to Earth
  - recognize that the sun is at the center of the solar system
- What detail from the selection does the author use to describe all the planets in the solar system?
  - If you are lucky, you will also be able to see a planet or two.*
  - Let’s take a brief journey through our little corner of the universe.*
  - Each planet moves around the sun.*
  - It takes Neptune 165 Earth years to go around the sun just once.*
- Which sentence from the selection contains a detail about a planet that supports the author’s message that each planet is unique?
  - The closest star to us is the sun, which is the center of our solar system.*
  - The solar system is made up of the sun, eight planets, other objects going around it, and a whole lot of nothing in between.*
  - Each of them moves around the sun.*
  - Uranus is the only planet that spins end over end, like a rolling soccer ball.*
- The author most likely wrote the selection to —
  - compare the planets to the sun
  - describe what makes up our solar system
  - inform readers of the name of our solar system
  - explain how Earth is the most interesting planet
- The selection states that our solar system has eight planets. How does that relate to the author’s purpose for writing the selection?

The author tells us how many planets our solar system has to teach us more about it.

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Unit 2 Week 5 Cold Reads OL

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### Advanced

- What detail from the selection does the author use to provide a contrast to what most people think about the ocean?
  - Many people think the ocean is a quiet, relaxing place.*
  - It is also much noisier than you might think.*
  - Whales communicate by clicking or making loud calls.*
  - Dolphins talk to each other by using different tones.*
- The author explains that dolphins use sound to help them move by—
  - calling to play
  - giving a warning
  - laughing underwater
  - making a mental map
- The author most likely includes the detail “*A blue whale’s call can be as loud as a jet engine at takeoff*” to —
  - explain how blue whales move
  - compare dolphins and whales
  - illustrate that the ocean is full of sound
  - describe how difficult life in the ocean can be
- One detail from the selection says, “*Some whales send signals to each other by slapping the water with their tails and fins.*” How does this detail relate to the author’s purpose?

The author’s purpose is to show how loud the ocean can be. This is an example of how loudly whales communicate.

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- How does the detail “*Dolphins use this trick to find underwater caves and hunt for fish*” support the author’s purpose for writing the selection?

The author gives details on how dolphins create mental maps from the way sounds echo. This is an example of what makes the ocean noisy.

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Unit 2 Week 5 Cold Reads A

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# WEEK 11

## UNIT 3, WEEK 1

### Developing

- Why are Diane and Ginny in Chicago?
  - To visit their mother
  - To play in a baseball game
  - To buy hot dogs at Wrigley Field
  - To see the Racine Belles play baseball
- What is the first thing that happens after the other team hits the ball?
  - The crowd cheers loudly.
  - Diane's mother catches the ball.
  - Diane's mother blows her a kiss.
  - Diane sees her mother and waves.
- Paragraph 2 is important to the development of the plot because it is where —
  - the author tells how the girls got to Chicago
  - the author tells the name of the mother's baseball team
  - the author argues that women are better baseball players than men
  - the author explains why Diane's mother was able to play professional baseball
- How does the setting of the story explain why Diane feels both excited and nervous?

Diane is excited because she has never been to Chicago before. She is nervous because her mother is playing professional baseball.

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Unit 3 Week 1 Cold Reads D

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### On-Level

- What problem does the full moon solve?
  - It lets the astronomer see a new star.
  - Its light lets William read the librarian's letter.
  - It allows William to see the path to the church.
  - Its light allows the astronomer to read the book.
- How does the historical setting of the story influence the librarian's actions?
  - He has William put books on the shelves.
  - He gives William a snack to eat since it is late.
  - He finds a book that the astronomer is looking for.
  - He writes a letter with a quill pen and seals it with wax.
- Right after William leaves the library, he —
  - finds the astronomer
  - eats his bread and cheese
  - wipes crumbs from his chin
  - looks for a lantern to light his way
- Read this paragraph from the story.

"Just as I thought!" the man exclaimed. "There's a star missing."

- What does William think the astronomer means?
- There is a new star in the sky.
  - There is a mistake in the book.
  - A star was there, but now it's gone.
  - The star is on a different page in the book.
- The story is set in the past. What problems does the setting cause William and the astronomer? Use details from the selection to support your answer.

William doesn't have a flashlight to help him see his way. The astronomer has to read the book using a lantern. He doesn't have a telescope to view the stars.

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Unit 3 Week 1 Cold Reads OL

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### Advanced

- Which detail from the selection shows that homesickness is a problem for Jimmy and Anna?
  - Nevada was quiet and hot.
  - New York was an amazing place.
  - Silver was discovered in the hills of Nevada.
  - They moved to Nevada to open a general store.
- Which sentence from the selection shows a resolution to the problem?
  - "That's not what I heard."
  - "He thought you would enjoy this."
  - They looked at each other and smiled.
  - Maybe Nevada wasn't so bad after all.
- Just before Jimmy and Anna are left in charge of the store —
  - Anna gives Jimmy a cup of cold water
  - Jimmy sets a bag of flour on the counter
  - the family moves from New York to Nevada
  - their parents leave to deliver groceries with the wagon
- How is the store from the selection different from a modern supermarket? Explain your answer using details from the selection.

In a modern supermarket, Mr. Hopkins would gather all his supplies in his own shopping cart. The people at the store would scan his items and take care of his payment.

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Unit 3 Week 1 Cold Reads A

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# WEEK 12

## UNIT 3, WEEK 2

### Developing

- What does Chen's father have in common with many people from all over the world?
  - They think there is gold in California.
  - They think that American food is tasty.
  - They think that it is better to live in China.
  - They think that it would be fun to visit Italy.
- What is Chen's father's relationship with Marco?
  - They are friends.
  - They work together.
  - They do not get along.
  - They just met that evening.
- Which sentence best describes Chen's relationship with her father?
  - Chen and her father are close.
  - Chen and her father fight a lot.
  - Chen and her father laugh a lot.
  - Chen is not comfortable with her father.
- Why does Chen whisper into her father's ear?

Chen does not know the word for "delicious" in English, and she wants to tell Marco how good the food is.

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Unit 3 Week 2 Cold Reads D

### On-Level

- What do Sally and her father have in common with the other people?
  - They have seen Dr. King before.
  - They are all from Washington, D.C.
  - They are bored by being at an adult gathering.
  - They have come from out of town for the march.
- How does Sally's father feel about Dr. King?
  - He does not really know much about what Dr. King says.
  - He thinks Dr. King teaches people how to make a difference.
  - He thinks that Dr. King wants to make a difference, but does not know how.
  - He wants to wait until he hears Dr. King speak before he decides whether he agrees.
- What does Sally have a hard time understanding?
  - Why she and her father would need to march
  - Why so many people have gathered to march
  - How anyone can move people with just words
  - How people knew to come there for the speech
- Which sentence best describes Sally's relationship with her father?
  - Sally listens, and her father teaches her about life.
  - Sally listens, but her father is difficult to understand.
  - Sally and her father do not have much to say to each other.
  - Sally and her father disagree about what he tries to teach her.
- What lesson does Sally learn at the end of the story?

Sally learns that it is possible to move people with words.

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Unit 3 Week 2 Cold Reads OL

### Advanced

- How does the maid Helen help Mary?
  - She explains all about the people in the palace.
  - She tells about her own family and background.
  - She talks about some of the problems Mary might have.
  - She shows Mary the palace and tells about Mary's duties.
- What is Mary thinking about when she looks at the globe?
  - She is wishing she could see her brothers.
  - She is wondering where in the world she is.
  - She is worried that she will have to dust the globe.
  - She is thinking it is the biggest globe she has seen.
- Which sentence shows what Mary and the servant who helps her dress have in common?
  - They are both there to help other people.
  - They are both there to help people dress.
  - They are both there to keep the palace clean.
  - They are both there to make sure no one bothers the queen.
- What is expected to be Mary's future relationship with the queen?

She is supposed to help take care of the queen and her guests and keep the queen happy.

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- How might Mary react to knowing her cousin is often at the palace?

She probably feels happy because she knows someone at the palace.

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Unit 3 Week 2 Cold Reads A



# WEEK 13

## UNIT 3, WEEK 3

### Developing

- Which of these is a topic of this selection?  
 A A painter who does not know what to paint  
 B A painter who wants to paint in a dark room  
 C A painter who does not have the same paints as Raphael  
 D A painter who thinks he has nothing in common with Raphael
- Which of these is a topic of this selection?  
 A A student whose teacher is boring  
 B A student who instructs his teacher  
 C A teacher who looks out the window  
 D A teacher whose student needs help
- Which statement describes a main theme of the selection?  
 A Keep trying or you will not be successful.  
 B Some people are better painters than others.  
 C The best paintings are painted by a window.  
 D The world is best discovered by being out in it.
- What lesson does Thomas learn from Raphael?

Thomas learns that he will get better ideas of what to paint by going outside.

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Unit 3 Week 3 Cold Reads D

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### On-Level

- What is the main topic of the selection?  
 A Matthew Henson is planning his next trip.  
 B Matthew Henson cannot find the North Pole.  
 C Matthew Henson is looking for Robert Peary.  
 D Matthew Henson cannot find food and is hungry.
- Which of these is a topic of the selection?  
 A Matthew Henson using his past experience to find his way  
 B Matthew Henson telling Robert Peary that he found his way  
 C Matthew Henson going back to find the other crew members  
 D Matthew Henson asking his friend Robert Peary to help him out
- What does Robert Peary need to make his trip to the North Pole successful?  
 A Matthew Henson's dogsled  
 B Matthew Henson's experience  
 C Matthew Henson's help with supplies  
 D Matthew Henson's knowledge of languages
- Which statement describes a main theme of the selection?  
 A Keep trying and your dreams can come true.  
 B Keep learning and your life will never be dull.  
 C Make sure you really want to go to new places.  
 D Make sure to check your maps before traveling.
- How did Matthew Henson's experiences in life help him become part of finding the North Pole?

He was asked to help on the journey because of his language, dogsledding, and exploring experience.

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Unit 3 Week 3 Cold Reads OL

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### Advanced

- What is Simon's main problem in the selection?  
 A He is worried that he might not catch enough fish.  
 B He is feeling homesick for what he has left behind.  
 C He is feeling bored by the other people on the ship.  
 D He is afraid of what he will find after his journey ends.
- What is the topic of this selection?  
 A A boy who has dreams about what he will find in the New World  
 B A boy who is happy to have finally left home to go to the New World  
 C A boy who is worried about whether he will like life in the New World  
 D A boy who has too many things to do to think about life in the New World
- Which statement describes a main theme of the selection?  
 A Do not be afraid of new adventures in life.  
 B Keep trying and you can solve any problem.  
 C Make sure there is enough food for everyone.  
 D Plan ahead to make sure everyone is taken care of.
- What dream does Simon have about the future?

He dreams about what the New World will be like and what he will find there.

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- How does Simon help others during the journey?

He plans out all of the meals and helps clean the dishes after meals.

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Unit 3 Week 3 Cold Reads A

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# WEEK 14

## UNIT 3, WEEK 4

### Developing

- The author uses the word *“finally”* in paragraph 4 to show that —
  - Anne tried many different ways to help Helen understand
  - Anne did the same thing over and over until Helen understood
  - Helen gave up after Anne tried many times to help her understand
  - Helen went through many steps in a process before she understood
- The author uses the word *“then”* in paragraph 6 to show that —
  - Helen went away to college before Anne taught her.
  - Anne taught Helen before she went away to college.
  - Helen went away to college while Anne was still teaching her.
  - Anne went away to college while Helen stayed back at home.
- By organizing the selection sequentially, the author is able to —
  - explain how Anne was able to overcome Helen’s bad attitude
  - tell how Helen’s physical challenges made her life more difficult
  - explain how Anne’s teaching led Helen to be able to write words
  - tell how Helen’s childhood led her to be the adult that she became
- Look at paragraph 6 of the selection. How is the information in that paragraph organized to help show the author’s purpose?

Paragraph 6 describes, in order, how Helen worked hard in school and she became the first person who couldn’t see or hear to graduate from college.

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Unit 3 Week 4 Cold Reads D

### On-Level

- The author uses the phrase *“by the time”* in paragraph 1 to show that —
  - what happened earlier made her decide to go to a dairy farm
  - what happened before then led to her decision to be an artist
  - what happened after that made her decide to take art lessons
  - what happened later led to her decision to be a famous painter
- The author uses the word *“later”* in paragraph 4 to show that —
  - Georgia painted dramatic landforms after she made calendars
  - Georgia went to art school after she painted dramatic landforms
  - Georgia painted dramatic landforms before she painted large flowers
  - Georgia painted large flowers before she painted dramatic landforms
- The author structures the first paragraph of the selection to —
  - explain what caused Georgia to become an artist
  - tell a list of reasons for Georgia becoming an artist
  - tell the effect of Georgia wanting to become an artist
  - explain the steps Georgia went through to make her art
- By organizing the selection sequentially, the author is able to —
  - show how Georgia sold thousands of her paintings
  - tell why museums made calendars of Georgia’s art
  - show how events in Georgia’s life led to her success
  - tell why Georgia decided she wanted to paint flowers
- Look at paragraph 6 of the selection. How is the information in that paragraph organized to help show the author’s purpose?

It shows the author’s purpose of telling how Georgia became famous by explaining that her paintings were very popular.

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Unit 3 Week 4 Cold Reads OL

### Advanced

- The author uses the word *“later”* in paragraph 2 to show that —
  - Carver went to school in Iowa after he earned his college degree.
  - Carver went to Alabama to teach after seeing the soil in Alabama.
  - Carver went to Alabama to teach before he went to school in Iowa.
  - Carver earned a college degree before moving to Alabama to teach.
- The author uses the phrase *“For the rest of his life”* in the last paragraph to show that the rest of the selection will be about —
  - what made Carver happy
  - what made Carver famous
  - what Carver did before then
  - what Carver did from then on
- By organizing the selection sequentially, the author is able to —
  - explain why Carver was interested in farming
  - show how there came to be too many peanuts
  - explain why peanut butter is still popular today
  - show how great Carver’s accomplishments were
- How does the author structure paragraph 4 to show that there were a lot of peanuts grown?

The author makes a long list of things that Carver made with peanuts.

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- How does the structure of information in paragraph 2 show the author’s purpose?

It tells how he wanted to teach and help people and knew that the problem was that they had bad soil.

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Unit 3 Week 4 Cold Reads A

# WEEK 15

## UNIT 3, WEEK 5

### Developing

- Which two lines from the poem rhyme?
  - Slap . . . slap . . . skip . . . skip. / Jump under the rope,*
  - I won't fall on the floor. / I can jump over and go under.*
  - Slap . . . slap . . . skip . . . skip. / I once stood still,*
  - I once stood still, / But now I jump without a spill.*
- Which line from the selection uses onomatopoeia?
  - Slap . . . slap . . . skip . . . skip.*
  - Let me try once more.*
  - Now I sing rhymes from long ago,*
  - As I watch the rope go and go.*
- What sound is emphasized by the repetition of the words "Slap . . . slap" in the poem?
  - The sound of the rope hitting the jumper
  - The sound of the rope hitting the ground
  - The sound of the jumper jumping over the rope
  - The sound of the jumper's shoes hitting the ground
- What does the line "I'm like a springy frog!" mean?

It means that the jumper is like a frog because frogs jump and so does the jumper.

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Unit 3 Week 5 Cold Reads D

### On-Level

- Which line from the selection uses onomatopoeia?
  - SWOOSH! Three points!*
  - Now I can jump so high!*
  - Dribbling down the court*
  - Two points, four points.*
- What is the rhyme scheme of the third stanza this poem?
  - ABCB
  - ABAB
  - ABBA
  - ABCC
- Why does the poet repeat sounds in the line "Sliding, gliding"?
  - To make a rhyme scheme in the poem
  - To make a picture in the reader's mind
  - To use fewer different words in the poem
  - To use fewer different sounds in the poem
- Why does the poet write some of the words in capital letters?
  - It shows that the words tell about loud sounds.
  - It lets the reader know which words to read quietly.
  - It lets the reader know which lines of the poem rhyme.
  - It shows that the words describe the sounds they make.
- Read these lines.

*Sliding, gliding,  
Past the others I buzz by.*

What is meant by "I buzz by"?

It makes a picture in the reader's mind that the speaker is going so fast that he makes a buzzing sound like a bee.

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Unit 3 Week 5 Cold Reads OL

### Advanced

- Which line from the poem uses onomatopoeia?
  - With a little splash*
  - My mask on my face,*
  - In this watery place!*
  - Like a painting that moves.*
- What is the rhyme scheme of stanza 1?
  - ABCB
  - ABAB
  - ABBA
  - ABCC
- Why does the poet repeat sounds in the line "Glimmery and shimmering"?
  - To make a picture in the reader's mind
  - To make a rhyme scheme in the poem
  - To make the reader think of ocean waves
  - To make the line the same length as others
- How does the line "A slippery, slithery eel swimming by" use sound to support the meaning of the poem?

The words "slippery, slithery" make strong "s" sounds, which is like the sound a snake makes, and an eel looks like a snake.

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- What does the simile "Like a painting that moves" mean?

It is letting the reader know that the sights are as beautiful as a painting, but they are also moving.

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Unit 3 Week 5 Cold Reads A

# WEEK 16

## UNIT 4, WEEK 1

### Developing

- Which sentence in paragraph 1 best shows the selection has a time-order structure?  
A *Johannes Gutenberg is one of those people.*  
B *We do know that he was born around 1399 in Germany.*  
C *He learned how to shape gold and metals and how to cut gems.*  
D *Johannes did not open a jewelry store, though.*
- Which detail explains the why books cost a lot of money?  
A *Each book had to be written by hand!*  
B *Most people could not afford books.*  
C *Many people did not even know how to read.*  
D *The printing press did not make him rich.*
- According to the selection, the problem that Johannes's printing method solved was —  
A how poorly books were made  
B how badly books were written  
C how many people wanted books  
D how much it cost to make books
- What problem did the use of metal letter blocks solve?

The letter blocks could be put together to spell different words. Then many  
copies could be made without someone writing each page by hand.

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Unit 4 Week 1 Cold Reads D

### On-Level

- Which sentence in paragraph 1 best shows the selection has a time-order structure?  
A *When Edward was fourteen years old, he went to work.*  
B *Edward worked at a forge where metal was shaped.*  
C *Edward helped make parts for giant ships.*  
D *It was there that Edward began to dream of a life at sea.*
- The first skill Edward learned to become a sailor was —  
A he traveled all over the world  
B he became captain of his own ship  
C he sailed on the biggest ship in the world  
D he learned how to tie knots and to sail using the stars as a guide
- Which word group helps explain the order of events in paragraph 2?  
A *When he was seventeen*  
B *Sail by using the stars as a guide*  
C *Captain of his first ship*  
D *Until they were much older*
- What problem did the *Titanic* experience?  
A It was too big to steer properly.  
B The captain had little experience.  
C It hit an iceberg in the Atlantic Ocean.  
D The crew left the passengers on the ship.
- What does the author think is an effect of Edward's work at the forge?  
Use a detail from the selection to support your answer.

The author suggests that working at a forge that made giant parts for ships  
made Edward want to go to sea. The author says of the forge that "It was  
there that Edward began to dream of a life at sea."

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Unit 4 Week 1 Cold Reads OL

### Advanced

- What is the overall structure of the selection?  
A Time order  
B Cause and effect  
C Comparison/contrast  
D Problem and solution
- What problem does George have when he is out hunting with his dog?  
A George and his dog become lost far from home.  
B He discovers that burrs are covered with tiny hooks.  
C George and his dog are trapped by the prickly burrs.  
D Prickly burrs stick to the dog's fur and to George's pants.
- The author uses the text structure mainly to —  
A explain a problem George once had  
B show the effect of George's love of hiking  
C explain how hook and loop fasteners work  
D tell the history of a modern invention and its inventor
- What is the effect of George's love of the outdoors? Explain your answer with evidence from the selection.

George's love of the outdoors leads him to become curious about the burrs  
that stick to his pants and his dog's fur. This curiosity leads him to develop a  
fabric that sticks like the burrs.

5 What is one problem that George's invention helped solve?  
George's invention made children's clothing easier to put on and take off.

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Unit 4 Week 1 Cold Reads A

# WEEK 17

## UNIT 4, WEEK 2

### Developing

- 1 What detail supports the main idea that Ted Williams was not just a great baseball player?
  - A In between the wars, he played baseball
  - B Williams started in minor league baseball.
  - C Other players can hit harder than Williams.
  - D Williams served in World War II and the Korean War.**
- 2 Details in paragraph 2 support the idea that Ted Williams —
  - A was not able to play baseball in California
  - B played minor league baseball in high school
  - C was a good player when young and got even better**
  - D started as an average player and worked hard to improve
- 3 Details in the selection support the idea that Ted Williams —
  - A was both a sports hero and a pilot**
  - B had the most hits in any baseball career
  - C would have lost playing against Babe Ruth
  - D should have only played baseball, not flown planes
- 4 How did Ted Williams serve his country? Use details from the selection to support your answer.

He learned to fly planes during World War II, and he went on to serve in the Korean War.

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Unit 4 Week 2 Cold Reads D

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### On-Level

- 1 What does the author think is the most important detail about John F. Kennedy?
  - A He served in World War II.
  - B He was a member of Congress.
  - C He was determined to explore space.**
  - D He was the youngest person to be elected president.
- 2 The main idea of paragraph 2 is —
  - A Russia sent the first man to space
  - B Russia launched the first space satellite
  - C America was losing the "Space Race" to Russia**
  - D America and Russia were tied in the "Space Race"
- 3 What detail in paragraph 3 supports the idea that President Kennedy's drive had results?
  - A People thought his plan would not work.
  - B He said Americans would reach the moon.
  - C A year later, the first two Americans were in space.**
  - D President Kennedy gave more money to build rockets.
- 4 Which sentence best states the main idea of the selection?
  - A *John F. Kennedy could be described in many ways.*
  - B *But perhaps Kennedy's greatest success was to reach the moon.***
  - C *Americans wanted to win the "race," and Kennedy wanted to create a system to make that happen.*
  - D *Kennedy was not alive to see his dream come true, but he did succeed in inspiring the world.*
- 5 How do you know that just sending a man into space was not enough for President Kennedy? Use details from the selection to support your answer.

In 1961, the president said America would send men to the moon, not just into space. After the first two Americans reached space, Kennedy continued to talk about the importance of exploring space.

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Unit 4 Week 2 Cold Reads OL

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### Advanced

- 1 Which detail best supports the idea that Harriet Beecher Stowe was unusual for her time?
  - A She wanted to have a career.**
  - B She was married and had children.
  - C She had eleven brothers and sisters.
  - D She worked hard to get a good education.
- 2 What is the main idea of paragraph 4?
  - A *Uncle Tom's Cabin* was a popular book.
  - B Harriet Beecher Stowe met President Lincoln.
  - C *Uncle Tom's Cabin* influenced the outcome of the Civil War.
  - D Harriet Beecher Stowe found popular success by standing up for her beliefs.**
- 3 Details in the selection support the idea that —
  - A Stowe knew her book would be a popular success
  - B *Uncle Tom's Cabin* showed that slavery was not all bad
  - C Stowe's ideas about slavery were widely accepted and popular
  - D *Uncle Tom's Cabin* helped change many people's minds about slavery**
- 4 The title of the selection is "The Book That Changed America." How did *Uncle Tom's Cabin* change America? Explain your answer with details from the selection.

*Uncle Tom's Cabin* shaped the course of U.S. history by changing many people's minds about slavery. Some people, including President Abraham Lincoln, believed this book helped to start the Civil War.

- 5 In what way(s) did Harriet Beecher Stowe stand out? Use details from the selection to support your answer.

Stowe stood out from other women of her time because she wanted to be a writer. She stood out from most people in general because *Uncle Tom's Cabin* was both a popular success and an argument against slavery.

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Unit 4 Week 2 Cold Reads A

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# WEEK 18

## UNIT 4, WEEK 3

### Developing

- What is the author's purpose for including the information in paragraph 3?
  - To compare Koko to a human
  - To teach readers about gorillas
  - To describe all the things Koko can do
  - To persuade readers to train more gorillas to use sign language
- The author includes details about training Koko to use sign language to show that gorillas —
  - are very hard to train
  - are smarter than humans
  - cannot learn how to paint
  - can learn to "talk" with humans
- The author most likely wrote this selection to —
  - explain how to train gorillas
  - inform readers about Koko the talking gorilla
  - entertain readers with a story about a talking gorilla
  - persuade readers that Koko should return to the wild
- List two details from paragraph 4 that support the author's message that Koko is similar to a human child.

Answers will vary, but should include two of the following: Koko looked at pictures from around the world; she cared for a kitten; she painted; she watched television; she made the sign for "love" to Mr. Rogers.

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Unit 4 Week 3 Cold Reads D

### On-Level

- What detail best supports the author's message that a difficult childhood helped Charles Chaplin to become a success?
  - Charles Chaplin was born in 1889 in England.
  - Problems at home forced him to work at an early age.
  - Movies in the early 1900s were much different from movies today.
  - Early cameras could only film in black and white.
- The author includes the information about early movies in paragraph 2 in order to —
  - compare movie-making then and now
  - explain how important sound is to movies
  - persuade readers that movies are much better now
  - inform readers that actors had then had a much easier job
- Why did the author most likely include paragraph 3?
  - To explain how to copy Chaplin's silent acting style
  - To show why Chaplin is considered a talented actor
  - To compare Chaplin's acting style with a modern actor's style
  - To explain how dangerous acting was in the early days of movies
- The author mostly likely wrote this selection to —
  - inform readers about the life of a famous silent movie star
  - explain the differences between silent movies and modern movies
  - entertain readers with funny stories about a star of silent comedy movies
  - persuade readers to go see silent movies starring or directed by Charlie Chaplin
- List two details that support the author's message that Charlie Chaplin was a popular movie star. Explain how these details support the author's purpose and message.

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Unit 4 Week 3 Cold Reads OL

### Advanced

- How does paragraph 1 relate to the author's purpose?
  - It shows that Child was a world traveler.
  - It says that Child's first passion was for Asian food.
  - It explains how Child was introduced to French cooking.
  - It argues that Child's husband made her try French food.
- What detail from the selection best supports the author's message that Julia Child was willing to try new things?
  - Child was born in California.
  - Child had her own television show.
  - Child talked about the meals as she made them.
  - Child met two French women who were writing a cookbook.
- The author most likely wrote this selection to —
  - argue that French cooking is the best
  - persuade readers that Child was a great cook
  - inform readers about the life of a famous television cook
  - explain that Child's success should have belonged to two French women
- How do the details in paragraph 3 help explain the author's message that Child was loved by her fans?

The details in paragraph 3 show that Child was a good cooking teacher and an amusing host. She shared more than her recipes with her audience; she shared her joy.

- Why did the author most likely include the sentence "She encouraged people to try new things and not to be afraid of making mistakes"? How does this relate to the author's purpose and message?

To be successful, Child had to win over viewers who were unwilling to try new foods and were afraid of making mistakes. Her clear explanations and sense of humor helped viewers to be less afraid.

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Unit 4 Week 3 Cold Reads A

# WEEK 19

## UNIT 4, WEEK 4

### Developing

- 1 Which sentence from the selection explains how Jane feels before the launch?
- A *Jane watched on her screen as the flight team—the astronauts—boarded the shuttle.*
  - B *She was starting to get nervous.*
  - C *Jane counted down with everyone else in mission control.*
  - D *Everyone in mission control cheered.*

- 2 Read this sentence.

Sally was the first American female astronaut.

What opinion does this sentence best support?

- A Jane wanted to be like Sally.
  - B Sally was important in history.
  - C Sally was an astronaut because she was female.
  - D Jane wanted Sally to introduce her to other astronauts.
- 3 Which sentence from the selection supports the idea that Jane had an unusual job for a woman at the time?
- A *Jane was an engineer who used equations to help build the Challenger.*
  - B *Female engineers were not common in those days.*
  - C *Jane had helped send the first American woman to space.*
  - D *Maybe one day Jane could join her up there.*
- 4 Which sentence from the selection supports the idea that Jane admires Sally? Why?

"Maybe one day Jane could join her up there." This supports the idea that Jane admires Sally because she would like to be an astronaut like her one day.

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Unit 4 Week 4 Cold Reads D

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### On-Level

- 1 Which sentence explains why Billie Jean King wants to play Bobby Riggs?
- A *Bobby Riggs was an amazing tennis player.*
  - B *When he was younger, he was a world champion.*
  - C *Billie Jean King was a women's tennis player.*
  - D *Billie Jean thought women could play just as well as men and wanted to prove it.*

- 2 Which sentence from paragraph 3 describes how the match was played?

- A *Harriet and her mother took their seats in the giant stadium.*
- B *Billie Jean King was a women's tennis player.*
- C *She swung her racket hard and fast, and Bobby Riggs had a hard time keeping up.*
- D *Billie Jean King had won.*

- 3 Which opinion does "Some people were calling it the tennis match of the century" best support?

- A Most people thought Billie Jean King would win the match.
- B People were there because Billie Jean King was a famous player.
- C Most people thought that the match was just a fun outing for the day.
- D People were there because they knew the match would make history.

- 4 Which detail from the selection best supports the idea that Harriet wants to remember this day?

- A *Bobby Riggs was an amazing tennis player.*
- B *Billie Jean thought women could play just as well as men.*
- C *Harriet asked her mother if she could keep their tickets.*
- D *It was the day she learned women were not just as good as men at tennis.*

- 5 Which sentence from the article supports the idea that Harriet's mom thought that Billie Jean King would win the match? Why?

"Harriet's mother agreed with her." Her mother agreed with Billie Jean King's idea that women could play as well as men.

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Unit 4 Week 4 Cold Reads OL

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### Advanced

- 1 Which detail shows how Nancy first feels about her birthday gift?
- A *Nancy got an unexpected gift for her ninth birthday.*
  - B *The fair was supposed to show people what the future would look like.*
  - C *Nancy was not sure what to expect until she got to the fair.*
  - D *There were booths set up in a giant glass building.*

- 2 Read this sentence.

"If you think that's neat, just wait for the best part," her father said.

Which opinion does this sentence best support?

- A Nancy's dad enjoyed sharing the inventions with her.
  - B Nancy's dad thought most of the inventions were silly.
  - C Nancy's dad was worried that she might be bored by the inventions.
  - D Nancy's dad knew that the Ferris wheel was the only good invention.
- 3 Which sentence from the selection supports the idea that Nancy liked the fair?
- A *Nancy was not sure what to expect until she got to the fair.*
  - B *Among them, she saw a telephone for the first time.*
  - C *As it turned, they were lifted high into the air.*
  - D *"I think the future looks pretty amazing," she said.*

- 4 Which sentence from the selection best shows that Nancy was having new experiences at the fair? Why?

"There were even treats she had never tried before, such as chewing gum." Because it says that she has never had gum before, you can tell it was a new experience for her.

- 5 Which sentence from the selection best supports the idea that Nancy enjoyed the new inventions? Why?

"I think the future looks pretty amazing," she said. The inventions are showing the future, so she must be enjoying the inventions.

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Unit 4 Week 4 Cold Reads A

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# WEEK 20

## UNIT 4, WEEK 5

### Developing

- How is the setting in Scene 1 different from the setting in Scene 2?
  - In Scene 1, Jack is at home, but he is at the market in Scene 2.
  - In Scene 1, Jack is at the market, but he is at home in Scene 2.
  - In Scene 1, Jack is at the market, but he is on a path in Scene 2.
  - In Scene 1, Jack is on a path, but he is at the market in Scene 2.
- How can the reader tell which text describes the setting and actions in the play?
  - It is in italics.
  - It is in capital letters.
  - It always follows a name.
  - It always follows the scene.
- The stage directions at the beginning of Scene 1 help the reader by —
  - telling which actors are playing different characters
  - telling which side of the stage actors will enter from
  - describing what the characters and setting should look like
  - describing which costumes each of the actors should wear
- Why does the play have two scenes?
 

It has two scenes because the setting is different for each of the scenes.

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Unit 4 Week 5 Cold Reads D

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### On-Level

- What differences between Scene 1 and 2 are found in the stage directions?
  - Scene 2 has more lines than Scene 1.
  - Scene 2 has fewer people than Scene 1.
  - Scene 1 is set in a museum, and Scene 2 is set outdoors.
  - Scene 1 is set outdoors, and Scene 2 is set in a museum.
- How is the dialogue set apart from the rest of the text?
  - It is shown in italics.
  - The names are included in stage directions.
  - The characters' names come before the dialogue.
  - The dialogue appears just after the stage directions.
- Read these lines from the selection.
 

**VANESSA:** *We're not here to look at the sculpture. (She goes to the cart and returns holding two hot dogs.) I got you one with mustard and ketchup—yellow and red like the sunset.*

What do the stage directions explain happens after Vanessa says they are not there to look at the sculpture?

  - She thinks for a bit.
  - She points around them.
  - She looks at the sculpture.
  - She goes to get something to eat.
- The stage directions at the beginning of Scene 1 help the reader by —
  - explaining something that happened before this scene in the play
  - describing what each character is doing before the dialogue starts
  - explaining on which side each of the actors should enter the stage
  - describing what each character looks like and what they are wearing
- In what way are both the stage directions and dialogue at the end of the play helpful in showing how Vanessa makes Sam feel better?
 

The stage directions show that Vanessa gets hot dogs from a hot dog cart for herself and Sam. The dialogue shows that Sam is happy that Vanessa brought him the hot dog.

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Unit 4 Week 5 Cold Reads OL

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### Advanced

- How is Scene 2 different from Scenes 1 and 3?
  - There is no dialogue in Scene 2.
  - There is a different boat in Scene 2.
  - There are new characters in Scene 2.
  - There are no stage directions in Scene 2.
- What stage direction happens at the end of Scene 1?
  - The boat is rocking wildly.
  - SARAH, FRANK, and ALICE run up the stairs.
  - CAPTAIN BILL rushes down the stairs on the boat.
  - We can't hear what CAPTAIN BILL is yelling.
- The stage directions at the beginning of Scene 1 help the reader by —
  - describing what the characters are doing and what they are hearing
  - describing what the characters are doing and what the boat looks like
  - explaining why the characters are on the boat and where they are going
  - explaining how the characters know each other and what they are doing
- Explain why the play is broken into three scenes.
 

Although the characters are on a boat the whole time, time passes between the scenes, and some of the setting changes to be more or less stormy.
- How do the characters change in each scene?
 

The characters are calm but a little worried in Scene 1. In Scene 2, they are trying to save the boat. In Scene 3, they are calm again and enjoying the peace after the storm.

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Unit 4 Week 5 Cold Reads A

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# WEEK 21

## UNIT 5, WEEK 1

### Developing

- 1 In which section would you learn about the dance that celebrates Hawaiian history?  
A *Many People Dance*  
B *Irish Step Dance*  
C *Hula*  
D *Dragon Dance*
- 2 Which sentence from the selection contains details supported by the first picture?  
A *Dancing is more than just moving to music.*  
B *Step dancers keep their arms to their sides.*  
C *Irish step dance is a celebration of Ireland's history.*  
D *Teamwork is important in the Chinese dragon dance.*
- 3 The third picture best supports which detail from the selection?  
A *Dancing is more than just moving to music.*  
B *People from around the world use dance to tell stories or celebrate their history.*  
C *Hula dancers use their whole body.*  
D *Performers work together to move a long puppet.*
- 4 How do the pictures and text work together to explain what dancers from around the world wear?

The text includes a description of what the dancers wear.  
The pictures show what the dancers look like when dressed in their costumes.

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Unit 5 Week 1 Cold Reads D

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### On-Level

- 1 Which sentence from the text helps the reader understand why the author used the heading "Like the Alphabet"?  
A *It might help to think about how you write using the alphabet.*  
B *There are only 26 letters in the alphabet, but you arrange them in different ways to make words.*  
C *"Tip" and "pit" use the same three letters, but they mean different things.*  
D *It only uses ones and zeros, but the order changes.*
- 2 What section(s) of the text does the table help to explain?  
A *Like the Alphabet*  
B *Why Binary Is Used*  
C *Like the Alphabet and Coding the Alphabet*  
D *Why Binary Is Used and Coding the Alphabet*
- 3 Information that you can find in both the text and the table is —  
A a definition of "binary"  
B the binary code for the letter "a"  
C the binary code for the letter "b"  
D an explanation of keyboard characters
- 4 The table best supports which idea from the selection?  
A *Computers use a special language called binary.*  
B *It only uses ones and zeros, but the order changes.*  
C *Imagine a heavy piece of paper that goes on forever.*  
D *Binary is like writing on a piece of paper that goes on forever inside the computer.*
- 5 Why does the author of "Ones and Zeros" include the table?

The author includes the table to give examples of binary code and to show how different patterns of zeros and ones can mean different things.

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Unit 5 Week 1 Cold Reads OL

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### Advanced

- 1 Which sentence from the text includes a detail that is supported by the picture?  
A *These telescopes are shaped like bowls*  
B *The desert is the perfect place for a telescope because it is dark and quiet.*  
C *The VLA is made up of 27 dishes that are lined up in a large Y.*  
D *Scientists use the VLA to study the galaxy and neighboring planets.*
- 2 In which section should the reader look for information about a discovery made using the VLA?  
A *What is the Very Large Array?*  
B *How does it work?*  
C *Where is the Very Large Array?*  
D *How many telescopes are in the Very Large Array?*
- 3 The picture included with the selection shows —  
A radio waves  
B objects in space  
C a radio telescope  
D the galaxy and neighboring planets
- 4 How does the picture help your understanding of the selection? Explain your answer with details from the selection.

The picture lets me see the complexity and size of a radio telescope. The text gives the measurements and weight, but the picture shows the huge size of the telescopes in the VLA.

- 5 Why do you think the author of the selection uses questions, rather than statements, as section headings?

The author uses questions to make readers read more closely and think harder. When you see a question, you try to think of or remember the answer to it. If you don't know the answer, you want to read on to find out what it is.

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Unit 5 Week 1 Cold Reads A

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# WEEK 22

## UNIT 5, WEEK 2

### Developing

- Which sentence shows an effect that playing outside has on the body?  
A *Different parts of your body are built to work together so that you can run, jump, and swing.*  
B *Your body needs oxygen to stay on the move.*  
C *Exercise can build your muscles to make you stronger and jump higher.*  
D *Your brain is always working, too.*
- Which detail helps you understand the problem-solution structure of the section titled "Lungs"?  
A *When you breathe in, your lungs fill up with oxygen.*  
B *Your body needs oxygen to stay on the move.*  
C *You will feel out of breath if you run too fast.*  
D *That is your body's way of telling you to slow down so that your lungs can bring more oxygen to your blood.*
- Which section explains why your heart beats faster when you exercise?  
A *Lungs*  
B *Blood*  
C *Muscles*  
D *Brain*
- What effect does playing outside have on the blood? Use details from the selection to support your answer.

Playing outside causes your heart to pump blood faster.

Blood gives your muscles and brain energy.

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Unit 5 Week 2 Cold Reads D

### On-Level

- What is the effect of a physical change?  
A It changes the atoms.  
B It is impossible to undo.  
C It cuts something into little pieces.  
D It changes what something looks like.
- According to the text, the cause of ice melting is a –  
A chemical change  
B physical change  
C change in the way it looks  
D a change in the number of atoms it has
- Unlike the effects of physical changes, the effects of chemical changes –  
A are difficult to see  
B are not caused by heat  
C are not caused by freezing  
D are difficult or impossible to undo
- What effect does being outside for too long have on a metal bicycle?  
A It causes the physical change of melting.  
B It causes a chemical change that changes the bicycle's atoms.  
C It causes a physical change by making the bicycle's atoms hard.  
D It causes the chemical change of turning the bicycle into smoke and ash.
- How does the author show the effects of physical change? Explain using an example from the selection.

In paragraph 2, the author uses an example of a sheet of paper to show the effects of physical change. The paper can be folded or torn into small pieces, but these physical changes only change how the paper looks. All of the paper's atoms are still there.

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Unit 5 Week 2 Cold Reads OL

### Advanced

- What caused a mapmaker to create jigsaw puzzles in the 1760s?  
A He wanted to amuse his children.  
B He wanted to create a map that did not tear.  
C He wanted to teach his helper how to cut wooden shapes.  
D He wanted children to learn what their country looked like.
- According to the selection, one problem of early jigsaw puzzles being made by hand is that –  
A they took a long time to make  
B only a few different patterns were used  
C the pieces did not always fit together well  
D they had too few pieces to be very challenging
- What effect did the use of cardboard instead of wood have on puzzles?  
A It made them less strong.  
B It made them more popular.  
C It made them less expensive.  
D It made them more difficult to solve.
- How was the problem of the high cost of puzzles solved? Explain your answer with details from the selection.

By using cardboard instead of wood and by inventing special machines to cut the pieces, puzzle makers saved time and money. This savings brought the cost of puzzles down.

- Why was it a problem that early jigsaw puzzle boxes did not have pictures on the box?

Without a picture on the box, there was no way to know what the finished puzzle was supposed to look like. That made it much harder to put the puzzles together.

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Unit 5 Week 2 Cold Reads A

# WEEK 23

## UNIT 5, WEEK 3

### Developing

- Which word from the selection helps show the text structure?  
A *Need*  
B *Something*  
C *First*  
D *Much*
- Which sentence in paragraph 4 shows the solution to the problem of getting people to join and help?  
A *Maybe one of them is a good baker and can decorate cupcakes.*  
B *A person who likes to draw can make posters with directions to the fundraiser.*  
C *You might need people to clean up after the event is over.*  
D *Letting people choose their job is a good way to get them involved.*
- The author chose this text structure mainly to —  
A show the effects of fundraising  
B show the causes for fundraising  
C show how to organize a spelling contest  
D allow the reader to understand the process
- Describe the text structure of paragraph 3. What details help you recognize this text structure?

The text structure of paragraph 3 is problem and solution.  
The problem is needing to find volunteers. The solution is  
to ask friends and family for help and to tell them what the  
fundraiser is for.

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Unit 5 Week 3 Cold Reads D

### On-Level

- Why does the author use the headings that spell RIDE?  
A To remind readers to keep riding  
B To show how to spell an important word  
C To help readers know the correct order of steps  
D To show that fixing a flat tire can be done in any order
- Details that help you recognize the structure of the section titled “R – Remove the tire” include the words —  
A *to remove*  
B *Then and Now*  
C *If and too hard*  
D *gets stuck*
- Paragraph 2 is not part of the RIDE tire-fixing process. Why does the author include this paragraph?  
A To creatively compare a tire tube to a donut  
B To explain why there are inner and outer tires  
C To be sure the reader understands what is being fixed  
D To give the reader confidence in the author’s knowledge
- Based on the details in paragraph 4, what effect does a big hole in the tube have on how a flat tire is fixed?  
A The tube has to be replaced.  
B The tube has to have more air.  
C The tube has to be pried off by an adult.  
D The tube has to be fixed with a special kit.
- What does the structure of this selection tell you about the author’s purpose for writing it?

The use of everyday language in the headings rather than  
Step 1, Step 2, etc. makes the process easier to remember.  
The author’s purpose is to give simple instructions for fixing  
a flat tire.

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Unit 5 Week 3 Cold Reads OL

### Advanced

- What is the effect of folding and pressing down the dough?  
A It will be thick.  
B It will be firm.  
C It will taste better.  
D It will cook quicker.
- Why does the author include numbered steps in this selection?  
A To show that it is difficult to make spaghetti  
B To show the order of importance of the steps  
C To show that there are many steps in making spaghetti  
D To show that the instructions must be followed in order
- The author mainly wrote this selection to —  
A entertain readers with cooking stories  
B show readers that spaghetti is easy to make  
C persuade readers that homemade spaghetti is best  
D compare homemade pasta and store-bought spaghetti
- What is a problem that can occur in Step 2? How is that problem solved?  
The dough can stick to the counter. Putting flour on the  
counter first will keep it from sticking.  
\_\_\_\_\_  
\_\_\_\_\_
- Give one reason the author lists the ingredients before the steps of the process are described.  
The author lists the ingredients first so that the reader will  
have them ready before starting to make the spaghetti.  
\_\_\_\_\_  
\_\_\_\_\_

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Unit 5 Week 3 Cold Reads A

# WEEK 24

## UNIT 5, WEEK 4

### Developing

- 1 This selection is told from the point of view of —  
A Miguel  
B a narrator  
C the father  
D the mother
- 2 What pronoun helps you tell the point of view of the story?  
A He  
B My  
C Us  
D We
- 3 Who is the narrator of this story?  
A The main character  
B An outside observer  
C Someone close to the main character  
D A character not in this part of the story
- 4 How would this selection be different if it were told from Miguel's point of view?

Miguel would say how he was telling a story and his family thought it was funny. He might tell how that made him feel.

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Unit 5 Week 4 Cold Reads D

### On-Level

- 1 From what point of view is this selection told?  
A a narrator  
B the blacksmith  
C Mr. Thompson  
D Queen Elizabeth
- 2 What pronoun helps you tell the point of view of the selection?  
A I  
B You  
C He  
D Her
- 3 The selection would be different if it were told from Mr. Thompson's point of view because he would —  
A have fixed the carriage alone  
B explain how he felt meeting the queen  
C tell his apprentice he is ready for a challenge  
D have learned how to make a horseshoe himself
- 4 Who is the narrator of this story?  
A The main character of the story  
B Someone who is not part of the story  
C Someone close to the main character  
D A character from a different part of the story
- 5 How would the selection be different if it were told from the point of view of Queen Elizabeth?

She would describe how her carriage broke, and she saw the blacksmith and his apprentice come out to fix her carriage. She might tell how she felt about it.

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Unit 5 Week 4 Cold Reads OL

### Advanced

- 1 This selection is told from the point of view of —  
A Alice  
B Charles  
C the mom  
D a narrator
- 2 What pronoun helps you tell the point of view of the selection?  
A He  
B My  
C Her  
D She
- 3 Who is the narrator of this story?  
A The main character of the story  
B Someone close to the main character  
C A character who is not really involved in the main story  
D Someone watching the characters from outside the story
- 4 How would the story be different if it were told from the dad's point of view?

He would describe how it felt to see his son or daughter enjoying the music and might tell his thoughts about buying him or her a trumpet.

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- 5 How would the story be different if it were told by an observer outside the story?

The story would not tell the thoughts and feelings of the main character, and the main character would have a name.

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Unit 5 Week 4 Cold Reads A

# WEEK 25

## UNIT 5, WEEK 5

### Developing

- 1 The oak makes fun of the reed because the reed —  
B is so still while the oak sways  
A is so much smaller than the oak  
C bends instead of standing straight  
D stands quiet while the wind is blowing
- 2 The oak says he does not bend because he is so much —  
A older than the reed  
B bigger than the reed  
C thinner than the reed  
D smaller than the reed
- 3 What is the main theme of the story?  
A It is much better to bend than to break.  
B It is much better to be strong than weak.  
C Be kind to those who are smaller than you.  
D Help others when they find themselves in need.
- 4 What lesson about pride is taught by this selection? Explain your answer using details from the selection.

Pride is not a good thing. If the oak tree hadn't been so  
proud, he would have bent like the reed, but he fell over  
because he was too proud to bend.

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Unit 5 Week 5 Cold Reads D

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### On-Level

- 1 Why does the gray goat want to use the fallen tree to cross the river?  
A The river is too deep to walk across.  
B The fallen tree is a faster way across.  
C He thinks it would be a fun adventure.  
D He doesn't want his hooves to get wet.
- 2 What role does the squirrel have in the selection?  
A He warns the goat about something dangerous.  
B He explains where the goat can find better grass.  
C He tells the gray goat to watch out for the white goat.  
D He entertains the goat with a story about two squirrels.
- 3 When the two goats see each other, they —  
A both insist on crossing at the same time  
B each think the other should go across first  
C both want to meet in the middle of the river  
D each wonder where the greener grass grows
- 4 What is the main theme of the selection?  
A Find safe routes to cross a river.  
B Do not insist on having your way.  
C Do not ask a squirrel the way to go.  
D Be satisfied on your side of the river.
- 5 What lesson about patience is taught by this selection? Use details from the selection to support your answer.

The goats learn that they should have waited so that they  
could cross one at a time. If they had done that, they  
wouldn't have both ended up in the river.

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Unit 5 Week 5 Cold Reads OL

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### Advanced

- 1 Why does the heron choose not to eat the crabs?  
A She does not like their color.  
B She thinks they will pinch her.  
C She thinks that there are too many.  
D She does not like the way they taste.
- 2 What does the heron think is wrong with the fish swimming alone?  
A It is the wrong size of fish.  
B It is the wrong type of fish.  
C It is much bonier than she likes.  
D It is much skinnier than she likes.
- 3 What is the main theme of the selection?  
A Do not waste time on things that don't matter.  
B Find the right food to eat as quickly as possible.  
C Take a chance on something before it is too late.  
D Watch out for bad weather while looking for food.
- 4 Why does the heron end up going home hungry?

She kept passing up fish she could eat, and then the storm  
made the fish swim away.

- 5 What lesson about being too picky is taught by this selection? Use details from the selection to support your answer.

Do not be so picky that you end up with nothing. If the heron  
had eaten one of the fish she'd seen, she wouldn't be going  
home hungry.

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Unit 5 Week 5 Cold Reads A

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**Directions: Read the selection and answer the questions that follow.**

## Fox and Crow

Fox was very hungry. It was early spring, and food was scarce. He searched around a house where people lived, but there was no food. There was not even a crumb on the table out back. So Fox headed north looking for food.	13 24 38 43
Soon, he found himself in a clearing where a tall tree grew. In the branches of the tree was a crow. She held a piece of cheese in her beak. Fox’s mouth watered.	57 72 76
“Oh, Crow!” Fox said in his nicest tone. “Will you share your cheese with me?”	88 91
But Crow did not answer. She just looked at him and held the cheese in her black beak.	104 109
“Crow, you are a lovely bird,” Fox tried again.	118
Crow fluffed her black feathers but said nothing. Still, she held the cheese tightly in her beak.	130 135
“Crow, I’ve heard that you have the most beautiful voice of all birds,” clever Fox said. “It’s too bad you won’t sing for me.”	147 159
Crow had always been proud of her voice, so she decided to sing for Fox. She opened her beak with a squawk and dropped the cheese. Fox caught the morsel before it hit the ground.	172 184 194
“Thank you, Crow!” Fox said, and he gobbled it down.	204

**1** What sentence from the selection gives a detail about the setting that shows why Fox is hungry?

- A** *It was early spring, and food was scarce.*
- B** *So Fox headed north looking for food.*
- C** *She just looked at him and held the cheese in her beak.*
- D** *Crow had always been proud of her voice, so she decided to sing for Fox.*

**2** What problem does Fox have?

- A** Crow will not share the cheese.
- B** Crow will not show him her food.
- C** Crow will not come closer to him.
- D** Crow will not sing a song for him.

**3** Crow gives up the cheese because —

- A** She is tired
- B** Fox walks away from her
- C** Fox convinces her to share her cheese
- D** Fox asks her to sing, and she drops the cheese

**4** What details in the selection show you that Fox tries to flatter Crow?

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**Directions: Read the selection and answer the questions that follow.**

## The Boy Who Cried Wolf

Max kicked the ground as he headed out north to the fields with his brothers. He thought taking care of the sheep was boring.	13 24
He had always been allowed to stay home, but today his older brothers needed his help. They paused by a small huddle of sheep.	36 48
“Max, if you see the wolf, give the special call we taught you,” Cedric said.	61 63
“We’ll come chase him away,” Steven added.	70
The older brothers trudged over the hill and out of sight to take care of their sheep. Max settled down at a picnic table to watch his own small flock of sheep as they nibbled the grass. Soon he yawned. He was bored, and he wondered how fast his brothers would appear if a wolf showed up.	83 96 109 120 127
“Wolf! Brothers, come! The wolf is here!” Max yelled.	136
Quickly, the figures of his brothers appeared at the top of the hill. Cedric was running so fast that he could barely catch his breath when he got to Max. Max laughed so hard that his sides hurt.	149 161 174
“Just kidding!” he said, wiping tears of laughter from his eyes.	185
“Don’t make up stories,” Cedric grumbled.	191
Disgusted, his brothers returned to their sheep. As soon as they were gone, however, Max saw the dark form of the wolf lurking in the tree line.	202 215 218
“Wolf! Brothers, come! The wolf really is here!” Max yelled.	228
Max peered anxiously at the top of the hill, but his brothers didn’t come.	240 242
“Brothers, why won’t you come?” Max yelled, but there was only silence. Max watched the wolf sadly, regretting the joke he had played on his brothers.	253 264 268

- 1** At the beginning of the selection, Max and his brothers are headed —
- A** to the fields
  - B** to their house
  - C** into the woods
  - D** up to the top of a hill
- 2** What happens after Max calls to his brothers the second time?
- A** Both brothers come to help.
  - B** Neither brother comes running.
  - C** Cedric runs so fast he is out of breath.
  - D** Steven says he will chase the wolf away.
- 3** From the details in the selection, you can tell that the brothers are —
- A** close enough to see Max
  - B** close enough to hear Max
  - C** too far away to come quickly
  - D** too far away to hear very clearly
- 4** The setting affects the plot by making Max —
- A** bored, so he causes trouble
  - B** lonely, so he calls for his brothers
  - C** excited, so he thinks that he sees a wolf
  - D** happy, so he laughs so hard his sides ache
- 5** Describe what happens at the end of the selection. Include one detail about the setting that affects the outcome.

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**Directions: Read the selection and answer the questions that follow.**

## Johnny Appleseed

A long time ago, there were not as many people in America as there are now. You could stand on a hilltop and see nothing but waving grass for miles and miles. Across that open land traveled a very unusual man. His name was Johnny Appleseed.

In those days, people did not have many visitors because they lived far apart. They were always excited to see someone new, and Johnny Appleseed was the most interesting visitor of all! They would notice him approaching from a distance, wearing a cooking pot on his head in place of a hat. As he drew nearer, they would see he wore clothing made of old coffee bags. Even in the coldest weather, his rough feet were bare. He always carried a bundle on his back. As he got closer, he would hold out a handful of apple seeds.

“Will you trade clothes for these apple seeds?” Johnny would say.

People always took Johnny Appleseed up on this trade, because the idea of a shady apple tree growing in the yard was nice. The next morning, Johnny Appleseed would place his cooking pot on his head and start out once again. After he had continued on his way, the settlers would plant the apple seeds and care for them until they grew into trees.

Johnny walked north, south, east, and west all over the country. He would give the clothes that he collected to those who needed them, and he always traded his apple seeds for whatever people could give him. As time passed, homes across the country were shaded by the apple trees that grew from Johnny’s seeds. And as people placed apple pies on their tables, they remembered the unusual man who had given them the seeds.

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- 1 Which sentence from the selection gives a detail about the setting?
- A *You could stand on a hilltop and see nothing but waving grass for miles and miles.*
  - B *As he drew nearer, they would see he was wearing clothing made of old coffee bags.*
  - C *People always took Johnny Appleseed up on this trade, because the idea of a shady apple tree growing in the yard was nice.*
  - D *And as people placed apple pies on their tables, they remembered the unusual man who had given them the seeds.*
- 2 According to the selection, what happens after Johnny leaves a house?
- A People plant the apple seeds that he has given them.
  - B He trades the clothing people gave him for apple seeds.
  - C He trades apple seeds for burlap sacks to use as clothing.
  - D People look forward to the next person to come for a visit.
- 3 The setting affects the plot because the open spaces make —
- A Johnny Appleseed want to plant trees to fill the grassland
  - B Johnny Appleseed travel without shoes even in the winter
  - C people welcome a stranger who wears a pot on top of his head
  - D people worried about what news might be brought of other settlers
- 4 What happens whenever Johnny stops at a new place?

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- 5 How does the setting affect the way the characters in this selection relate to each other?

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**Directions: Read the selection and answer the questions that follow.**

## Rip Van Winkle

Rip Van Winkle was a lazy man who spent most of his time doing anything to avoid spending time at home. One day, Rip was tired from a long day of hunting and sat down to rest under a tree.	14 26 40
“Rip Van Winkle!” he heard a strange voice calling his name. Rip stood up when he saw an unusual little man carrying a large barrel on his back.	52 65 68
“Rip Van Winkle! Help me carry this water,” the strange little man said. Grumbling, Rip helped him. They soon entered a clearing where several other little men were bowling.	80 90 97
Rip watched for a while. He was thirsty and decided to draw water from the keg. After he finished drinking, he became sleepy and curled up to nap under a nearby tree.	110 121 129
When he awoke, the strange little men were gone, and the sun was rising. Surprised by his long sleep, Rip stretched stiffly and walked back to town. He couldn’t wait to tell everyone his story about the odd little men.	142 153 166 169
As he entered town, people stared. Rip looked in a window and saw an unfamiliar old man with a long beard looking back at him. As he raised his hand to his face, the old man in the window did, too. That was when he realized that he was looking at himself.	181 194 209 221
Rip Van Winkle knew that he must have been asleep for many years. He was sad that he had missed so much of his life. From that day forward, he worked hard and spent time with his family.	233 247 259

- 1 What is the theme of the selection?
- A It is rewarding to help other people.
  - B Take the time to take care of yourself.
  - C Spend time on the things that really matter.
  - D You should be careful about how long you sleep.
- 2 What evidence from the selection supports the idea that Rip Van Winkle avoids working at home?
- A He drinks water and falls asleep in the forest.
  - B He helps someone carry water in the forest.
  - C He decides to go out hunting all day in the forest.
  - D He enjoys bowling with the little men in the forest.
- 3 When Rip Van Winkle wakes up —
- A he finds he has slept outside all night
  - B he finds he has slept much of his life away
  - C he wants some more of the water from the keg
  - D he feels well rested for the first time in a long time
- 4 How does Rip Van Winkle feel after he discovers he slept so long? Explain how this helps you infer the theme of the selection.

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**Directions: Read the selection and answer the questions that follow.**

## Red Riding Hood

Once there was a little girl who loved her grandmother very much.	12
She had a name, but everyone called her Red Riding Hood because of the red cloak that she wore.	24 31
One day she was walking through the woods to visit her grandmother, and she stopped to pick some flowers. When a wolf saw her, he put on his most pleasant face, and he walked toward the girl.	42 53 66 68
“Hello,” he said. “What do you have in that basket?”	78
Red Riding Hood knew she should not talk to strangers, but the wolf seemed nice. “I am taking soup to my grandmother because she doesn’t feel well,” Red Riding Hood said.	90 101 109
“I hope your grandmother feels better soon,” the wolf said.	119
The wolf wanted the food for himself, so he raced ahead of the little girl to arrive at her grandmother’s house first. He sneaked into the house, put on the grandmother’s cap, and took her place in bed.	132 144 155 157
Soon he saw Red Riding Hood peek around the corner, and he saw that she looked confused.	169 174
“Grandma, what big eyes you have!”	180
“The better to see you with, my dear.”	188
“And what big ears you have!”	194
“The better to hear you with,” the wolf said, and he smiled at his own cleverness.	208 210
“And what big teeth you have!”	216
At these words, the wolf knew she had caught him, so he leapt up and tried to grab her basket of food. Red Riding Hood was a brave girl, however, and she chased him out of the house and into the woods. Then, she sat down at the table with her grandmother to a delicious lunch.	230 243 256 268 272

- 1 What is the theme of the selection?
  - A Be careful of wolves.
  - B Be kind to your elders.
  - C Don't talk to strangers.
  - D Don't stop to pick flowers.
  
- 2 What main lesson did the wolf learn?
  - A Don't go to houses out in the forest.
  - B Don't try to dress as a grandmother.
  - C Don't talk to little girls picking flowers.
  - D Don't try to steal food from others.
  
- 3 After the wolf talks to Red Riding Hood, he —
  - A makes a plan to steal Red Riding Hood's food
  - B decides to see how her grandmother is feeling
  - C makes a plan to race Red Riding Hood through the forest
  - D decides to play a joke by dressing up as the grandmother
  
- 4 When Red Riding Hood first sees the wolf at her grandmother's house, she —
  - A asks him to have lunch with them
  - B thinks it is nice that he came to visit
  - C thinks that he really is her grandmother
  - D wonders why he came to visit her grandmother
  
- 5 What will Red Riding Hood most likely do if a wolf talks to her in the woods again?

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**Directions: Read the selection and answer the questions that follow.**

## Anansi and the Beans

Once there was a spider named Anansi. Back in those days, every spider had a full head of hair, and Anansi was very proud of his.	12 26
In addition to being proud of his hair, Anansi was also a greedy spider. His favorite meal was the beans his wife made. Not only were they delicious, but Anansi was sure that eating beans made his hair grow long and thick. One day, his wife was making a big pot of beans on the stove, and he lifted the lid to draw a spoonful.	39 51 62 76 91
“No beans until you finish your chores,” she said.	100
Anansi dragged himself outside to work in the fields, but he could not stop thinking about the beans. By mid-afternoon, he was very hungry. He saw his wife go out to the barn, so he sneaked into the kitchen. The smell of beans filled the air.	112 123 138 146
Anansi took a taste, and he thought to himself that the beans were even better than usual! But they were too hot to eat, and his wife would return any minute. He took off his hat, and he began to quickly fill it with beans.	159 173 186 191
Just then he heard his wife’s steps, so he stuck the hat full of beans on his head as he tried to come up with a story to tell her.	205 221
Oh, how they burned! Anansi felt the beans drip down through his hair. As his wife entered the kitchen, Anansi pulled his hat off with a howl and began dancing around, but he stopped when he saw the look on his wife’s face.	233 246 258 264
“Where is your hair?” she said.	270
Anansi rushed to the mirror and, sure enough, his beautiful hair had been burned off by the hot beans. And that is why spiders are bald even to this day.	282 296 300

- 1 What is the main theme of the selection?
- A Do not be proud.
  - B Do not be greedy.
  - C A good plan takes time.
  - D Hard work is its own reward.
- 2 What main lesson does Anansi learn?
- A to listen to his wife
  - B to not sneak beans
  - C to work hard in the fields
  - D to do his chores before eating
- 3 As a result of Anansi trying to hide the beans from his wife, he —
- A loses all his hair
  - B makes his wife angry
  - C does not work in the fields
  - D thinks about the beans all day
- 4 Why does Anansi’s wife tell him not to eat the beans?

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- 5 Why does Anansi put the beans in his hat?

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**Directions: Read the selection and answer the questions that follow.**

## The Race

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- 1** Why have Maria and Tanya not talked to Lisa?
- A** They feel shy about talking to Lisa.
  - B** They think that Lisa seems unfriendly.
  - C** They are upset that Lisa beat them in a race.
  - D** They wonder if she has too many friends already.
- 2** How do Maria and Tanya's feelings change toward Lisa?
- A** They become afraid to go up and talk to her.
  - B** They decide that all three of them can be fast.
  - C** They find that she is not as friendly as they thought.
  - D** They think that she will find friends with other runners.
- 3** When Maria sees others ignoring Lisa, she —
- A** wants Tanya to talk to Lisa before her
  - B** remembers that Lisa beat them in a race
  - C** feels bad that Lisa does not have friends
  - D** thinks she and Tanya should not talk to Lisa
- 4** What do Maria and Tanya learn about Lisa at the end of the selection?

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**Directions: Read the selection and answer the questions that follow.**

## Joey's Grandma

Nathan and Megan were washing the dishes when their dad came into the kitchen.	11 14
"I have some bad news," he said. "Joey fell while riding his bike today, and he has a broken leg." Joey was a friend of theirs who lived down the street.	27 41 45
"Oh, no!" Megan cried. "Can we do anything to help?"	55
"You could take some of these muffins you made to Joey and his grandmother," Dad said. Nathan and Megan exchanged a fast look. Dad did not seem to notice.	68 77 84
"Can we do anything else instead?" Nathan asked.	92
"Don't be silly. Here, I've made up a plate," Dad said, handing them a covered plate. Nathan and Megan took the plate and began to walk slowly to Joey's house.	104 116 122
"Maybe his grandmother won't be home," Nathan said hopefully.	131
"Of course she'll be home. He has a broken leg," Megan said with a sigh. "But Joey says she's nice."	144 151
"She always looks so mean and grumpy," Nathan said. They approached the door shyly, and Megan knocked. After a moment, the door swung open. An older woman stood in the doorway, her face downturned in a frown. Nathan gulped.	161 171 183 190
"I'm Nathan, and this is my sister Megan," Nathan said in a rush.	203
"Here, we brought muffins," Megan added, holding up the plate with a trembling hand.	213 217
"Why, how nice! I've been wanting to meet Joey's friends! He's talked so much about you," the woman said. As she spoke, her frown disappeared, and she smiled widely. All the meanness disappeared, and Nathan and Megan realized that they had been wrong about her all along. They relaxed and knew it would be a fun visit.	228 240 249 259 272 274

- 1 Why didn't Megan and Nathan want to bring muffins to Joey?
- A They were busy doing dishes.
  - B They were afraid of his grandma.
  - C They wanted to bring something else.
  - D They wanted to stay home with their dad.
- 2 Which of these best describes Megan and Nathan's dad?
- A Concerned, because their friend had broken his leg
  - B Happy, because they have been washing the dishes
  - C Kind, because he lets them stay home after they ask
  - D Angry, because they don't want to take muffins to Joey
- 3 What do Nathan and Megan think of Joey's grandma at first?
- A They think that she looks a little bit mean.
  - B They are interested in getting to know her.
  - C They are worried that she disapproves of them.
  - D They think that she seems like a caring grandma.
- 4 When Megan first meets Joey's grandma, she feels —
- A upset and angry
  - B nervous and shy
  - C relaxed and bored
  - D carefree and happy
- 5 How do Megan and Nathan's feelings about Joey's grandma change from the beginning to the end of the selection?

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**Directions: Read the selection and answer the questions that follow.**

## Jubilee

Eddie sat on the shore with Matt and Joe. It was so dark that he wondered if they would even be able to notice if anything happened. Their parents and a bunch of other adults gathered together, pulling out nets and chatting excitedly. Suddenly, the beach lit up as one of the adults turned a floodlight toward the calm water.	14 26 36 45 58 60
“Explain this jubilee thing to me again,” Eddie said, trying not to sound doubtful.	72 74
“When the conditions are right, all the fish come up from the sea floor and throw themselves on the beach,” Matt said with a grin. “It’s the coolest thing ever. We just scoop them up.”	87 99 109
“I didn’t see anything about it on the news,” Eddie said slowly.	121
“My grandma always knows,” Joe spoke up for the first time. He pointed at a tall, silent woman standing at the edge of the water. “She’s lived here her whole life, and she’s always right when she says there will be a jubilee.”	133 146 158 164
“Yeah, it’s kind of spooky,” Matt said. “It always happens at night. That’s why we’re here now.”	176 181
They watched as Joe’s grandma bent down to peer into the dark water. “It’s time!” she called.	193 198
Eddie, Matt, and Joe sprang up together, grabbing nets and running to the water. They could see a churn of movement under the surface. Suddenly, a rockfish popped to the surface, followed by many others. A flounder flopped onto the beach. Everywhere Eddie looked, the water moved.	208 220 230 240 245
He waded carefully into the water with everyone else, scooping up the wiggling fish and pouring them into buckets on the shore.	256 267
Eddie joined the cheering that went up from the crowd: “Jubilee!”	278

- 1 How does Eddie feel about the jubilee at first?
- A He thinks it does not sound real.
  - B He feels certain that it will happen.
  - C He is excited to see what happens.
  - D He is worried that it might be scary.
- 2 Which word best describes Joe’s grandma?
- A Happy
  - B Gloomy
  - C Annoyed
  - D Focused
- 3 When Eddie sees the Jubilee, he feels —
- A amused, because he thought it was funny to see so many fish
  - B bored, because it isn’t as exciting as he thought it would be
  - C angry, because it is not what his friends told him it would be
  - D amazed, because he didn’t know there would be so many fish
- 4 How do Matt and Joe feel about sharing the jubilee with Eddie?

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- 5 How do Eddie’s feelings about the jubilee change from the beginning to the end of the selection? Use details to support your answer.

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**Directions: Read the selection and answer the questions that follow.**

## How Sharks Are Different from Fish

### Ocean Animals

Sharks and fish both live in oceans from the north to the south. They look alike in many ways, but they are very different animals. Let's look at the differences between sharks and fish.

### How Sharks and Fish Are Different

Sharks and fish are different down to their bones. Fish have bones like humans. Shark skeletons are made of cartilage. Cartilage is made of tissue that is softer than bone. Also, sharks do not have scales. Their skin is made of sandpaper-like skin instead.

### Shark Facts

- Sharks can unhinge their jaws. This way, they can open their mouths wide to catch prey.
- Sharks do not have a voice. They move through the water quietly.
- When a shark loses a tooth, another one takes its place. Sharks never stop growing new teeth.

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- 1** The information under the heading “How Sharks and Fish Are Different” helps the reader —
- A** understand more about where fish live
  - B** understand more about where sharks live
  - C** learn about how sharks and fish are the same
  - D** learn about some differences between sharks and fish
- 2** The information under the heading “Ocean Animals” gives the reader —
- A** details about fish and their bodies
  - B** an overview of the ways fish and sharks are different
  - C** a short introduction to the main topic of the selection
  - D** a summary of interesting details about sharks and fish
- 3** The details in the bullet points in the selection are related to —
- A** what sharks are like
  - B** how to tell a shark from a fish
  - C** how sharks are different from fish
  - D** the ways in which sharks and fish are similar
- 4** List two reasons why headings help readers.

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**Directions: Read the selection and answer the questions that follow.**

## Animals in Antarctica

<b>A Cold Home</b>	3
Antarctica is one of the seven continents. It is one of the coldest places on Earth, but there are many animals that make their home in this frozen land. Two of the animals that live there are penguins and seals.	16 28 41 43
<b>Penguins</b>	44
Six different types of penguins live in Antarctica. Penguins are good swimmers and can hold their breath for up to twenty minutes. They have a top layer of oily feathers that help them stay dry in the water while they look for food. They have a special kind of feather underneath, called down, which helps keep them warm.	54 66 81 94 102
<b>Seals</b>	103
More than half of the world’s seals live in Antarctica. They are good swimmers and can dive deep for food. Seals can hold their breath for about two hours! Seals have very good hearing. They cannot see color, but special parts of their eyes help them see underwater where there is not much light. Some seals have loud voices.	116 128 139 151 162
<b>Antarctica Facts</b>	164
<ul style="list-style-type: none"> <li>• The South Pole is in Antarctica.</li> <li>• Almost all of Antarctica is covered in ice.</li> <li>• Antarctica can be called a desert because it gets very little rain each year.</li> </ul>	170 178 190 192

- 1 The information under the heading “A Cold Home” includes —
- A details about seals
  - B details about penguins
  - C an introduction to the main topic
  - D a summary of the details in the selection
- 2 Where should the reader look to find facts about Antarctica not related to animals?
- A Under the heading “A Cold Home”
  - B Under the heading “Penguins”
  - C Under the heading “Seals”
  - D Under the heading “Antarctica Facts”
- 3 The details in the paragraph under the heading “Seals” are mostly about —
- A what seals that live in Antarctica eat
  - B what seals that live in Antarctica are like
  - C how seals compare to other animals that live in Antarctica
  - D how seals that live in Antarctica are different from other seals
- 4 Which sentence in the selection supports the title?
- A *Antarctica is one of the seven continents.*
  - B *It is one of the coldest places on Earth, but there are many animals that make their home in this frozen land.*
  - C *Almost all of Antarctica is covered in ice.*
  - D *Antarctica can be called a desert because it gets very little rain each year.*
- 5 List two reasons why headings help readers.

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**Directions: Read the selection and answer the questions that follow.**

# Rainbows

## The Mystery of Rainbows

A rainstorm has just ended, and the sun is shining. “Is that a rainbow?” you may ask with wonder as you look out the window. Rainbows often seem mysterious because they appear out of nowhere. Let’s look at some facts about rainbows.

## How Are Rainbows Formed?

Rainbows appear when water in the air forms into droplets when the sun is out. The light from the sun has all the colors in it. It creates a many-colored arc through the water droplets.

## Rainbow Facts

- Rainbows always form with its colors in the same order: red, orange, yellow, green, blue, indigo, and violet.
- Double rainbows appear when the water droplets are the right size to create two arcs of color.
- Rainbows appear in the direction opposite from the sun in the sky. This means if the sun is on your left, the rainbow will appear to your right. They are usually in the eastern or western part of the sky. They rarely occur in the north or the south.

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- 1** The author uses bullet points in the selection to —
- A** explain how rainbows are formed
  - B** introduce the main topic of the selection
  - C** summarize the main idea of each section
  - D** present facts that are related to rainbows
- 2** The headings help the reader by —
- A** telling what type of details will be found in each section
  - B** summarizing the details in the section that came before
  - C** giving interesting facts about rainbows and other things in the sky
  - D** explaining the different places that rainbows form and how to see them
- 3** The section titled “The Mystery of Rainbows” is different from the other sections because it —
- A** gives the author’s opinions about rainbows
  - B** tells what details will be found in the other sections
  - C** lists the details in bullet points rather than paragraphs
  - D** is an introduction and does not include facts about rainbows

**4** List two reasons why headings help readers.

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**5** In which section should the reader look to find information about what causes a rainbow? Why?

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**Directions: Read the selection and answer the questions that follow.**

## Prometheus Steals Fire

### A Greek Myth

Zeus was the mighty king of the gods. He did not like Prometheus.	13
He decided to give Prometheus a hard job so that Prometheus	24
would not have time to bother the other gods. Zeus told	35
Prometheus to go away and make a person out of earth and	47
water. Prometheus formed people to be as peaceful as the gods	58
were warlike. Soon, he found that he liked his new creation better	70
than the gods as a unit. He began to feel bad for people because	84
they did not have fire. Zeus had decided that the glow of fire was	98
something that only the gods would be allowed to enjoy.	108
Prometheus continued to cause trouble. One day, he figured out	118
how to make two gods angry at each other. They began to argue,	131
and the other gods watched. Prometheus sneaked past them,	140
quiet as a mouse. He stole a bit of fire. He hid the fire in a	156
pumpkin shell and carried it to the people, who welcomed him	167
with open arms.	170
Zeus found out what Prometheus had done. He was angrier than	181
he had ever been. Prometheus was in trouble. Zeus left him tied	193
to a rock where he stayed until Hercules freed him one thousand	205
years later.	207

- 1 Which words in paragraph 1 show the contrast between the gods and people?
- A Job, Person
  - B Earth, Water
  - C Creation, Fire
  - D Warlike, Peaceful
- 2 The phrase “*quiet as a mouse*” in paragraph 2 is used to describe how —
- A the people welcome Prometheus
  - B Prometheus gets past the fighting gods
  - C the angry gods are talking to each other
  - D Prometheus uses a pumpkin shell to take fire to the people
- 3 Which word in paragraph 1 helps the reader understand how Zeus feels about Prometheus?
- A New
  - B Bother
  - C People
  - D Person
- 4 Why does Prometheus want the two gods to fight?

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**Directions: Read the selection and answer the questions that follow.**

# How Butterflies Came to Be

## A Native American Myth

It was the end of summer. The rain had washed the world clean, and all the colors of the plants and flowers were brighter than the summer sun.	13 26 28
Elder Brother walked and soaked in the beauty of the world around him. As he thought about the coming cold months, he decided to create something that would celebrate all the colors of summer. He opened his bag, and out flew hundreds of butterflies. They were all the colors of the rainbow. As they flew from the bag in a unit, they sang with the most beautiful voices.	40 52 63 75 90 96
Elder Brother sat to enjoy his creation, but soon a small songbird came to sit on his shoulder.	108 114
“Elder Brother, what have you done?” the songbird chirped sadly in a voice that was not quite as beautiful as the songs of the butterflies. “Like birds, your new creation is colorful and flies. It even has a beautiful voice. I no longer know how we are special.”	124 138 149 162
Elder Brother nodded thoughtfully. With a wave of his hand, the butterflies fell silent.	173 176
“You are right, bird,” Elder Brother said. “Butterflies will fly and be colorful, but only birds will sing.”	188 194

- 1 Which phrase in paragraph 1 is used to describe how the flowers look?
- A *End of summer*
  - B *The plants and flowers*
  - C *Washed the world clean*
  - D *Brighter than the summer sun*
- 2 The phrase “soaked in the beauty” shows that Elder Brother —
- A gets wet in a rainstorm while walking
  - B makes paintings of the beautiful things he sees
  - C pays attention to the beautiful things around him
  - D cleans the beautiful things as he walks past them
- 3 Which phrase from paragraph 4 shows how the songbird feels about what Elder Brother has done?
- A *Chirped sadly*
  - B *Quite as beautiful*
  - C *Beautiful voice*
  - D *Are special*
- 4 The phrase that shows that Elder Brother is able to easily solve the songbird’s problem is —
- A *new creation*
  - B *nodded thoughtfully*
  - C *wave of his hand*
  - D *only birds will sing*
- 5 Which details from the selection describe why the songbird is worried about the butterflies?

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**Directions: Read the selection and answer the questions that follow.**

# How Anansi's Legs Became Long

## A West African Folktale

Once upon a time, there was a spider named Anansi. Anansi looked very different from spiders today. He had eight short, stout legs.	11 21 23
One day, Anansi was thinking about food, as he often did. The scent of the greens that Rabbit was making wafted through the air. The stew he smelled from Mouse's home made Anansi's mouth water, and his nose told him that Frog was cooking some beans. Anansi knew that all his friends would have delicious meals, and he wanted to make sure that he had some, too.	35 47 57 69 81 90
Putting on his thinking cap, Anansi figured out a plan. He would tie a single silk thread to each of his friends' front doors and the other end of the string to his own legs. Quick as a rabbit, Anansi visited each of his friends.	103 117 131 135
"When your meal is ready, just tug on the web, and I will come to join you," he told each of his friends.	150 158
Soon, Anansi sat happily on his web, each leg tied to a friend's door. He was as happy as a lark thinking of all the good food he would soon be eating. Suddenly, one leg was tugged, then another, then all of them together. Anansi felt his legs being pulled like rubber bands. Quickly, he cut the threads, but it was too late. His legs were now as long and thin as they had once been short and stout.	171 185 196 208 221 235 237

- 1 The phrase “*made Anansi’s mouth water*” tells you that the food Anansi is smelling —
- A makes him feel thirsty
  - B makes him feel hungry
  - C reminds him of his wife’s cooking
  - D reminds him that he likes to eat stew
- 2 What does the phrase “*putting on this thinking cap*” in paragraph 3 mean?
- A Covering his head up
  - B Trying not to think too hard
  - C Trying to think about something else
  - D Hoping to come up with a solution to the problem
- 3 Which words in paragraph 3 show that Anansi is eager to put his plan into action?
- A *Tie a single silk thread*
  - B *To his own legs*
  - C *Quick as a rabbit*
  - D *Each of his friends*
- 4 “*Anansi felt his legs being pulled like rubber bands.*” Why does the author compare Anansi’s legs to rubber bands in this sentence?

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- 5 Choose one example of a simile from the selection. Write it down and explain its meaning.

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**Directions: Read the selection and answer the questions that follow.**

## The Language of Cats

If you have a cat, you probably know that cats can be difficult to understand. One wrong move, and the kitty runs away. How can you be certain what cats are really trying to tell you?	14 25 36
A purr seems to be an easy place to start. Cats purr when they are happy. However, they may also purr when they are sick or injured. Scientists think that a cat purrs when it wants someone to stay around.	50 62 73 76
When a cat makes noise, it may sound like it's saying "meow." Scientists have found that, in the wild, cats do not meow often. Meowing may be the way that cats talk to people.	88 100 110
A cat's rub might seem like a clue that it wants something, but there is more going on. In the wild, cats rub against each other. It's like a hug after they have been apart for a while. Think of a cat rubbing its owner's leg as a cat hug.	123 136 152 160
A cat's blink is another way it communicates. Cats don't blink when they are feeling worried. Cats relax and blink slowly when they feel safe.	171 182 185
Cats might not be the easiest animals to understand, but these tips might help explain what they are trying to tell you.	197 207

- 1 Which of these is not a time when a cat will purr?
- A When it is feeling sick
  - B When it has been hurt
  - C When it wants to be petted
  - D When it wants to be left alone
- 2 What is the selection mostly about?
- A Ways that cats communicate
  - B Reasons why cats like to purr
  - C Reasons why cats like to meow
  - D Ways to know when cats are angry
- 3 Which detail from the selection suggests that cats communicate differently with people than they do with other cats?
- A *Scientists have found that, in the wild, cats do not meow often.*
  - B *A cat's rub might seem like a clue that it wants something, but there is more going on.*
  - C *In the wild, cats rub against each other.*
  - D *A cat's blink is another way it communicates.*
- 4 What details from the selection support the idea that cats are difficult to understand?

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**Directions: Read the selection and answer the questions that follow.**

## Plants and Fire

When conditions are hot and dry, a single lightning strike can destroy half of a forest. Soon after the fire, new plants are poking up in the burned areas. Where did they come from?	11 24 34
Some plants produce seeds that are fire-resistant. These seeds have hard, protective outer shells. After the fire is over, the seeds just need some water to begin growing. Some seeds, however, need fire to help them grow.	43 55 65 71
Jack pine trees need fire to start the growth of seeds. In Michigan, a certain type of bird depends on the young jack pines for shelter. Many animals depend on plants that grow after fires.	84 97 106
There are even some seeds that only need smoke to begin growing. These seeds stay in the ground for years, waiting for fire to clear other plants and fertilize the ground. The presence of smoke is their signal to begin to grow.	117 128 140 148
In the prairies of the United States, fires are sometimes set at the end of the year. These fires burn rapidly through the dried grasses. Some grasses need the fire to crack the hard outer coating of their seeds. Without fire, new grass would not grow well.	161 173 186 195

- 1 What is the main idea of the selection?
- A Some plants need fire for growth.
  - B Some grasses do not grow well without fire.
  - C A type of tree seed needs fire to start its growth.
  - D A type of plant needs smoke in order to begin growing.
- 2 Why do some plants wait for smoke before they begin growing?
- A Some plants produce seeds that are fire-resistant.
  - B Fire helps to crack the hard outer shell of their seeds.
  - C The smoke makes the air hotter so that they can grow.
  - D The fire that comes before the smoke will clear space for them.
- 3 Why are fires set in some areas?
- A The smoke stops seeds from growing.
  - B Fire burns the ground so new plants can't grow.
  - C Animals won't eat the plants that grow after the fire.
  - D Some grasses would not grow well without the fire.
- 4 Which detail from the selection suggests that seeds are not the only things that rely on fire for life?
- A *Many animals depend on plants that grow after fires.*
  - B *The presence of smoke is their signal to begin to grow.*
  - C *Some grasses need the fire to crack the hard outer coating of their seeds.*
  - D *Without fire, new grass would not grow well.*
- 5 What details from the selection support the idea that some seeds could not grow without fire?

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**Directions: Read the selection and answer the questions that follow.**

## Tide Pool Animals

Animals that live in tide pool areas are amazing. It is difficult to see some of the living creatures in them. This is especially true when the tide is out and the water is gone from the pools. But once tide water returns, the pools come alive.	14 26 41 47
Tide pool animals must be able to survive being pounded by waves. They also need to be able to survive when exposed to air. Certain tide pool animals have special body parts. This helps them survive.	58 70 81 83
Mussels are able to grip tightly to the rocks with silky threads. They are often being pounded by waves. But they do not break loose. When the water gets lower, they close their shells up. Each half of the mussel’s shell pulls up. The two halves come together to form a sealed container.	96 108 121 133 136
Hermit crabs steal strong shells from other sea creatures. These shells can withstand rough waves. They serve as a home when the tide pool dries up.	146 158 162
Sea anemones are well adjusted for life in tide pools. They fasten themselves securely to rocks with sticky discs under their bodies. When the tide comes in, they open up like a flower. They search for food. When the water is gone, they seal up tightly again.	174 184 198 209
Sea urchins have a hard outer shell and sharp spikes. They attach themselves securely to rocks in tide pools. They do this with hundreds of tube-like feet. The tide doesn’t take them out to sea.	221 232 244
It seems that every sea creature has some “tricks” for survival. Tide pool animals live well in their tough environment no matter if the tide is in or out.	255 267 273

- 1 What is the main idea of the selection?
- A Animals that live in tide pools are amazing.
  - B Tide pool animals survive in different ways.
  - C Tide pools have many types of animals in them.
  - D Some tide pool animals close up when the tide goes out.
- 2 What difficult conditions do tide pool animals need to be able to survive?
- A Staying closed up when the tide comes in
  - B Living in small shells and under large rocks
  - C Being out in the air and then having to breathe underwater
  - D Staying attached to rocks and finding food when the tide is out
- 3 Which detail from the selection suggests that sea anemones do not eat when the tide is out?
- A *Sea anemones are well adjusted for life in tide pools.*
  - B *Sea anemones fasten themselves securely to rocks with sticky discs under their bodies.*
  - C *When the water is gone, they seal up tightly again.*
  - D *It seems that every sea creature has some “tricks” for survival.*
- 4 How do mussels survive when the tide comes in?

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- 5 What details from the selection support the idea that animals have special ways to survive in the tide pools?

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**Directions: Read the selection and answer the questions that follow.**

## Bees and Flowers

Bees need nectar from flowers to eat. But did you know that flowers need bees, too?	12 16
Some people love flowers with colorful petals. However, flowers are not trying to be beautiful for people. They are trying to invite bees to come to them.	25 38 43
Bees know that flowers have nectar. When a bee sees a bright flower, she flies to it. Inside the flower is a yellow powder called pollen. A bee becomes covered with pollen while she is sipping nectar from a flower.	55 68 79 83
Next, the bee flies to another flower. When the bee visits this new flower, she leaves some of the pollen. The pollen from one flower helps another flower make seeds.	96 108 113
Seeds will form a new plant one day. It is as if the pollen from one flower is like money that bees pay for a sip of nectar from the next flower. Bees spend hours every day flying from flower to flower before finally returning to the hive.	129 144 155 161
Flowers need pollen from other flowers to grow. Bees give flowers a way to spread pollen. Most flowering plants need bees to survive. Bees and flowers need each other to live.	172 183 192
When you see a bee buzzing from flower to flower, remember that she is doing an important job.	204 210

- 1 Flowers solve a problem for bees by —
- A giving them a home
  - B giving them nectar to eat
  - C giving them beautiful colors to enjoy
  - D giving them a place to rest at the end of the day
- 2 Bees solve a problem for flowers by —
- A eating their pollen
  - B moving their pollen
  - C helping them get nectar
  - D carrying nectar for them
- 3 According to the selection, a problem flowers have is they need to —
- A make enough pollen for bees
  - B create enough space for bees
  - C spread pollen to other flowers
  - D invite fewer bees to their flowers
- 4 According to the selection, what causes bees to fly to flowers?

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**Directions: Read the selection and answer the questions that follow.**

## Elisha Otis's Elevator

Elisha Otis was born in the northeastern United States. He was	11
always interested in how things worked. From an early age, he	22
liked to help family members solve problems. He helped his	32
brother figure out a way to help lift things. This invention was used	45
in buildings to lift heavy things from one floor up to another floor.	58
Later in life, Otis started an elevator business. He invented the first	70
safe elevator. Elevators had been around for a long time. These	81
elevators were dangerous. They did not have a working brake.	91
People never rode in them. They were just used to move things	103
from one building's floor to another.	109
Otis had the idea to build a good brake system for elevators. This	122
helped elevators stop safely at each floor of a building. Finally,	133
people began to trust that elevators could move people safely.	143
Otis's elevator business was very successful. It made a lot of	154
money. The Otis Company made elevators for many famous	163
buildings. Because of this invention, tall buildings became more	172
common. Otis's invention helped change towns and cities around	181
the world.	183

- 1 What problem did Otis help his brother solve?
- A How to stop elevators safely
  - B How to move people up and down
  - C How to build tall buildings in cities
  - D How to move heavy things from floor to floor
- 2 People did not want to ride in early elevators because —
- A elevators did not have safe brakes
  - B elevators could only move heavy things
  - C elevators did not always go up and down
  - D elevators were not strong enough to hold people
- 3 Otis’s invention affected elevators by —
- A helping them stop at each floor
  - B helping them move more quickly
  - C making them able to go to the top floor
  - D making them able to hold more people
- 4 Which detail from the selection supports the idea that Otis’s curiosity caused him to invent things?
- A *He was always interested in how things worked.*
  - B *This invention was used in buildings to lift heavy things from one floor up to another floor.*
  - C *Later in life, Otis started an elevator business.*
  - D *Otis had the idea to build a good brake system for elevators.*
- 5 What change did Otis’s invention cause in towns and cities around the world? Choose a detail from the selection to support your answer.

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**Directions: Read the selection and answer the questions that follow.**

## The Invention of the Sticky Note

Sometimes, things do not go as planned. Dr. Spencer Silver knows that better than most people. He also knows that things can turn out better than planned!	11 23 27
Dr. Silver worked for a company as a chemist. He had been asked to make a very strong glue. He decided to try one solution, but the glue he made actually did the opposite of what he wanted. It helped things stick together, but they could be pulled apart very easily.	40 53 65 76 78
His coworker Art Fry was trying to make a new bookmark. He wanted the bookmark to stick to a book's page without leaving stickiness behind. He saw Dr. Silver's glue and knew they had a solution to his problem.	90 101 113 117
Dr. Silver and Art Fry had come up with the idea behind sticky notes. People everywhere were excited about this idea. Finally, they could stick a note anywhere! Dr. Silver and Art Fry made a lot of money from the sticky note. It has changed the way that people work at their jobs. Now people can make notes on pages without writing directly on them. They can simply pull the note off when they are done.	130 139 153 166 178 190 193

- 1 What problem was Dr. Silver trying to solve?
- A Making a thick glue
  - B Making a strong glue
  - C Making a glue that can be moved
  - D Making a glue that can be washed
- 2 The problem Art Fry was trying to solve was —
- A glue that could spread
  - B glue that would not come apart
  - C glue that would not leave stickiness behind
  - D glue that could stick the pages of a book together
- 3 According to the selection, the problem with the glue that Dr. Silver made was that it —
- A was too sticky
  - B was not sticky enough
  - C would not dry completely
  - D was not designed for books

4 What effect did the invention have on the way people work?

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5 What details from the selection support the idea that Dr. Silver’s problem became Art Fry’s solution?

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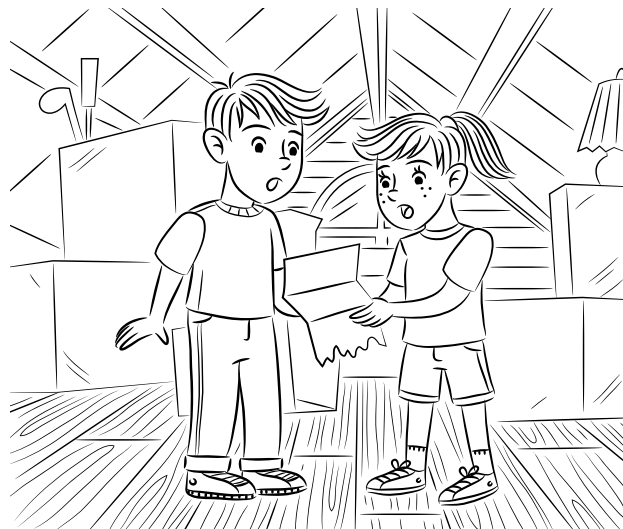
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**Directions: Read the selection and answer the questions that follow.**

## The Letter

It was late afternoon, and Justin and Sarah had been helping their dad carry boxes down from the attic for the last 30 minutes.	12 24
“The dust up here is terrible,” Sarah groaned, leaning on a box. The box toppled over, spilling the contents. Justin decided to put down his box to help Sarah scoop up the contents.	36 47 57
“Hey, what’s this?” Justin asked. He held up an old, yellowed envelope. Sarah took it from him and pulled out a sheet of paper.	68 81
“It’s a letter,” Sarah said, scanning the page. “My dear Justin . . .”	92
“It does not say Justin!” Justin said, grabbing the letter. “Wait, it does say Justin!” Just then their dad appeared up the attic stairs.	104 116
“Dad, this is a letter for Justin . . . except it was written in 1919,” Sarah exclaimed.	129 131
“Oh, you found the box of your great-grandmother’s letters to her brother Justin,” Dad said with a smile. “Your name has been in the family for a long time.”	142 155 160
“What was her name? It’s torn off,” Sarah said.	169
“Well, your name has been in the family for a long time, too, Sarah. That was also her name,” Dad said.	183 190
“Wow!” Justin and Sarah said together.	196



- 1 What event from the selection is shown in the illustration?
- A Sarah is telling Justin his name is in the letter.
  - B Justin has grabbed the letter back from Sarah.
  - C Justin and Sarah’s dad has come back upstairs.
  - D Sarah is telling her dad about the letter she found.
- 2 The illustration supports the idea that Justin —
- A does not care what Sarah has found
  - B is thinking about taking the letter back
  - C does not think he should touch the letter
  - D is feeling shocked about what Sarah found
- 3 The illustration best supports which idea from the selection?
- A Sarah thinks the letter is funny.
  - B Sarah is surprised by the letter.
  - C Justin thinks the letter is boring.
  - D Justin is worried about the letter.
- 4 Why does the author include the illustration in the selection?

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**Directions: Read the selection and answer the questions that follow.**

## Friendship Bracelets

Becca decided to add one more pink bead to the bracelet she had made, and she smiled. Jasmine would love it. Becca wondered what Jasmine had made for her.

“Let’s make bracelets for each other,” Jasmine had said the day before. “We can surprise each other with how we make them.”

Becca had clapped her hands, thrilled with the idea. She already had the perfect idea of what to make for Jasmine.

Now, Becca skipped as her dad walked her to Jasmine’s house, the pink bracelet hidden safely in her pocket. Five minutes later, Jasmine opened the door and let her in, hopping with excitement. Becca noticed that she was wearing her favorite pink shirt and had wrapped her dark hair in a pink scarf.

“Me first!” Jasmine said. “Close your eyes while I tie it on.”

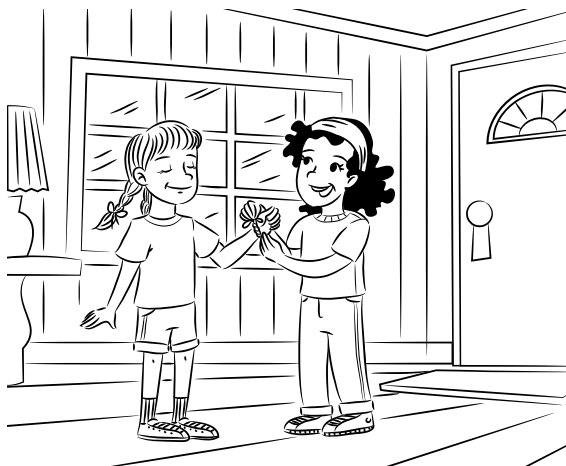
Becca squeezed her eyes closed and felt Jasmine pull something tight around her wrist.

“You can open your eyes now,” Jasmine said, clapping her hands.

Becca looked at the rainbow-colored woven bracelet that Jasmine had made for her, and she grinned. Jasmine knew she loved rainbows.

“I love it!” Becca exclaimed. “Now, it’s my turn. Close your eyes!”

Jasmine closed her eyes, as Becca smiled in anticipation. Jasmine was going to love her bracelet.



- 1 What is the setting in the illustration?
  - A Becca’s room
  - B Becca’s kitchen
  - C Jasmine’s porch
  - D Jasmine’s house
  
- 2 The illustration best shows that Jasmine —
  - A is happy about what she made for Becca
  - B is worried that Becca will not like her bracelet
  - C thinks that the bracelet will not match Becca’s outfit
  - D thinks that Becca might be peeking at the bracelet
  
- 3 Which event in the selection is in the illustration?
  - A Becca is skipping to Jasmine’s house.
  - B Jasmine is putting a bracelet on Becca.
  - C Becca is making a bracelet for Jasmine.
  - D Jasmine is letting Becca put on the bracelet.
  
- 4 The illustration best supports which idea from the selection?
  - A Jasmine is not sure Becca will like the bracelet.
  - B Becca is excited about what Jasmine has made.
  - C Becca has seen the bracelet that Jasmine made.
  - D Jasmine cannot fit the bracelet on Becca’s wrist.
  
- 5 How does the illustration support what happens in the selection?

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**Directions: Read the selection and answer the questions that follow.**

## The Market

I could barely sit still next to Mom in the back seat of my grandparents' car. It had been a long plane ride to the Dominican Republic. My grandmother looked back at me from the front seat and smiled, saying something in Spanish. She spoke the words too quickly for me to understand, so Mom translated.

"We are going to the market," she explained.

At the market, there were booths full of different fruits and vegetables. I tried to think of the name of all the fruits as we walked by them.

"It's a kiwi, José," Mom said when I picked up a strange green fruit I had never seen before.

After a few minutes, a wonderful scent tickled my nose. I sniffed deeply, realizing that I was becoming hungry. I smelled meat, with some different spices underneath. My grandmother saw me sniffing and smiled again.

"It is a type of meat pie," she said. She took my hand and threaded her way through the stalls where the heavenly scent was even stronger. She spoke to a man at a booth, who handed me something that looked like a small bread loaf.

I took a bite, and the wonderful flavors of meat and bread filled my mouth. There were some spices too, and I tasted sweet raisins.

"Meat pies are my new favorite food," I declared.

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- 1 What is the setting in the illustration?
- A The plane ride
  - B The fruit booth
  - C The meat pie booth
  - D The grandparents' car
- 2 Which part of the story is not shown in the illustration?
- A The narrator
  - B The meat pie
  - C The man selling meat pies
  - D The booth with the meat pies
- 3 The illustration best supports which idea from the selection?
- A José is not sure if he likes the meat pie.
  - B The meat pie is José's new favorite food.
  - C José is not sure what a kiwi fruit looks like.
  - D The market is full of colorful fruits and vegetables.

4 What does the illustration show about José?

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5 How does the illustration support what happens in the selection?

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Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## Play Ball!

Some students think recess is the best part of the day. Playing is not only important at school. Studies show that we need at least an hour of exercise a day to stay healthy. It is important to play at home, too.

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Sports are a great way to move your body. Sports help your bones grow. Playing a sport is like school for your body. Instead of learning facts, you learn how to throw and catch. Over time, your body will remember how to move. This is just like when you remember things you learn in school! The more you practice, the better you will get.

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Team sports also teach us to work well with others. We learn how to tell each other when we will pass a ball. We learn how to keep our heads up when we lose. Nothing is better than being part of a team.

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You should find a friend and get outside. Play soccer. Make your own running course. Get your heart pumping. You will feel amazing with the wind on your face as you move. Think of it as homework for your body!

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- 1 A detail supporting the author’s claim that it is healthy to play after school is –
- A *Some students think recess is the best part of the day.*
  - B *Studies show that we need at least an hour of exercise a day to stay healthy.*
  - C *The more you practice, the better you will get.*
  - D *We learn how to tell each other when we will pass a ball.*
- 2 Which detail explains the author’s opinion about team sports?
- A *Playing is not only important at school.*
  - B *Instead of learning facts, you learn how to throw and catch.*
  - C *Nothing is better than being part of a team.*
  - D *Make your own running course.*
- 3 Which statement from the selection expresses the author’s opinion?
- A *Studies show that we need at least an hour of exercise a day to stay healthy.*
  - B *Sports help your bones grow.*
  - C *Instead of learning facts, you learn how to throw and catch.*
  - D *You will feel amazing with the wind on your face as you move.*
- 4 How does the author compare after-school sports to school? Choose two details that support this claim.

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Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## A Theater in the Community

You take your seat in a huge hall. Your heart is racing. The lights lower, the whispers stop, and the show begins. You will not see a movie, though. You are at a community theater, the most exciting show in town!	14 27 38 41
You can watch live actors perform on stage at a community theater. Most of the time, the actors are people from your town. You might see your teacher dressed up as a wolf. Your librarian could be a princess. Normal people can be stars. That is one of the best parts of community theaters.	52 64 76 90 95
Theater is better than movies. That is because a play happens right in front of your eyes. Interesting sets and costumes help you imagine new worlds. Plays can make you laugh or cry. Plays with songs can get your feet tapping. Some stories are based on fact. Other stories are made up. Either way, it is a lot of fun.	106 118 130 142 155
There are many benefits of community theater. People of all ages can get involved. Of course, a lot of people get nervous on stage. That's called "stage fright." With practice, this nervousness goes away.	165 177 186 189
There are plenty of ways to help at a theater, even if you don't want to act. People are needed to paint the set. Sometimes theaters need people to play music. Even watching the show is important. After all, someone has to clap at the end!	204 215 226 235

- 1 Which sentence supports the author’s claim that anyone can get involved in community theater?
- A *Most of the time, the actors are people from your town.*
  - B *Normal people can be stars.*
  - C *That is one of the best parts of community theaters.*
  - D *There are plenty of ways to help at a theater, even if you don’t want to act.*
- 2 Which statement from the selection is a fact that supports the author’s claim that community theater is a good place to see a play?
- A *You are at a community theater, the most exciting show in town!*
  - B *You can watch live actors perform on stage at a community theater.*
  - C *Either way, it is a lot of fun.*
  - D *There are many benefits of community theater.*
- 3 Which claim is meant to persuade the reader that community theater is enjoyable?
- A *The lights lower, the whispers stop, and the show begins.*
  - B *Your librarian could be a princess.*
  - C *Theater is better than movies.*
  - D *Sometimes theaters need people to play music.*
- 4 Which sentence from the selection presents an opinion about the benefits of community theater?
- A *You take your seat in a huge hall.*
  - B *Most of the time, the actors are people from your town.*
  - C *Some stories are based on fact.*
  - D *People of all ages can get involved.*
- 5 What is the author’s opinion about people being involved in community theater, even if they don’t want to act?

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Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## Conserving Water

About 70 percent of Earth is covered in water. Most of that water is in the ocean. Less than 3 percent of the planet's water is freshwater, which means we can drink it. Water is one of the most valuable resources humans have. It needs to be protected. Water is necessary for all living things, from cats and dogs to flowers and trees.	13 26 39 49 61 63
There are ways to collect and create more freshwater. There are ways to remove the salt from ocean water to make it safe to drink. Rainwater can be collected and cleaned, too. It takes a lot of time and energy to do this, though.	74 88 101 107
It is important for everyone to save water. We need to use as little water as necessary to make it last longer. One easy way to save water is to turn off running water while you brush your teeth. In fact, this small change could save almost a thousand gallons of water a year! Imagine how much water we could save if everyone did this.	121 134 147 158 170 172
We also need to keep the oceans clean. Of course, humans cannot drink water right from the ocean, but we do eat fish. Cleaner oceans mean healthier fish and better food. Recycling helps keep trash out of our oceans. It also makes the view from the beach look much better!	184 196 206 220 222
Water does more than get rid of our thirst; it helps to grow the food we eat and provides a home for many animals. Clean water is vital for life on Earth.	237 250 254

- 1 Which claim does the author make to persuade the reader to save water?
- A *Most of that water is in the ocean.*
  - B *Rainwater can be collected and cleaned, too.*
  - C *In fact, this small change could save almost a thousand gallons of water a year!*
  - D *Recycling helps keep trash out of our oceans.*
- 2 Which sentence from the selection includes a fact supporting the importance of saving water?
- A *Water is necessary for all living things, from cats and dogs to flowers and trees.*
  - B *Imagine how much water we could save if everyone did this.*
  - C *We also need to keep the oceans clean.*
  - D *It also makes the view from the beach look much better!*
- 3 Which sentence from the selection best supports the author’s opinion that saving water is easier than creating freshwater?
- A *Less than 3 percent of the planet’s water is freshwater, which means we can drink it.*
  - B *There are ways to remove the salt from ocean water to make it safe to drink.*
  - C *It takes a lot of time and energy to do this, though.*
  - D *Recycling helps keep trash out of our oceans.*
- 4 Why do our oceans need to be clean? Explain your answer with two details from the selection.

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- 5 What is the author’s opinion about saving water? Explain your answer with two details from the selection.

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**Directions: Read the selection and answer the questions that follow.**

## Showing Off

Many places around the world have lakes and ponds that contain mallard ducks. Male mallards have a green head and a white collar on the neck. Females are usually covered in brown feathers.	11 23 33
Mallard ducks usually pair up in the fall and winter. Males try to get a female's attention using some pretty fancy moves. Look out into the water. You might see a bunch of ducks bobbing their heads up and down like they are listening to a catchy tune. Do they hear imaginary music? No, they are just saying, "Hey, look at me!"	47 58 70 84 95
Maybe you hear a whistle. You might see a duck pull up his wings and tail. He's trying to say to a nearby female, "I'm pretty great!" Or he might try to look handsome by pulling himself up tall out of the water to show his front side. He could belt out a loud whistle.	109 123 137 150
These birds may seem to be putting on a funny show for you and me, but they are really just showing off for each other.	164 175

- 1 The author includes the details “*Male mallards have a green head and a white collar on the neck*” to —
- A help the reader choose a favorite duck
  - B explain how males get a female’s attention
  - C support the opinion that mallards are beautiful
  - D inform the reader about how some mallards look
- 2 Which detail from the selection helps support the author’s claim that ducks show off?
- A *Male mallards have a green head and a white collar on the neck.*
  - B *Females are usually covered in brown feathers.*
  - C *Mallard ducks usually pair up in the fall and winter.*
  - D *You might see a duck pull up his wings and tail.*
- 3 The author most likely wrote this selection to —
- A explain where mallards live
  - B inform readers how mallards pair up
  - C describe the colors of mallards’ feathers
  - D compare male and female mallard ducks
- 4 How does the detail “*You might see a bunch of ducks bobbing their heads up and down like they are listening to a catchy tune*” support the author’s purpose?

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**Directions: Read the selection and answer the questions that follow.**

## Our Solar System

On a clear summer night, you can look up and see a blanket of stars covering the sky. If you are lucky, you will also be able to see a planet or two.	14 29 33
It may seem like the stars are just out of reach, but they are very far away. The closest star to us is the sun, which is the center of our solar system. The solar system is made up of the sun, eight planets, other objects going around it, and a whole lot of nothing in between. Let's take a brief journey through our little corner of the universe.	48 63 76 88 100 102
The sun is the largest object in our solar system. It is so big, it could contain more than a million Earths. Each planet moves around the sun.	117 127 130
The smallest planet, Mercury, is at the front of the line. It only takes 88 days for Mercury to travel around the sun.	143 153
Venus is farther from the sun than Mercury, but it is the hottest planet. It is sometimes called "Earth's sister" because it is close in size and shape to Earth. Earth, our home, is the only planet known to have life. The next planet, Mars, is known as the "Red Planet" because of its color.	166 177 190 203 208
Jupiter is the largest planet. It has a red spot that is roughly the size of Earth. Next comes Saturn. You might know about Saturn's rings, but did you know they are made out of floating rocks and ice?	222 233 245 247
Uranus is the only planet that spins end over end, like a rolling soccer ball. Neptune is the farthest planet from the sun. It is dark and cold, and strong winds are always blowing. It takes Neptune 165 Earth years to go around the sun just once.	260 273 284 294

- 1 The author includes the detail, “. . . *it is so big, it could contain more than a million Earths*” to make a comparison. This helps the reader to —
- A understand the size of the sun
  - B know how the planets move around the sun
  - C connect the location of the sun to Earth
  - D recognize that the sun is at the center of the solar system
- 2 What detail from the selection does the author use to describe all the planets in the solar system?
- A *If you are lucky, you will also be able to see a planet or two.*
  - B *Let’s take a brief journey through our little corner of the universe.*
  - C *Each planet moves around the sun.*
  - D *It takes Neptune 165 Earth years to go around the sun just once.*
- 3 Which sentence from the selection contains a detail about a planet that supports the author’s message that each planet is unique?
- A *The closest star to us is the sun, which is the center of our solar system.*
  - B *The solar system is made up of the sun, eight planets, other objects going around it, and a whole lot of nothing in between.*
  - C *Each of them moves around the sun.*
  - D *Uranus is the only planet that spins end over end, like a rolling soccer ball.*
- 4 The author most likely wrote the selection to —
- A compare the planets to the sun
  - B describe what makes up our solar system
  - C inform readers of the name of our solar system
  - D explain how Earth is the most interesting planet
- 5 The selection states that our solar system has eight planets. How does that relate to the author’s purpose for writing the selection?

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**Directions: Read the selection and answer the questions that follow.**

## Sounds from the Deep

Many people think the ocean is a quiet, relaxing place. It is easy to imagine sitting on the beach with gentle waves in front of you and the distant call of seagulls in your ear.	14 27 35
Take a deeper look. You will discover that the ocean is a huge underwater world that contains different kinds of wildlife. It is also much noisier than you might think.	48 59 65
Whales may seem like giants gliding through the water. They are actually noise machines! Whales communicate by clicking or making loud calls. A blue whale's call can be as loud as a jet engine at takeoff. A sperm whale can get even louder. Some whales send signals to each other by slapping the water with their tails and fins. Because the ocean is so big, it is important for whales to be as loud as possible, so that other whales can hear them.	75 83 98 109 120 133 146 148
Dolphins talk to each other by using different tones. To us, they might sound like whistles or chirps, but this is a dolphin's language. These sounds might give a warning or a call to come play. Sound also helps dolphins "see" what is around them. Dolphins build a mental map using sounds. A dolphin will whistle or chirp and wait to hear an echo. The longer it takes to hear the echo, the farther away something is. Dolphins use this trick to find underwater caves and hunt for fish. Dolphins also laugh, as if they are having so much fun they cannot contain themselves.	159 171 183 193 204 219 231 243 252
The ocean is a wild place, full of noise and life.	263

- 1 What detail from the selection does the author use to provide a contrast to what most people think about the ocean?
- A *Many people think the ocean is a quiet, relaxing place.*
  - B *It is also much noisier than you might think.*
  - C *Whales communicate by clicking or making loud calls.*
  - D *Dolphins talk to each other by using different tones.*
- 2 The author explains that dolphins use sound to help them move by—
- A calling to play
  - B giving a warning
  - C laughing underwater
  - D making a mental map
- 3 The author most likely includes the detail “*A blue whale’s call can be as loud as a jet engine at takeoff*” to —
- A explain how blue whales move
  - B compare dolphins and whales
  - C illustrate that the ocean is full of sound
  - D describe how difficult life in the ocean can be
- 4 One detail from the selection says, “*Some whales send signals to each other by slapping the water with their tails and fins.*” How does this detail relate to the author’s purpose?

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- 5 How does the detail “*Dolphins use this trick to find underwater caves and hunt for fish*” support the author’s purpose for writing the selection?

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**Directions: Read the selection and answer the questions that follow.**

## The First Game

The bus pulled up to Wrigley Field and stopped at the gate.	12
Diane watched the driver show the guard a ticket, and the bus	24
drove into the parking lot. Diane looked out the window at the	36
big baseball stadium. She had never been to Chicago before.	46
The women on the bus were all talking excitedly, and Diane	57
thought it must be their first time, too.	65
Diane’s mother played for the Racine Belles. They were a team in	77
the All-American Girls Professional Baseball League. The league	85
was started because so many men were soldiers in World War II.	97
There weren’t enough men to play on the teams.	106
Diane and her older sister Ginny got off the bus and went to their	120
seats. They were right behind the dugout where the players sat.	131
Diane looked out at the bright green surface of the field. She felt	144
excited and nervous at the same time.	151
“Hot dogs! Get your hot dogs here!” yelled a man pushing a cart.	164
When he came near their seats, Ginny bought them both hot	175
dogs. Diane took a bite and thought it was delicious.	185
It was time for the game to begin. The Racine Belles stepped onto	198
the field. Diane saw her mother and waved. She wasn’t sure if her	211
mother saw her, but then she blew Diane a big kiss.	222
The other team was batting first. Diane heard the crack of the	235
bat and watched the ball sail through the air. Her mother caught	247
the ball.	248
“You’re out!” the umpire yelled.	253
The entire stadium cheered loudly, and Diane beamed. Her mom	263
was a real baseball player!	268

- 1 Why are Diane and Ginny in Chicago?
- A To visit their mother
  - B To play in a baseball game
  - C To buy hot dogs at Wrigley Field
  - D To see the Racine Belles play baseball
- 2 What is the first thing that happens after the other team hits the ball?
- A The crowd cheers loudly.
  - B Diane’s mother catches the ball.
  - C Diane’s mother blows her a kiss.
  - D Diane sees her mother and waves.
- 3 Paragraph 2 is important to the development of the plot because it is where —
- A the author tells how the girls got to Chicago
  - B the author tells the name of the mother’s baseball team
  - C the author argues that women are better baseball players than men
  - D the author explains why Diane’s mother was able to play professional baseball
- 4 How does the setting of the story explain why Diane feels both excited and nervous?

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**Directions: Read the selection and answer the questions that follow.**

## A New Star

It was dark outside when William finished putting the books on the shelves. He walked around the library, blowing out candles.	11
The librarian sat at a desk near the entrance with a quill pen in his hand, writing quickly.	21
“There, finally finished. William, I need you to make a delivery,” the librarian said. He folded the letter, sealed it with wax, and put it on top of a book. “An astronomer came by earlier and asked for this book.”	36
“An astronomer?”	39
“An astronomer is someone who studies the stars.” The librarian put some cheese and bread in a cloth and tied it up. “Here’s something to snack on while you walk. Hurry, now. He’s on the hill behind the church.”	51
William took the letter, the book, and the food and stepped out into the night. He was glad the full moon made enough light for him to see the path. He ate the bread and cheese as he walked, his eyes turned up to the sky. The surface of the moon looked like a smiling man.	65
William approached a man with a lantern on top of the hill. William wiped the crumbs from his chin and cleared his throat.	78
“Are you waiting for a book, sir?” William asked.	79
The man looked down and saw the book in William’s hand. He handed the lantern to William and started flipping through the book. It was filled with different patterns of stars.	81
“Just as I thought!” the man exclaimed. “There’s a star missing.”	91
“You mean they forgot to put it in the book?”	104
“I mean it just appeared. It’s a new star,” the man said.	117
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- 1 What problem does the full moon solve?
- A It lets the astronomer see a new star.
  - B Its light lets William read the librarian’s letter.
  - C It allows William to see the path to the church.
  - D Its light allows the astronomer to read the book.
- 2 How does the historical setting of the story influence the librarian’s actions?
- A He has William put books on the shelves.
  - B He gives William a snack to eat since it is late.
  - C He finds a book that the astronomer is looking for.
  - D He writes a letter with a quill pen and seals it with wax.
- 3 Right after William leaves the library, he —
- A finds the astronomer
  - B eats his bread and cheese
  - C wipes crumbs from his chin
  - D looks for a lantern to light his way

4 Read this paragraph from the story.

*“Just as I thought!” the man exclaimed. “There’s a star missing.”*

What does William think the astronomer means?

- A There is a new star in the sky.
  - B There is a mistake in the book.
  - C A star was there, but now it’s gone.
  - D The star is on a different page in the book.
- 5 The story is set in the past. What problems does the setting cause William and the astronomer? Use details from the selection to support your answer.

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**Directions: Read the selection and answer the questions that follow.**

## Life on the Frontier

Jimmy Smith set the bag of flour on the surface of the counter.	13
His face was sweaty, and his arms were tired. His younger sister,	25
Anna, handed him a cup of cold water and continued putting	36
goods on the shelves. Jimmy and Anna were in charge of running	48
the store while their parents delivered groceries with the wagon.	58
The Smith family used to live in New York City. New York was	71
an amazing place, with carriages in the streets and crowds	81
everywhere. When silver was discovered in the hills of Nevada,	91
they moved here to open a general store. Nevada was quieter and,	103
they discovered, much hotter in the summer.	110
Mr. Hopkins, the town baker, walked into the store. “Good	120
afternoon,” he said. “I came here to pick up a few things.”	132
Jimmy and Anna ran around the store to grab what Mr. Hopkins	144
needed. Jimmy loaded up his carriage with flour and sugar. Anna	155
gathered apples, eggs, and butter. Mr. Hopkins thanked them for	165
all their help and paid for his groceries before leaving.	175
When their parents returned, the sun was beginning to set.	185
“How were things at the store?” Mr. Smith asked.	194
“Hot,” James said.	197
“Slow,” Anna added.	200
Mrs. Smith said, “That’s not what I heard. Mr. Hopkins stopped	211
us and said you did a great job helping him today. He thought you	225
would enjoy this.”	228
Jimmy and Anna watched their mother produce an apple pie	238
from a basket. It had a beautiful golden crust and smelled like	250
cinnamon and sugar. They looked at each other and smiled.	260
Maybe Nevada wasn’t so bad after all.	267

- 1 Which detail from the selection shows that homesickness is a problem for Jimmy and Anna?
- A Nevada was quiet and hot.
  - B New York was an amazing place.
  - C Silver was discovered in the hills of Nevada.
  - D They moved to Nevada to open a general store.
- 2 Which sentence from the selection shows a resolution to the problem?
- A *“That’s not what I heard.”*
  - B *“He thought you would enjoy this.”*
  - C *They looked at each other and smiled.*
  - D *Maybe Nevada wasn’t so bad after all.*
- 3 Just before Jimmy and Anna are left in charge of the store —
- A Anna gives Jimmy a cup of cold water
  - B Jimmy sets a bag of flour on the counter
  - C the family moves from New York to Nevada
  - D their parents leave to deliver groceries with the wagon
- 4 How is the store from the selection different from a modern supermarket? Explain your answer using details from the selection.

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- 5 How is Jimmy and Anna’s understanding of events different from Mr. Hopkins’s understanding? Use details from the story in your answer.

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Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## New Noodles

Chen looked around her new bedroom and frowned. The hanging red lanterns made her miss China.	10 16
Her family had crossed the ocean to start a new life in America. Her father said there was gold in the mountains. Many others must have thought so, too, because people from all over the world had come to California.	29 41 53 56
Her father came home after a long day of looking for gold. He told Chen they were going out to dinner, and Chen was very excited. She had never eaten American food before.	70 82 89
Her parents took her to a small house. Chen's father knocked on the door of the building. A man with black hair and a beard greeted them. His name was Marco Bruno. He had come all the way from Italy to look for gold.	101 115 128 133
"Mr. Bruno is a friend of mine," Chen's father told her.	144
A map of Italy hung on a wall. Mrs. Bruno made spaghetti for dinner. Chen looked down at the plate. The spaghetti didn't look like any of the noodles Chen had eaten before. She took a small bite.	157 168 181 182
"What do you think?" Mr. Bruno asked.	189
Chen wasn't sure what the word was in English. She whispered in her father's ear, and he whispered back. "Delicious!" she said and took another bite.	201 212 215



Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## Listening to Dr. King

The roads in downtown Washington, D.C., were filled with people. They had come from all over for the march. Sally held her father's hand.	10 23 24
“Why are all these people here?” she asked.	32
“They are here for the same reason we are: to peacefully show that all people should be treated equally,” her father said.	44 54
He told her that they were going to hear a man named Martin Luther King Jr. speak. “I’ve heard so much about this amazing man, Sally. He knows how to move people with his words.”	67 78 89
Sally didn’t understand. How could a man move people with words?	100
“He uses his words to make people do more,” her father said. “In his speeches, he tells people that they can make a difference.”	113 124
The march ended in front of the Lincoln Memorial. The Lincoln Memorial was a large building with a statue of President Lincoln inside. Sally’s father told her that President Lincoln also did a lot to help people.	135 146 158 161
Dr. Martin Luther King Jr., who had led the march, stepped up to the microphone. Sally listened to him speak, and she thought his voice was clear and strong. He explained that all people should have the same rights, and he said that he knew that this would happen someday.	174 185 196 209 211
Sally looked around the ocean of people and saw heads nodding in agreement with Dr. King’s message. She knew Dr. King’s speech would help them make a change, and her father was right—Dr. King could move people with his words.	222 233 246 252

- 1 What do Sally and her father have in common with the other people?
- A They have seen Dr. King before.
  - B They are all from Washington, D.C.
  - C They are bored by being at an adult gathering.
  - D They have come from out of town for the march.
- 2 How does Sally's father feel about Dr. King?
- A He does not really know much about what Dr. King says.
  - B He thinks Dr. King teaches people how to make a difference.
  - C He thinks that Dr. King wants to make a difference, but does not know how.
  - D He wants to wait until he hears Dr. King speak before he decides whether he agrees.
- 3 What does Sally have a hard time understanding?
- A Why she and her father would need to march
  - B Why so many people have gathered to march
  - C How anyone can move people with just words
  - D How people knew to come there for the speech
- 4 Which sentence best describes Sally's relationship with her father?
- A Sally listens, and her father teaches her about life.
  - B Sally listens, but her father is difficult to understand.
  - C Sally and her father do not have much to say to each other.
  - D Sally and her father disagree about what he tries to teach her.
- 5 What lesson does Sally learn at the end of the story?

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Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## Teatime

Mary's father had sent her to London to take a job. She was going to become one of Queen Elizabeth's maids of honor. Her aunt had come with her, but Mary still missed the rest of her family.	14 26 38
"This is Richmond Palace, one of Her Royal Majesty's favorites," her carriage driver said.	48 52
Mary trembled with fear as she stepped down from the carriage. A maid named Helen took Mary to her room while her aunt toured the palace.	63 76 78
"This is the biggest building I've ever seen," Mary said.	88
"I got lost once or twice ages ago, but a maid needs to know the palace inside and out," Helen replied.	103 109
"And what else does a maid of honor need to know?"	120
"She needs to know how to dance and dress and make people comfortable at parties. Servants and maids keep things neat and tidy and feed the queen's guests. Maids of honor keep the guests and the queen happy."	132 142 154 158
Mary's bedroom had a globe of the world in it. She imagined her brothers out sailing in the ocean and wished she could see them. Another servant came in and helped her get dressed for teatime.	171 183 194
Mary went into the sitting room feeling sick to her stomach. Her aunt and cousin were already seated at the table.	206 215
"What are you doing here?" she asked her cousin in surprise.	226
"My husband works in Her Majesty's government," her cousin said, smiling. "I am often at the palace. It looks like you've already got a friend in your new home."	236 250 255

- 1** How does the maid Helen help Mary?
- A** She explains all about the people in the palace.
  - B** She tells about her own family and background.
  - C** She talks about some of the problems Mary might have.
  - D** She shows Mary the palace and tells about Mary's duties.
- 2** What is Mary thinking about when she looks at the globe?
- A** She is wishing she could see her brothers.
  - B** She is wondering where in the world she is.
  - C** She is worried that she will have to dust the globe.
  - D** She is thinking it is the biggest globe she has seen.
- 3** Which sentence shows what Mary and the servant who helps her dress have in common?
- A** They are both there to help other people.
  - B** They are both there to help people dress.
  - C** They are both there to keep the palace clean.
  - D** They are both there to make sure no one bothers the queen.
- 4** What is expected to be Mary's future relationship with the queen?

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- 5** How might Mary react to knowing her cousin is often at the palace?

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**Directions: Read the selection and answer the questions that follow.**

## A Master of the Brush

The desk was covered with brushes and paint. Candles burned in the corners of the room. Thomas sat in front of his blank canvas holding his brush. He was not sure where to start. Could he produce a masterpiece?	11 24 37 39
Thomas was a student of the master painter Raphael. Thomas had a lot in common with his teacher. Both were from Italy. Raphael had also studied under a great painter when he was young. The biggest difference was that his teacher was already famous for his paintings.	50 63 75 86
Thomas wanted nothing more than to be a great painter. But the longer he looked at the white canvas, the less sure he became.	98 110
Raphael walked into the room. "Let's see what you've got," he said. "I'm not finished yet," Thomas said.	122 128
"It seems like you haven't even gotten started," Raphael replied.	138
Thomas looked at the ground. "I don't know what to paint. How do you make such amazing work with just a little color and a brush?"	151 164
Raphael smiled and walked to the window. Thomas followed him. His teacher opened the curtain and light flooded the room.	174 184
"It's hard to create something in a dark room," Raphael said. "You have to look at the world around you. You don't think scientists make discoveries just sitting at their desk, do you? No, they go outside. They dig in the dirt and watch the stars."	196 208 220 230
Thomas looked outside. It was bright and colorful. It looked like a painting. He brought his canvas to the window and grabbed his paintbrush.	241 253 254

- 1** Which of these is a topic of this selection?
- A** A painter who does not know what to paint
  - B** A painter who wants to paint in a dark room
  - C** A painter who does not have the same paints as Raphael
  - D** A painter who thinks he has nothing in common with Raphael
- 2** Which of these is a topic of this selection?
- A** A student whose teacher is boring
  - B** A student who instructs his teacher
  - C** A teacher who looks out the window
  - D** A teacher whose student needs help
- 3** Which statement describes a main theme of the selection?
- A** Keep trying or you will not be successful.
  - B** Some people are better painters than others.
  - C** The best paintings are painted by a window.
  - D** The world is best discovered by being out in it.
- 4** What lesson does Thomas learn from Raphael?

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**Directions: Read the selection and answer the questions that follow.**

## The Top of the World

Matthew Henson moved slowly through the thick white snow. He felt the bitter cold with each step. The rest of his crew had fallen behind. Even though he was leading the way to the North Pole, he felt alone.	10 24 37 39
Henson shivered, pulling his hood tighter around his face. He thought about what had led him here. He had worked on a ship as a cabin boy, where he had learned to read and write. Years later, he met Robert Peary, a famous explorer. Peary asked Henson to join him on his adventures.	49 63 77 88 92
Over the years, Henson and Peary had traveled all over the north. Henson had learned other languages. He had become a talented dogsled driver, or <i>musher</i> . Peary wanted to reach the North Pole, and he could only do it with Henson's help. They had packed a ship with food, signed up crew members, and set sail for the top of the world.	104 114 125 138 151 154
Now, Henson stood alone in the freezing cold. He looked all around him. He saw nothing but white snow and blue sky. After checking his map, he realized he had gone too far. He had walked past the North Pole.	166 178 192 194
He turned around and followed his footsteps back. He checked the map again. At last, he found what he believed to be the right spot and planted the American flag. He was tired and cold, but he was also very excited. This is a great moment for both scientists and explorers, he thought, and he sat down to wait for the crew. A little while later, Peary appeared. "I think I'm the first man to sit on top of the world," Henson told him.	205 219 232 244 258 272 278

- 1 What is the main topic of the selection?
- A Matthew Henson is planning his next trip.
  - B Matthew Henson cannot find the North Pole.
  - C Matthew Henson is looking for Robert Peary.
  - D Matthew Henson cannot find food and is hungry.
- 2 Which of these is a topic of the selection?
- A Matthew Henson using his past experience to find his way
  - B Matthew Henson telling Robert Peary that he found his way
  - C Matthew Henson going back to find the other crew members
  - D Matthew Henson asking his friend Robert Peary to help him out
- 3 What does Robert Peary need to make his trip to the North Pole successful?
- A Matthew Henson's dogsled
  - B Matthew Henson's experience
  - C Matthew Henson's help with supplies
  - D Matthew Henson's knowledge of languages
- 4 Which statement describes a main theme of the selection?
- A Keep trying and your dreams can come true.
  - G Keep learning and your life will never be dull.
  - C Make sure you really want to go to new places.
  - D Make sure to check your maps before traveling.
- 5 How did Matthew Henson's experiences in life help him become part of finding the North Pole?

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Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## The New World

Simon looked out from the deck of the ship. He could see nothing but sky and ocean. He had not seen land in almost two months, and it felt like he might never reach America. He wondered what his parents and sisters were doing back home in England. Simon sighed and went to help make dinner.

*The Susan Constant* rocked with the ocean waves. Simon had to bend his knees to keep his balance as he looked through the stores of food. Today was meat day—the passengers would be eating salted beef. Simon saw supplies were running low. He thought it would be a good idea to try to catch some fish the next day. Even though there was not much choice in the food, he tried to make sure nobody felt hungry.

Although he missed England, Simon had made plenty of new friends. There were 53 other men on board. Everyone had a story. Simon enjoyed hearing people talk about their homes and families. Captain Newport even told him about what it was like sailing around the Caribbean Islands.

After dinner was served and the dishes were cleaned, Simon was tired and decided to sleep out on the deck. He looked at the blanket of stars in the sky. He thought it was a comfort that they were the same stars he could see back home. He pictured his family. He looked forward to the day they would all be together again.

As he drifted off to sleep, he wondered what the New World was like. Would it have beautiful beaches like the Caribbean? Would they find new animals that scientists had never heard of? One thing was certain: America was out there, somewhere, waiting for them.

- 1** What is Simon’s main problem in the selection?
- A** He is worried that he might not catch enough fish.
  - B** He is feeling homesick for what he has left behind.
  - C** He is feeling bored by the other people on the ship.
  - D** He is afraid of what he will find after his journey ends.
- 2** What is the topic of this selection?
- A** A boy who has dreams about what he will find in the New World
  - B** A boy who is happy to have finally left home to go to the New World
  - C** A boy who is worried about whether he will like life in the New World
  - D** A boy who has too many things to do to think about life in the New World
- 3** Which statement describes a main theme of the selection?
- A** Do not be afraid of new adventures in life.
  - B** Keep trying and you can solve any problem.
  - C** Make sure there is enough food for everyone.
  - D** Plan ahead to make sure everyone is taken care of.

**4** What dream does Simon have about the future?

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**5** How does Simon help others during the journey?

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Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## Helen Keller

Helen Keller was born in 1880. When Helen was almost two years old, she became very sick. Because of this, she was no longer able to see or hear.	12 24 29
In 1886, her family hired a teacher, Anne Sullivan. She had taught at a school for children who could not see.	41 50
Anne Sullivan did not have any special machines or books to teach Helen. It did not help that Helen was a difficult student who did not want to learn.	62 76 79
Anne did not give up. To teach Helen how to spell, Anne would write out a word on Helen’s hand. She did this over and over. Finally, one day when Anne wrote the word “water,” Helen knew what it meant!	92 105 116 119
After that, Helen became more interested in learning. She no longer felt like she was on an island with no one to talk to.	130 143
Anne continued to teach Helen. Then, from 1900 to 1904, Helen went away to college. She would become the first person who could not see or hear to get a college degree.	154 165 175
Helen went on to write many books. She also talked to many people about her life, giving hope to people who had faced challenges like she had.	188 200 202

- 1 The author uses the word “*finally*” in paragraph 4 to show that —
- A Anne tried many different ways to help Helen understand
  - B Anne did the same thing over and over until Helen understood
  - C Helen gave up after Anne tried many times to help her understand
  - D Helen went through many steps in a process before she understood
- 2 The author uses the word “*then*” in paragraph 6 to show that —
- A Helen went away to college before Anne taught her.
  - B Anne taught Helen before she went away to college.
  - C Helen went away to college while Anne was still teaching her.
  - D Anne went away to college while Helen stayed back at home.
- 3 By organizing the selection sequentially, the author is able to —
- A explain how Anne was able to overcome Helen’s bad attitude
  - B tell how Helen’s physical challenges made her life more difficult
  - C explain how Anne’s teaching led Helen to be able to write words
  - D tell how Helen’s childhood led her to be the adult that she became
- 4 Look at paragraph 6 of the selection. How is the information in that paragraph organized to help show the author’s purpose?

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Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## Georgia O’Keeffe

Georgia O’Keeffe is one of the most famous painters who ever lived. She was born in 1887 and grew up on a dairy farm. She loved art as a child, so her mother paid for art lessons. By the time she was twelve, Georgia knew she wanted to be an artist. She wanted to produce beautiful paintings.	11 25 39 51 57
In 1905, she studied at the Art Institute of Chicago. She trained at the Arts Student League of New York City in 1907. She made drawings with charcoal. She painted pictures of tall buildings in New York City.	69 82 92 95
O’Keeffe also painted huge flowers. She thought that if she painted them very large, people would see the same beauty she saw. Some of the flowers look like they come from a tropical island.	105 116 128 129
Later, she made beautiful paintings of dramatic landforms in New Mexico.	138 140
Many of her most popular paintings have been copied by machines. They have been made into calendars and posters.	150 159
Georgia O’Keeffe painted thousands of pictures in her lifetime. One even sold for 44 million dollars! There is now a museum named after her. It shows many of her most famous paintings.	168 180 191

- 1 The author uses the phrase “*by the time*” in paragraph 1 to show that —
  - A what happened earlier made her decide to go to a dairy farm
  - B what happened before then led to her decision to be an artist
  - C what happened after that made her decide to take art lessons
  - D what happened later led to her decision to be a famous painter
  
- 2 The author uses the word “*later*” in paragraph 4 to show that —
  - A Georgia painted dramatic landforms after she made calendars
  - B Georgia went to art school after she painted dramatic landforms
  - C Georgia painted dramatic landforms before she painted large flowers
  - D Georgia painted large flowers before she painted dramatic landforms
  
- 3 The author structures the first paragraph of the selection to —
  - A explain what caused Georgia to become an artist
  - B tell a list of reasons for Georgia becoming an artist
  - C tell the effect of Georgia wanting to become an artist
  - D explain the steps Georgia went through to make her art
  
- 4 By organizing the selection sequentially, the author is able to —
  - A show how Georgia sold thousands of her paintings
  - B tell why museums made calendars of Georgia’s art
  - C show how events in Georgia’s life led to her success
  - D tell why Georgia decided she wanted to paint flowers
  
- 5 Look at paragraph 6 of the selection. How is the information in that paragraph organized to help show the author’s purpose?

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Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## George Washington Carver

George Washington Carver was born in 1864. As a boy, he learned everything he could about plants. In 1888, he went to school in Iowa. He became the first African American in the United States to get a college degree.	11 22 33 40
Later, he went to Alabama to teach, but he also wanted to help farmers grow better crops. Carver soon saw that the soil in Alabama was not good for plants. The soil had become poor because it was not given enough time between plantings to replace the nutrients plants need to grow.	53 64 75 85 92
Carver invented a type of machine that helped farmers make their soil better. He also showed the farmers a new kind of crop—peanuts. The peanut plant improved the soil for growing other crops. However, the farmers ended up with too many peanuts!	102 114 124 134 135
Carver did tests to find a way to use all those extra peanuts. He discovered how to make over 250 different products from peanuts, including soap, ink, face cream, cheese, and milk.	148 158 167
For the rest of his life, Carter worked with plants. He found ways to make peanuts, pecans, sweet potatoes, and many other parts of plants into things people can use every day.	180 190 199

- 1 The author uses the word “*later*” in paragraph 2 to show that —
- A Carver went to school in Iowa after he earned his college degree.
  - B Carver went to Alabama to teach after seeing the soil in Alabama.
  - C Carver went to Alabama to teach before he went to school in Iowa.
  - D Carver earned a college degree before moving to Alabama to teach.
- 2 The author uses the phrase “*For the rest of his life*” in the last paragraph to show that the rest of the selection will be about —
- A what made Carver happy
  - B what made Carver famous
  - C what Carver did before then
  - D what Carver did from then on
- 3 By organizing the selection sequentially, the author is able to —
- A explain why Carver was interested in farming
  - B show how there came to be too many peanuts
  - C explain why peanut butter is still popular today
  - D show how great Carver’s accomplishments were
- 4 How does the author structure paragraph 4 to show that there were a lot of peanuts grown?

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- 5 How does the structure of information in paragraph 2 show the author’s purpose?

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**Directions: Read the selection and answer the questions that follow.**

## Jumping Rope

Slap . . . slap . . . skip . . . skip.	4
Jump under the rope, I'll make it, I hope.	8 13
One time I skip And—oops!—I trip.	17 21
Let me try once more. I won't fall on the floor.	26 32
I can jump over and go under. I'm like a springy frog!	39 44
Now I sing rhymes from long ago, As I watch the rope go and go.	51 59
Slap . . . slap . . . skip . . . skip. I once stood still, But now I jump without a spill.	63 67 74

- 1 Which two lines from the poem rhyme?
- A *Slap . . . slap . . . skip . . . skip. / Jump under the rope,*
  - B *I won't fall on the floor. / I can jump over and go under.*
  - C *Slap . . . slap . . . skip . . . skip. / I once stood still,*
  - D *I once stood still, / But now I jump without a spill.*
- 2 Which line from the selection uses onomatopoeia?
- A *Slap . . . slap . . . skip . . . skip.*
  - B *Let me try once more.*
  - C *Now I sing rhymes from long ago,*
  - D *As I watch the rope go and go.*
- 3 What sound is emphasized by the repetition of the words “*Slap . . . slap*” in the poem?
- A The sound of the rope hitting the jumper
  - B The sound of the rope hitting the ground
  - C The sound of the jumper jumping over the rope
  - D The sound of the jumper’s shoes hitting the ground
- 4 What does the line “*I’m like a springy frog!*” mean?

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**Directions: Read the selection and answer the questions that follow.**

## Basketball Dreams

I can see it now.	5
SWOOSH! Three points!	8
My fans in the stands	13
I'll never disappoint.	16
Sliding, gliding,	18
Past the others I buzz by.	24
My childhood seems so long ago.	30
Now I can jump so high!	36
Dribbling down the court	40
With teammates in the wings.	45
SWISH! Again!	47
The basketball sings.	50
Two points, four points.	54
Six, then eight.	57
The crowd stands up and cheers.	63
CLAP! CLAP! "You're doing great!"	68
A thunderous roar	71
As we win the game.	76
I'll surely win an award.	81
Everyone will know my name.	86

- 1 Which line from the selection uses onomatopoeia?
- A *SWOOSH! Three points!*
  - B *Now I can jump so high!*
  - C *Dribbling down the court*
  - D *Two points, four points.*
- 2 What is the rhyme scheme of the third stanza this poem?
- A ABCB
  - B ABAB
  - C ABBA
  - D ABCC
- 3 Why does the poet repeat sounds in the line “*Sliding, gliding*”?
- A To make a rhyme scheme in the poem
  - B To make a picture in the reader’s mind
  - C To use fewer different words in the poem
  - D To use fewer different sounds in the poem
- 4 Why does the poet write some of the words in capital letters?
- A It shows that the words tell about loud sounds.
  - B It lets the reader know which words to read quietly.
  - C It lets the reader know which lines of the poem rhyme.
  - D It shows that the words describe the sounds they make.

5 Read these lines.

<p><i>Sliding, gliding,</i> <i>Past the others I buzz by.</i></p>
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What is meant by “*I buzz by*”?

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**Directions: Read the selection and answer the questions that follow.**

## Ocean Blue

I stood in the water	5
Up to my knees,	9
Excited to go under	13
But a little scared of the seas.	20
One step, two steps,	24
Now up to my waist.	29
<i>I can swim</i> , I told myself.	35
I took a breath for the test I faced.	44
The ocean is so big,	49
And I watched the water flow.	55
With a little splash	59
I went below.	62
My snorkel in my mouth, and	68
My mask on my face,	73
I saw the wonderful sights	78
In this watery place!	82
Glimmery and shimmery,	85
A slippery, slithery eel swimming by.	91
An entire world of wonder	96
Right before my eyes.	100
Oranges and yellows	103
And greens and blues,	107
An amazing sight	110
Like a painting that moves.	115

- 1 Which line from the poem uses onomatopoeia?
- A *With a little splash*
  - B *My mask on my face,*
  - C *In this watery place!*
  - D *Like a painting that moves.*
- 2 What is the rhyme scheme of stanza 1?
- A ABCB
  - B ABAB
  - C ABBA
  - D ABCC
- 3 Why does the poet repeat sounds in the line “*Glimmery and shimmery*”?
- A To make a picture in the reader’s mind
  - B To make a rhyme scheme in the poem
  - C To make the reader think of ocean waves
  - D To make the line the same length as others
- 4 How does the line “*A slippery, slithery eel swimming by*” use sound to support the meaning of the poem?

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- 5 What does the simile “*Like a painting that moves*” mean?

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**Directions: Read the selection and answer the questions that follow.**

## A Better Way to Print

When people lived a long time ago, it is sometimes hard to know about their lives. Johannes Gutenberg is one of those people. We do know that he was born around 1399 in Germany. While growing up, he learned different trades. He learned how to shape gold and metals and how to cut gems. Johannes did not open a jewelry store, though. He worked on something much more important.

Back then, all of the book materials were made by hand—the paper, the cover, even the print. Each book had to be written by hand! Because of this, books cost a lot of money. Most people could not afford books. Many people did not even know how to read. Johannes wondered if there was a system that could make printing easier.

He asked some friends to lend him money for a secret project. They gave him enough to start working on his idea. He used some of the skills he had learned as a child to build a machine. He made letters and shapes out of blocks of metal. The blocks could be put together to spell different words. Then he covered the letter blocks in ink. He put a piece of paper on top. Johannes's machine pressed the inked blocks and the paper together. It did not work perfectly. Johannes used his skills and patience to improve it.

The printing press did not make him rich. His printing method made it faster and cheaper to make books. More and more people were able to buy books. They learned to read. He brought the gift of reading to average people.

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270

- 1 Which sentence in paragraph 1 best shows the selection has a time-order structure?
- A *Johannes Gutenberg is one of those people.*
  - B *We do know that he was born around 1399 in Germany.*
  - C *He learned how to shape gold and metals and how to cut gems.*
  - D *Johannes did not open a jewelry store, though.*
- 2 Which detail explains the why books cost a lot of money?
- A *Each book had to be written by hand!*
  - B *Most people could not afford books.*
  - C *Many people did not even know how to read.*
  - D *The printing press did not make him rich.*
- 3 According to the selection, the problem that Johannes’s printing method solved was —
- A how poorly books were made
  - B how badly books were written
  - C how many people wanted books
  - D how much it cost to make books
- 4 What problem did the use of metal letter blocks solve?

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**Directions: Read the selection and answer the questions that follow.**

## A Life on the Sea

Edward John Smith was born in England in 1850. He had a normal life growing up, but he went on to do extraordinary things. When Edward was fourteen years old, he went to work. Edward worked at a forge where metal was shaped. Edward helped make parts for giant ships. It was there that Edward began to dream of a life at sea.	13 25 36 47 60 63
When he was seventeen, Edward worked to learn to be a sailor on a ship. He learned how to tie knots and to sail by using the stars as a guide. Over the years, he became a skilled sailor. At twenty-six, he became captain of his first ship. Most sailors did not become captains until they were much older.	76 92 104 116 122
Edward continued to prove himself as a great sailor. He traveled all over the world. He worked on different passenger ships. Years later, he got the chance of a lifetime when he was chosen to be captain of the <i>Titanic</i> , the biggest ship in the world at the time.	133 144 158 171
On April 14, 1912, though, the <i>Titanic</i> struck an iceberg in the Atlantic Ocean. People left in lifeboats while the ship sank. Despite the crew's best efforts, the <i>Titanic</i> could not be saved. Edward John Smith went down with his ship.	183 194 205 212

- 1 Which sentence in paragraph 1 best shows the selection has a time-order structure?
- A *When Edward was fourteen years old, he went to work.*
  - B *Edward worked at a forge where metal was shaped.*
  - C *Edward helped make parts for giant ships.*
  - D *It was there that Edward began to dream of a life at sea.*
- 2 The first skill Edward learned to become a sailor was —
- A he traveled all over the world
  - B he became captain of his own ship
  - C he sailed on the biggest ship in the world
  - D he learned how to tie knots and to sail using the stars as a guide
- 3 Which word group helps explain the order of events in paragraph 2?
- A *When he was seventeen*
  - B *Sail by using the stars as a guide*
  - C *Captain of his first ship*
  - D *Until they were much older*
- 4 What problem did the *Titanic* experience?
- A It was too big to steer properly.
  - B The captain had little experience.
  - C It hit an iceberg in the Atlantic Ocean.
  - D The crew left the passengers on the ship.
- 5 What does the author think is an effect of Edward’s work at the forge?  
Use a detail from the selection to support your answer.

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**Directions: Read the selection and answer the questions that follow.**

## George's Great Invention

George de Mestral was born in Switzerland in 1907. He was a curious boy growing up, tinkering with tools and inventing toys. He got his first patent for a toy plane when he was only twelve years old. George's career as an inventor was just beginning.	12 23 37 46
George's curiosity was matched only by his love of the outdoors. He enjoyed hiking and hunting. This was the inspiration for his greatest invention. One day while hunting, he noticed his dog's hair was covered in prickly seeds called burrs. The burrs also stuck to George's pants. Fascinated, he brought them home to examine under a microscope. He discovered that the burrs had small hooks that grabbed onto fabric and fur.	57 68 79 91 100 111 117
George began to develop a hook and loop system of his own. Other people were not certain it would work. George found a fabric maker who liked his idea. After trying different fabrics, they found the perfect solution. One strip of fabric had thousands of small loops and another had hooks. The two pieces of fabric stuck together.	129 140 151 162 173 175
The invention was slow to take off, but in time it became a big success—even within the U.S. government. NASA used it on space suits for astronauts. It also made children's clothing easier to put on and take off. George died in 1990, but nine years later he made it into the National Inventor's Hall of Fame. His invention is still used today for everything from shoes to spacesuits.	189 200 211 225 237 245

- 1** What is the overall structure of the selection?
- A** Time order
  - B** Cause and effect
  - C** Comparison/contrast
  - D** Problem and solution
- 2** What problem does George have when he is out hunting with his dog?
- A** George and his dog become lost far from home.
  - B** He discovers that burrs are covered with tiny hooks.
  - C** George and his dog are trapped by the prickly burrs.
  - D** Prickly burrs stick to the dog’s fur and to George’s pants.
- 3** The author uses the text structure mainly to —
- A** explain a problem George once had
  - B** show the effect of George’s love of hiking
  - C** explain how hook and loop fasteners work
  - D** tell the history of a modern invention and its inventor
- 4** What is the effect of George’s love of the outdoors? Explain your answer with evidence from the selection.

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- 5** What is one problem that George’s invention helped solve?

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**Directions: Read the selection and answer the questions that follow.**

## The Best with a Bat

Some people are born with special gifts. Others have the drive to work hard so they can become the best at something. A very few have both. Ted Williams was one of those people. He could swing a baseball bat better than anyone who ever lived.	12 25 37 46
Ted Williams was born in 1918. He was an excellent baseball player growing up. After high school, he started to play minor league baseball. Soon he moved from California to Boston to join the major leagues. By practicing hard, he soon led the league in batting.	58 69 81 92
Williams was not only a great baseball player, though; he also learned to fly government planes during World War II. He went on to serve in the Korean War as well. In between these wars, he played baseball. His team even went to the World Series in 1946.	103 114 128 140
There are other players who hit harder than Williams, like Babe Ruth. Ted Williams did not have the most hits in a baseball career. But few could argue that when he was playing, Ted Williams was one of the best players ever to step up to the plate.	151 164 176 188

- 1** What detail supports the main idea that Ted Williams was not just a great baseball player?
- A** In between the wars, he played baseball
  - B** Williams started in minor league baseball.
  - C** Other players can hit harder than Williams.
  - D** Williams served in World War II and the Korean War.
- 2** Details in paragraph 2 support the idea that Ted Williams —
- A** was not able to play baseball in California
  - B** played minor league baseball in high school
  - C** was a good player when young and got even better
  - D** started as an average player and worked hard to improve
- 3** Details in the selection support the idea that Ted Williams —
- A** was both a sports hero and a pilot
  - B** had the most hits in any baseball career
  - C** would have lost playing against Babe Ruth
  - D** should have only played baseball, not flown planes
- 4** How did Ted Williams serve his country? Use details from the selection to support your answer.

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**Directions: Read the selection and answer the questions that follow.**

## Eyes to the Sky

John F. Kennedy could be described in many ways. He was a brave officer in World War II. He later served as a member of Congress. At 43, he was the youngest person to be elected President of the United States. But perhaps Kennedy's greatest success was to reach the moon.	11 24 36 45 51
America and Russia were both trying to get people into space. It was common to hear this called the "Space Race." Both countries worked hard to build better rockets. Russia launched the first craft. Americans wanted to win the "race," and Kennedy wanted to create a system to make that happen. He would not let another country beat America to the moon.	62 73 82 93 106 113
In 1961, President Kennedy said America would send men to the moon by the end of the decade. Some people thought his plan would not work. Kennedy knew that it would, if America tried hard enough. He gave more money to build rockets and space shuttles. America sent its first two Americans to space only a year later.	124 136 148 159 171
Kennedy continued to talk about the importance of exploring space. Astronauts continued to explore farther than people thought possible. On July 20, 1969, Neil Armstrong set foot on the moon. Kennedy was not alive to see his dream come true, but he did succeed in inspiring the world.	180 189 201 214 219

- 1 What does the author think is the most important detail about John F. Kennedy?
- A He served in World War II.
  - B He was a member of Congress.
  - C He was determined to explore space.
  - D He was the youngest person to be elected president.
- 2 The main idea of paragraph 2 is —
- A Russia sent the first man to space
  - B Russia launched the first space satellite
  - C America was losing the “Space Race” to Russia
  - D America and Russia were tied in the “Space Race”
- 3 What detail in paragraph 3 supports the idea that President Kennedy’s drive had results?
- A People thought his plan would not work.
  - B He said Americans would reach the moon.
  - C A year later, the first two Americans were in space.
  - D President Kennedy gave more money to build rockets.
- 4 Which sentence best states the main idea of the selection?
- A *John F. Kennedy could be described in many ways.*
  - B *But perhaps Kennedy’s greatest success was to reach the moon.*
  - C *Americans wanted to win the “race,” and Kennedy wanted to create a system to make that happen.*
  - D *Kennedy was not alive to see his dream come true, but he did succeed in inspiring the world.*
- 5 How do you know that just sending a man into space was not enough for President Kennedy? Use details from the selection to support your answer.

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**Directions: Read the selection and answer the questions that follow.**

## The Book That Changed America

Harriet Beecher Stowe had to work hard to stand out and be noticed. She had eleven brothers and sisters, which meant a crowded house and little privacy. She also wanted to be a writer, even though it was not common for women in the 1800s to pursue careers.

Stowe worked hard to get a good education. She studied at Hartford Female Seminary and later became a teacher there. Even after she got married and had children, she continued to write in her free time. In 1851, she began writing her most famous book. It went on to shape the course of U.S. history.

Her book, *Uncle Tom's Cabin*, started out as a story in a magazine. It was about an enslaved man who was separated from his family. Stowe thought that slavery was wrong, but other people did not. Still, her story managed to change many people's minds.

*Uncle Tom's Cabin* was printed as a book in 1852. It was an immediate success. It went on to become the most popular novel of the 1800s. Many people, including President Abraham Lincoln, believed that *Uncle Tom's Cabin* helped to start the Civil War. In 1865, the Civil War brought an end to slavery in America. Harriet Beecher Stowe did more than just stand out; she stood up for what she thought was right.

- 1 Which detail best supports the idea that Harriet Beecher Stowe was unusual for her time?
- A She wanted to have a career.
  - B She was married and had children.
  - C She had eleven brothers and sisters.
  - D She worked hard to get a good education.
- 2 What is the main idea of paragraph 4?
- A *Uncle Tom's Cabin* was a popular book.
  - B Harriet Beecher Stowe met President Lincoln.
  - C *Uncle Tom's Cabin* influenced the outcome of the Civil War.
  - D Harriet Beecher Stowe found popular success by standing up for her beliefs.
- 3 Details in the selection support the idea that —
- A Stowe knew her book would be a popular success
  - B *Uncle Tom's Cabin* showed that slavery was not all bad
  - C Stowe's ideas about slavery were widely accepted and popular
  - D *Uncle Tom's Cabin* helped change many people's minds about slavery
- 4 The title of the selection is "The Book That Changed America." How did *Uncle Tom's Cabin* change America? Explain your answer with details from the selection.

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- 5 In what way(s) did Harriet Beecher Stowe stand out? Use details from the selection to support your answer.

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**Directions: Read the selection and answer the questions that follow.**

## The Talking Gorilla

Some animals can understand people. Dogs can learn how to sit or roll over. But very few animals can talk back to people.	11 23
Koko the gorilla was born in a zoo in 1971. A college student named Penny Patterson wondered if animals could learn to talk with people. She started to teach Koko sign language. Sign language is a way of using your hands and face to communicate. Penny would say a word and use her hands at the same time. She would move Koko's hands into the same shape.	36 46 56 68 82 90
Her plan worked. Soon it was clear that, even though Koko could not speak, she could use sign language to talk with her hands. Koko started to use sign language for food when she was hungry. She eventually learned over one thousand different signs to "talk" with Penny.	102 114 126 136 138
Penny gave Koko the chance to do some things people enjoy. She showed Koko pictures from around the world. Koko was even given a pet kitten to take care of. She enjoyed painting and watching television. She got to meet the children's TV star Mr. Rogers. When Koko saw him, she made the sign for "love."	149 159 172 183 194

- 1 What is the author’s purpose for including the information in paragraph 3?
- A To compare Koko to a human
  - B To teach readers about gorillas
  - C To describe all the things Koko can do
  - D To persuade readers to train more gorillas to use sign language
- 2 The author includes details about training Koko to use sign language to show that gorillas —
- A are very hard to train
  - B are smarter than humans
  - C cannot learn how to paint
  - D can learn to “talk” with humans
- 3 The author most likely wrote this selection to —
- A explain how to train gorillas
  - B inform readers about Koko the talking gorilla
  - C entertain readers with a story about a talking gorilla
  - D persuade readers that Koko should return to the wild
- 4 List two details from paragraph 4 that support the author’s message that Koko is similar to a human child.

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**Directions: Read the selection and answer the questions that follow.**

## A Silent Movie Star

Charles Chaplin was born in 1889 in England. Problems at home forced him to work at an early age. Charles’s parents were both actors, so he decided to follow in their footsteps. He started off in plays but went on to become a movie star.	11 23 36 45
Movies in the early 1900s were much different from movies today. Early cameras could only film in black and white. There was also not a good, clear way to record sound. This meant actors could not use spoken language. They could use only their faces and bodies to show their feelings.	56 68 80 91 96
Chaplin was good at using his face to let people know what he was thinking. He used props like a cane or a hat to make audiences laugh. He also did his own stunts. It was not long before everyone knew the name Charlie Chaplin.	110 123 136 141
Chaplin went on to act in and direct dozens of films. His career was so long that he was still acting when sound was added to movies. But Chaplin had already managed to become a star—all without saying a word.	154 167 178 182

- 1 What detail best supports the author’s message that a difficult childhood helped Charles Chaplin to become a success?
- A *Charles Chaplin was born in 1889 in England.*
  - B *Problems at home forced him to work at an early age.*
  - C *Movies in the early 1900s were much different from movies today.*
  - D *Early cameras could only film in black and white.*
- 2 The author includes the information about early movies in paragraph 2 in order to —
- A compare movie-making then and now
  - B explain how important sound is to movies
  - C persuade readers that movies are much better now
  - D inform readers that actors had then had a much easier job
- 3 Why did the author most likely include paragraph 3?
- A To explain how to copy Chaplin’s silent acting style
  - B To show why Chaplin is considered a talented actor
  - C To compare Chaplin’s acting style with a modern actor’s style
  - D To explain how dangerous acting was in the early days of movies
- 4 The author mostly likely wrote this selection to —
- A inform readers about the life of a famous silent movie star
  - B explain the differences between silent movies and modern movies
  - C entertain readers with funny stories about a star of silent comedy movies
  - D persuade readers to go see silent movies starring or directed by Charlie Chaplin
- 5 List two details that support the author’s message that Charlie Chaplin was a popular movie star. Explain how these details support the author’s purpose and message.

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**Directions: Read the selection and answer the questions that follow.**

## Cooking Made Easy

Although Julia Child was born in California, she went on to see the world. During World War II, she traveled around Asia to help the troops. Later, she went with her husband to France. It was there that she discovered her passion for cooking.

Child began studying the secrets to making delicious French food. She met two French women who were writing a cookbook for Americans. Child tried out their recipes and even helped translate them into the English language. In 1961, they wrote a new cookbook called *Mastering the Art of French Cooking*. It went on to become a best seller.

But Child was just getting started. After moving back to America, she was asked to go on television. On different programs, she explained how to make an omelet while mixing up eggs. Many people loved her clear explanations and sense of humor, and they asked for more. Soon after, she had her own television show. Child talked about the meals as she made them. She encouraged people to try new things and not to be afraid of making mistakes. Not only did she teach Americans how to make great food, but she also was able to share her joy of food.

- 1 How does paragraph 1 relate to the author’s purpose?
- A It shows that Child was a world traveler.
  - B It says that Child’s first passion was for Asian food.
  - C It explains how Child was introduced to French cooking.
  - D It argues that Child’s husband made her try French food.
- 2 What detail from the selection best supports the author’s message that Julia Child was willing to try new things?
- A Child was born in California.
  - B Child had her own television show.
  - C Child talked about the meals as she made them.
  - D Child met two French women who were writing a cookbook.
- 3 The author most likely wrote this selection to —
- A argue that French cooking is the best
  - B persuade readers that Child was a great cook
  - C inform readers about the life of a famous television cook
  - D explain that Child’s success should have belonged to two French women
- 4 How do the details in paragraph 3 help explain the author’s message that Child was loved by her fans?

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- 5 Why did the author most likely include the sentence “*She encouraged people to try new things and not to be afraid of making mistakes*”? How does this relate to the author’s purpose and message?

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**Directions: Read the selection and answer the questions that follow.**

## A Woman's Place in Space

It was June 18, 1983, and the weather in Florida was perfect.	12
The space shuttle <i>Challenger</i> stood tall on the launch pad.	22
Jane watched on her screen as the flight team—the <i>astronauts</i> —boarded the shuttle. She was starting to get nervous.	33 42
Jane was in the mission control room among the other engineers. Mission control's job was to make sure the shuttle takeoff went well. Jane was an engineer who used equations to help build the <i>Challenger</i> . Female engineers were not common in those days.	53 64 76 85
Sally Ride climbed into the shuttle. Sally was the first American female astronaut. Jane remembered how brave Sally was, so she tried to be brave, too. After final checks, the <i>Challenger</i> was cleared to take off.	96 105 117 121
Jane counted down with everyone else in mission control. "Three . . . two . . . one!"	130 133
The rockets blasted fire, and the <i>Challenger</i> lifted off. Everyone in mission control cheered. Jane had helped send the first American woman to space. Maybe one day Jane could join her up there.	144 154 166

- 1 Which sentence from the selection explains how Jane feels before the launch?
- A *Jane watched on her screen as the flight team—the astronauts—boarded the shuttle.*
  - B *She was starting to get nervous.*
  - C *Jane counted down with everyone else in mission control.*
  - D *Everyone in mission control cheered.*

2 Read this sentence.

*Sally was the first American female astronaut.*

What opinion does this sentence best support?

- A Jane wanted to be like Sally.
  - B Sally was important in history.
  - C Sally was an astronaut because she was female.
  - D Jane wanted Sally to introduce her to other astronauts.
- 3 Which sentence from the selection supports the idea that Jane had an unusual job for a woman at the time?
- A *Jane was an engineer who used equations to help build the Challenger.*
  - B *Female engineers were not common in those days.*
  - C *Jane had helped send the first American woman to space.*
  - D *Maybe one day Jane could join her up there.*
- 4 Which sentence from the selection supports the idea that Jane admires Sally? Why?

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**Directions: Read the selection and answer the questions that follow.**

## A Tennis Match to Remember

Harriet and her mother walked into the Houston Astrodome, the biggest building Harriet had ever seen. They were among the over 30,000 people who had come to watch Bobby Riggs play	10 21 31
Billie Jean King, and some people were calling it the tennis match of the century.	43 46
Bobby Riggs was an amazing tennis player. When he was younger, he was a world champion. Although he was 55 years old, Bobby said he could still beat any woman in tennis. Billie Jean King was a women's tennis player, but Billie Jean thought women could play just as well as men and wanted to prove it. Harriet's mother agreed with her.	57 69 83 93 106 108
Harriet and her mother took their seats in the giant stadium. The tennis match started, and Billie Jean King proved she had come to win, as she swung her racket hard and fast. Bobby Riggs had a hard time keeping up. On the final play, Bobby hit the ball into the net. The game was over, and Billie Jean King had won.	120 131 145 159 170
Harriet did a quick equation in her head: Billie Jean King scored nearly twice as many points as Bobby Riggs! Harriet asked her mother if she could keep their tickets because she wanted to remember September 20, 1973. It was the day she learned women were not just as good as men at tennis; some were even better.	182 193 204 215 228

- 1 Which sentence explains why Billie Jean King wants to play Bobby Riggs?
- A *Bobby Riggs was an amazing tennis player.*
  - B *When he was younger, he was a world champion.*
  - C *Billie Jean King was a women’s tennis player.*
  - D *Billie Jean thought women could play just as well as men and wanted to prove it.*
- 2 Which sentence from paragraph 3 describes how the match was played?
- A *Harriet and her mother took their seats in the giant stadium.*
  - B *Billie Jean King was a women’s tennis player.*
  - C *She swung her racket hard and fast, and Bobby Riggs had a hard time keeping up.*
  - D *Billie Jean King had won.*
- 3 Which opinion does “Some people were calling it the tennis match of the century” best support?
- A Most people thought Billie Jean King would win the match.
  - B People were there because Billie Jean King was a famous player.
  - C Most people thought that the match was just a fun outing for the day.
  - D People were there because they knew the match would make history.
- 4 Which detail from the selection best supports the idea that Harriet wants to remember this day?
- A *Bobby Riggs was an amazing tennis player.*
  - B *Billie Jean thought women could play just as well as men.*
  - C *Harriet asked her mother if she could keep their tickets.*
  - D *It was the day she learned women were not just as good as men at tennis.*
- 5 Which sentence from the article supports the idea that Harriet’s mom thought that Billie Jean King would win the match? Why?

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**Directions: Read the selection and answer the questions that follow.**

## A Glimpse of the Future

Nancy got an unexpected gift for her ninth birthday: tickets to the 1893 Chicago World’s Fair. She asked her father what the fair was, and he said it was a special event in honor of the 400th anniversary of Columbus’s travels to America. The fair was supposed to show people what the future would look like.	12 24 38 49 56
Nancy was not sure what to expect until she got to the fair. There were new buildings and amazing sights, and there were booths set up in a giant glass building. Each booth displayed a different invention, and among them, she saw a telephone for the first time. She saw a train that ran on electricity. There were even treats she had never tried before, such as chewing gum.	70 80 92 104 117 125
“If you think that’s neat, just wait for the best part,” her father said. He led her outside where people rode on the biggest machine she had ever seen. “This is called a Ferris wheel.”	139 151 160
Nancy and her father got on the Ferris wheel. Nancy solved a quick equation: at 264 feet high, the Ferris wheel was as tall as 44 men! As it turned, they were lifted high into the air, and they could see the entire fair. Nancy turned to her father with a big grin on her face. “I think the future looks pretty amazing,” she said.	173 187 201 215 225

- 1 Which detail shows how Nancy first feels about her birthday gift?
- A *Nancy got an unexpected gift for her ninth birthday.*
  - B *The fair was supposed to show people what the future would look like.*
  - C *Nancy was not sure what to expect until she got to the fair.*
  - D *There were booths set up in a giant glass building.*

2 Read this sentence.

*“If you think that’s neat, just wait for the best part,” her father said.*

Which opinion does this sentence best support?

- A Nancy’s dad enjoyed sharing the inventions with her.
  - B Nancy’s dad thought most of the inventions were silly.
  - C Nancy’s dad was worried that she might be bored by the inventions.
  - D Nancy’s dad knew that the Ferris wheel was the only good invention.
- 3 Which sentence from the selection supports the idea that Nancy liked the fair?
- A *Nancy was not sure what to expect until she got to the fair.*
  - B *Among them, she saw a telephone for the first time.*
  - C *As it turned, they were lifted high into the air.*
  - D *“I think the future looks pretty amazing,” she said.*

4 Which sentence from the selection best shows that Nancy was having new experiences at the fair? Why?

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5 Which sentence from the selection best supports the idea that Nancy enjoyed the new inventions? Why?

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**Directions:** Read the selection and answer the questions that follow.

## Jack and the Beanstalk

<b>Scene 1</b>	2
<i>JACK walks around a market with several coins in his hand. He stops at a man named EARL, who is selling goats.</i>	15 24
<b>EARL:</b> What can I do for you today, young man?	34
<b>JACK:</b> My mother sent me to buy a goat for our farm.	46
<b>EARL:</b> You have come to the right place. How much can you spend?	58 59
<b>JACK</b> ( <i>counting the coins</i> ): Not too much. We just paid taxes. I have five dollars.	72 74
<b>EARL:</b> That is not enough for one of our finest goats. ( <i>EARL unties a small brown goat from his leash.</i> ) This little goat still has some growing to do. I'll even give you some food to help him get big and strong.	87 100 114 116
<i>(JACK pays for the goat and the food before leaving the market.)</i>	128
<b>Scene 2</b>	130
<i>JACK is walking home down a simple dirt path. OLD MAN enters, holding a worn bag.</i>	142 146
<b>OLD MAN:</b> That's a fine-looking goat you have. Would you be interested in a trade?	157 161
<b>JACK:</b> We need this goat for our farm.	169
<b>OLD MAN:</b> A farm, you say? I have magic beans that will grow enough food to last a whole year.	182 189
<i>(JACK thinks it over before handing the leash to OLD MAN and taking the beans.)</i>	202 204

- 1** How is the setting in Scene 1 different from the setting in Scene 2?
- A** In Scene 1, Jack is at home, but he is at the market in Scene 2.
  - B** In Scene 1, Jack is at the market, but he is at home in Scene 2.
  - C** In Scene 1, Jack is at the market, but he is on a path in Scene 2.
  - D** In Scene 1, Jack is on a path, but he is at the market in Scene 2.
- 2** How can the reader tell which text describes the setting and actions in the play?
- A** It is in italics.
  - B** It is in capital letters.
  - C** It always follows a name.
  - D** It always follows the scene.
- 3** The stage directions at the beginning of Scene 1 help the reader by —
- A** telling which actors are playing different characters
  - B** telling which side of the stage actors will enter from
  - C** describing what the characters and setting should look like
  - D** describing which costumes each of the actors should wear
- 4** Why does the play have two scenes?

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**Directions: Read the selection and answer the questions that follow.**

## A Work of Art

<b>Scene 1</b>	2
<i>Paintings hang on a museum wall. A woman named VANESSA is looking at artwork while SAM, her son, trails behind. VANESSA points to a painting of wild horses standing in a field.</i>	13 24 34
<b>VANESSA:</b> What do you think about this one, Sam?	43
<b>SAM</b> ( <i>shrugging his shoulders</i> ): It’s pretty, I guess, but I don’t like horses.	54 56
<b>VANESSA:</b> There are paintings of other animals here. ( <i>She gestures around the room.</i> ) What do you want to see?	66 75
<b>SAM:</b> I don’t know. ( <i>He crosses his arms, frowning.</i> ) I wish I could enjoy art the way you do, but I just don’t understand it.	88 100
<b>VANESSA:</b> Art is simply something that makes you feel a certain way. A painting of a giant mountain can make you feel amazed, or happy, or even cold. Art can be made of any material, too, from paint and wood, to the pages of a book. ( <i>She thinks for a moment.</i> ) What are your favorite colors?	111 124 137 151 156
<b>SAM:</b> I like red and yellow, like the sunset.	165
<b>VANESSA:</b> I think I’ve got the perfect idea.	173
<b>Scene 2</b>	175
<i>Cars crowd the busy streets in the center of Washington, D.C. SAM and VANESSA leave the museum and walk past the government buildings downtown. They stop at a hot dog cart parked beside a sculpture of a horse.</i>	187 197 209 213
<b>SAM</b> ( <i>whining</i> ): You brought me to a horse sculpture? I said I don’t like horses.	226 228
<b>VANESSA:</b> We’re not here to look at the sculpture. ( <i>She goes to the cart and returns holding two hot dogs.</i> ) I got you one with mustard and ketchup—yellow and red like the sunset.	241 254 262
<b>SAM:</b> This makes me feel happy AND hungry. Now that’s what I call a work of art! ( <i>He takes a bite.</i> ) Much better! Now, let’s go look at those paintings of sunsets.	275 290 294

- 1 What differences between Scene 1 and 2 are found in the stage directions?
- A Scene 2 has more lines than Scene 1.
  - B Scene 2 has fewer people than Scene 1.
  - C Scene 1 is set in a museum, and Scene 2 is set outdoors.
  - D Scene 1 is set outdoors, and Scene 2 is set in a museum.
- 2 How is the dialogue set apart from the rest of the text?
- A It is shown in italics.
  - B The names are included in stage directions.
  - C The characters' names come before the dialogue.
  - D The dialogue appears just after the stage directions.
- 3 Read these lines from the selection.

**VANESSA:** *We're not here to look at the sculpture. (She goes to the cart and returns holding two hot dogs.) I got you one with mustard and ketchup—yellow and red like the sunset.*

- What do the stage directions explain happens after Vanessa says they are not there to look at the sculpture?
- A She thinks for a bit.
  - B She points around them.
  - C She looks at the sculpture.
  - D She goes to get something to eat.
- 4 The stage directions at the beginning of Scene 1 help the reader by —
- A explaining something that happened before this scene in the play
  - B describing what each character is doing before the dialogue starts
  - C explaining on which side each of the actors should enter the stage
  - D describing what each character looks like and what they are wearing
- 5 In what way are both the stage directions and dialogue at the end of the play helpful in showing how Vanessa makes Sam feel better?

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**Directions: Read the selection and answer the questions that follow.**

## Storm at Sea

<b>Scene 1</b>	2
<i>Three people are sitting below a sailboat deck, their bodies moving with the rocking waves. Rain and thunder can be heard in the distance.</i>	13 25 26
<b>FRANK:</b> Do you think he’s doing all right up there all alone?	38
<b>ALICE:</b> Bill has been a captain for years. He even sailed with the navy! I’m certain he knows what he’s doing.	51 59
<b>SARAH:</b> It does sound pretty bad out there.	67
<i>(A loud clap of thunder sounds directly above them as CAPTAIN BILL rushes down the stairs. He has white hair, a bushy beard, and his eyes are wide with fear.)</i>	79 92 97
<b>CAPTAIN BILL:</b> All hands on deck; we’ve got a big problem out there!	109 110
<i>(SARAH, FRANK, and ALICE rush up the stairs to help.)</i>	120
<b>Scene 2</b>	122
<i>The boat is rocking wildly, with rain falling on the torn sail. Although we cannot hear what CAPTAIN BILL is yelling, we see him point around the deck. FRANK and ALICE grab the material of the sail while SARAH grabs a rope.</i>	135 148 161 164
<b>Scene 3</b>	166
<i>The storm has ended, and the sun shines from above. The sail is back up, full of wind, and CAPTAIN BILL is back at the steering wheel.</i>	179 193
<b>ALICE:</b> That was some storm.	198
<b>CAPTAIN BILL:</b> We cannot tell what’s going to happen on the ocean, but it helps to be ready. <i>(He smiles.)</i> It helps to have good sailors, too.	209 223 225

- 1 How is Scene 2 different from Scenes 1 and 3?
- A There is no dialogue in Scene 2.
  - B There is a different boat in Scene 2.
  - C There are new characters in Scene 2.
  - D There are no stage directions in Scene 2.
- 2 What stage direction happens at the end of Scene 1?
- A The boat is rocking wildly.
  - B *SARAH, FRANK, and ALICE* run up the stairs.
  - C *CAPTAIN BILL* rushes down the stairs on the boat.
  - D We can't hear what *CAPTAIN BILL* is yelling.
- 3 The stage directions at the beginning of Scene 1 help the reader by —
- A describing what the characters are doing and what they are hearing
  - B describing what the characters are doing and what the boat looks like
  - C explaining why the characters are on the boat and where they are going
  - D explaining how the characters know each other and what they are doing
- 4 Explain why the play is broken into three scenes.

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- 5 How do the characters change in each scene?

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Name \_\_\_\_\_

**Directions:** Read the selection and answer the questions that follow.

## Dances Around the World

### Many People Dance

Dancing is more than just moving to music. People from around the world use dance to tell stories or celebrate their history. Dancing is an important tradition.

### Irish Step Dance

Irish step dance is a celebration of Ireland’s history. Step dancers keep their arms to their sides. They use high jumps and quick footwork. Dancers wear heavy shoes that make loud steps to match the beat of the music.

### Hula

The hula dance can celebrate or share the history of Hawaii. Hula dancers can wear skirts made from leaves. They can also wear flowers, shells, and feathers. Hula dancers use their whole body.

### Dragon Dance

Teamwork is important in the Chinese dragon dance. Performers work together to move a long puppet. They can make the dragon puppet look like it is flying!

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**Ireland**



**Step Dance**

**Hawaii**



**Hula**

**China**



**Dragon Dance**

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

- 1** In which section would you learn about the dance that celebrates Hawaiian history?
- A** *Many People Dance*
  - B** *Irish Step Dance*
  - C** *Hula*
  - D** *Dragon Dance*
- 2** Which sentence from the selection contains details supported by the first picture?
- A** *Dancing is more than just moving to music.*
  - B** *Step dancers keep their arms to their sides.*
  - C** *Irish step dance is a celebration of Ireland's history.*
  - D** *Teamwork is important in the Chinese dragon dance.*
- 3** The third picture best supports which detail from the selection?
- A** *Dancing is more than just moving to music.*
  - B** *People from around the world use dance to tell stories or celebrate their history.*
  - C** *Hula dancers use their whole body.*
  - D** *Performers work together to move a long puppet.*
- 4** How do the pictures and text work together to explain what dancers from around the world wear?

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Name \_\_\_\_\_

**Directions:** Read the selection and answer the questions that follow.

## Ones and Zeros

Computers use a special language called binary. “Binary” means two, and computers use two numbers: 1 and 0. These two digits can make computer programs.

### Like the Alphabet

It might help to think about how you write using the alphabet. There are only 26 letters, but you arrange them in different ways to make words. “Tip” and “pit” use the same three letters, but they mean different things. Binary does the same thing. It only uses ones and zeros, but the order changes.

### Coding the Alphabet

Each character on a computer keyboard is assigned a binary number. When you press a key on a computer keyboard, the computer uses a code to change the character into the binary number. The code tells the computer what it should show on the screen. When you press “a,” for example, the code changes it to the binary number 0110 0001.

### Why Binary Is Used

Imagine a heavy piece of paper that goes on forever. You could keep writing on it because you would never run out of room. Binary is like writing on a piece of paper that goes on forever inside the computer.

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**Some Letters in Binary Code**

Letter	Binary Number
<b>a</b>	0110 0001
<b>b</b>	0110 0010
<b>c</b>	0110 0011

**To the teacher:** Text that appears in the chart is not included in the word count for the passage.

- 1 Which sentence from the text helps the reader understand why the author used the heading “Like the Alphabet”?
- A *It might help to think about how you write using the alphabet.*
  - B *There are only 26 letters in the alphabet, but you arrange them in different ways to make words.*
  - C *“Tip” and “pit” use the same three letters, but they mean different things.*
  - D *It only uses ones and zeros, but the order changes.*
- 2 What section(s) of the text does the table help to explain?
- A *Like the Alphabet*
  - B *Why Binary Is Used*
  - C *Like the Alphabet and Coding the Alphabet*
  - D *Why Binary Is Used and Coding the Alphabet*
- 3 Information that you can find in both the text and the table is —
- A a definition of “binary”
  - B the binary code for the letter “a”
  - C the binary code for the letter “b”
  - D an explanation of keyboard characters
- 4 The table best supports which idea from the selection?
- A *Computers use a special language called binary.*
  - B *It only uses ones and zeros, but the order changes.*
  - C *Imagine a heavy piece of paper that goes on forever.*
  - D *Binary is like writing on a piece of paper that goes on forever inside the computer.*
- 5 Why does the author of “Ones and Zeros” include the table?

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Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## Looking to the Stars

### What is the Very Large Array?

The Very Large Array (VLA) is a group of special telescopes. They do not use lenses to look into space. These telescopes are shaped like bowls. This shape allows them to capture radio waves.

### How does it work?

Objects in space, such as stars, make energy. This energy can be sent into space. One type of energy sent into space is radio waves. Radio telescopes can find this energy.

### Where is the Very Large Array?

The VLA is located in the desert in New Mexico. Large telescopes work best away from light. Radio telescopes like the VLA need quiet places to collect radio signals from space. The desert is the perfect place for a telescope because it is dark and quiet.

### How many telescopes are in the Very Large Array?

The VLA is made up of 27 dishes that are lined up in a large Y. Each dish is 82 feet wide and weighs over 200 tons. That's almost as long as two buses and as heavy as 2,000 elephants!

Scientists use the VLA to study the galaxy and neighboring planets. It helped them discover ice on Mercury!

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- 1 Which sentence from the text includes a detail that is supported by the picture?
- A *These telescopes are shaped like bowls*
  - B *The desert is the perfect place for a telescope because it is dark and quiet.*
  - C *The VLA is made up of 27 dishes that are lined up in a large Y.*
  - D *Scientists use the VLA to study the galaxy and neighboring planets.*
- 2 In which section should the reader look for information about a discovery made using the VLA?
- A *What is the Very Large Array?*
  - B *How does it work?*
  - C *Where is the Very Large Array?*
  - D *How many telescopes are in the Very Large Array?*
- 3 The picture included with the selection shows —
- A radio waves
  - B objects in space
  - C a radio telescope
  - D the galaxy and neighboring planets
- 4 How does the picture help your understanding of the selection? Explain your answer with details from the selection.

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- 5 Why do you think the author of the selection uses questions, rather than statements, as section headings?

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Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## Work and Play

Playing outside is fun. It also makes your body work hard.	11
Different parts of your body are built to work together so that you can run, jump, and swing.	23
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<b>Lungs</b>	30
When you breathe in, your lungs fill up with oxygen. Your body needs oxygen to stay on the move. You will feel out of breath if you run too fast. That is your body’s way of telling you to slow down so that your lungs can bring more oxygen to your blood.	42
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<b>Blood</b>	83
Have you ever felt your heart pumping hard after a race? It is working hard to pump blood. Your heartbeats send blood to your muscles and brain. It’s like gas in a car. The blood gives you energy to move.	96
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<b>Muscles</b>	124
Your muscles are like strong rubber bands. They can stretch to jump in a hopscotch square. They can stretch to run for a touchdown. Exercise can build your muscles to make you stronger and jump higher.	134
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<b>Brain</b>	161
Your brain is always working, too. Your brain is hard at work when you play. It is telling your lungs, muscles, and heart to work together.	173
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- 1 Which sentence shows an effect that playing outside has on the body?
- A *Different parts of your body are built to work together so that you can run, jump, and swing.*
  - B *Your body needs oxygen to stay on the move.*
  - C *Exercise can build your muscles to make you stronger and jump higher.*
  - D *Your brain is always working, too.*
- 2 Which detail helps you understand the problem-solution structure of the section titled “Lungs”?
- A *When you breathe in, your lungs fill up with oxygen.*
  - B *Your body needs oxygen to stay on the move.*
  - C *You will feel out of breath if you run too fast.*
  - D *That is your body’s way of telling you to slow down so that your lungs can bring more oxygen to your blood.*
- 3 Which section explains why your heart beats faster when you exercise?
- A *Lungs*
  - B *Blood*
  - C *Muscles*
  - D *Brain*
- 4 What effect does playing outside have on the blood? Use details from the selection to support your answer.

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Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## Physical and Chemical Changes

The whole world is made up of atoms. Everything, from houses and trees to sand and water, is “built” of atoms. Atoms are too small to see. They are like tiny building blocks. Atoms can also be moved around to change what something looks like. These changes to atoms can be either physical or chemical.

### Physical Changes

Imagine a square sheet of paper. If you folded it in half, it would still be the same sheet of paper. Cutting the paper into little pieces would change how it looks. However, the pieces could still be put together like a puzzle.

Physical changes make something look different without changing its atoms. An ice cube on a counter will melt into water. But the atoms—or puzzle pieces—are all there. You could put the water into the freezer and turn it back into ice. The only difference to the atoms in the water is how cold they are.

### Chemical Changes

What would happen if the paper were set on fire? It would turn into smoke and ash. There is no way to put those pieces back together because the atoms have changed.

Chemical changes are hard or impossible to undo. They add or take away atoms. Rust is an example of a chemical change. If you leave your bicycle outside for too long, rust starts to form. The atoms that make up the bike have changed.

- 1 What is the effect of a physical change?
  - A It changes the atoms.
  - B It is impossible to undo.
  - C It cuts something into little pieces.
  - D It changes what something looks like.
  
- 2 According to the text, the cause of ice melting is a —
  - A chemical change
  - B physical change
  - C change in the way it looks
  - D a change in the number of atoms it has
  
- 3 Unlike the effects of physical changes, the effects of chemical changes —
  - A are difficult to see
  - B are not caused by heat
  - C are not caused by freezing
  - D are difficult or impossible to undo
  
- 4 What effect does being outside for too long have on a metal bicycle?
  - A It causes the physical change of melting.
  - B It causes a chemical change that changes the bicycle's atoms.
  - C It causes a physical change by making the bicycle's atoms hard.
  - D It causes the chemical change of turning the bicycle into smoke and ash.
  
- 5 How does the author show the effects of physical change? Explain using an example from the selection.

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Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## History of Puzzles

Putting puzzles together has been a popular hobby for a long time, but did you know that puzzles began as a teaching tool?	11
In the 1760s, a mapmaker built the first jigsaw puzzle. He put a map on a square piece of wood and cut it into pieces. He wanted children to use the puzzle to learn what their country looked like.	23 36 50 62
In America during the early 1900s, puzzles became popular. They were harder to solve than puzzles today. Many puzzle boxes did not have pictures, so there was no way to know in advance what you were putting together. The puzzle pieces were also cut by hand, so they did not always fit together very well.	72 83 96 107 117
Puzzles were expensive to make and buy, because they were printed on wood and cut by hand. A 500-piece puzzle could cost five dollars, which was a lot of money back then. Developers found a new way to make puzzles, by putting the pictures on cardboard instead of wood. Machines were invented to cut the puzzles, which saved time and money. Soon puzzles were for everyone, not just people who had a lot of money.	127 139 151 163 174 185 192
Today, there are many kinds of puzzles. Some are round. Some stand up like buildings. Others have ten thousand different pieces! How have puzzles stayed so popular all this time? Maybe it is because you can take them apart when you are finished and do them all over again.	203 213 225 237 241

- 1 What caused a mapmaker to create jigsaw puzzles in the 1760s?
- A He wanted to amuse his children.
  - B He wanted to create a map that did not tear.
  - C He wanted to teach his helper how to cut wooden shapes.
  - D He wanted children to learn what their country looked like.
- 2 According to the selection, one problem of early jigsaw puzzles being made by hand is that —
- A they took a long time to make
  - B only a few different patterns were used
  - C the pieces did not always fit together well
  - D they had too few pieces to be very challenging
- 3 What effect did the use of cardboard instead of wood have on puzzles?
- A It made them less strong.
  - B It made them more popular.
  - C It made them less expensive.
  - D It made them more difficult to solve.
- 4 How was the problem of the high cost of puzzles solved? Explain your answer with details from the selection.

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- 5 Why was it a problem that early jigsaw puzzle boxes did not have pictures on the box?

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Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## Making Fundraisers Fun

Do you need to raise money for something? Maybe your teacher wants to take your class on a field trip. Or perhaps the library needs new books. How can you find the money? The answer might be a fundraiser. It takes hard work to make a fundraiser a success, but it can also be fun.	11 24 35 48 55
The first step is setting a goal. Decide how much money you need to raise. Then, you need to think about how you will meet your goal. There are many different types of fundraisers. You can have a pancake breakfast and sell tickets. You can have a sale to sell old toys and clothes. You could host a spelling contest. You could ask people to pay money to enter the contest.	68 81 93 106 118 126
Next, you need to find volunteers. Fundraisers give people a chance to help. Work with your parents to ask your friends and family for help. Tell them about why you are raising money. Chances are, you'll get all the help you need.	136 148 159 168
Finally, ask your team members what job they would like to have. Maybe one of them is a good baker and can decorate cupcakes. A person who likes to draw can make posters with directions to the fundraiser. You might need people to clean up after the event is over. Letting people choose their job is a good way to get them involved.	180 192 204 216 230 231

- 1 Which word from the selection helps show the text structure?
- A *Need*
  - B *Something*
  - C *First*
  - D *Much*
- 2 Which sentence in paragraph 4 shows the solution to the problem of getting people to join and help?
- A *Maybe one of them is a good baker and can decorate cupcakes.*
  - B *A person who likes to draw can make posters with directions to the fundraiser.*
  - C *You might need people to clean up after the event is over.*
  - D *Letting people choose their job is a good way to get them involved.*
- 3 The author chose this text structure mainly to —
- A show the effects of fundraising
  - B show the causes for fundraising
  - C show how to organize a spelling contest
  - D allow the reader to understand the process
- 4 Describe the text structure of paragraph 3. What details help you recognize this text structure?

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Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## Remember to RIDE

Fixing a flat tire on a bike is probably easier than you think. In fact, you only need to know one word, and it doesn't even have a lot of syllables. The key is remembering to RIDE. 15  
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Before you start, it helps to understand that there are two parts of a tire. The outer tire is a thin rubber circle that touches the road. 50  
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The tire tube inside is what is actually filled with air. Think of the tire tube as a balloon shaped like a donut. When a tire is flat, you need to replace the inner tube. 79  
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### **R – Remove the tire** 103

To remove the flat tire, you'll have to take off the bike chain and brakes. Then you need to unscrew the whole wheel from the bike frame. Now you're ready to pull the tire off the wheel. If it's too hard, you can let out some air. An adult can use a screwdriver to pry off the tire if it gets stuck. Remove the tire tube from the outer tire. 117  
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### **I – Inspect the tire** 177

Inspect the tire tube for holes. Move your fingers around the tube in the same direction. If the hole is small enough, the tube can be fixed with a special kit. If the hole is too big, you'll have to replace the tube. 189  
203  
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### **D – Do it backwards** 224

Now just repeat the first two steps, but in reverse. Put the fixed or new tire tube back into the outer tire and fit it over the wheel. If it's too difficult, you can let some of the air out. Finally, put the wheel back onto your bike. 238  
254  
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### **E – Enjoy** 274

Put on your helmet, and get back on your bike! 284

- 1 Why does the author use the headings that spell RIDE?
- A To remind readers to keep riding
  - B To show how to spell an important word
  - C To help readers know the correct order of steps
  - D To show that fixing a flat tire can be done in any order
- 2 Details that help you recognize the structure of the section titled “R – Remove the tire” include the words —
- A *to remove*
  - B *Then and Now*
  - C *If and too hard*
  - D *gets stuck*
- 3 Paragraph 2 is not part of the RIDE tire-fixing process. Why does the author include this paragraph?
- A To creatively compare a tire tube to a donut
  - B To explain why there are inner and outer tires
  - C To be sure the reader understands what is being fixed
  - D To give the reader confidence in the author’s knowledge
- 4 Based on the details in paragraph 4, what effect does a big hole in the tube have on how a flat tire is fixed?
- A The tube has to be replaced.
  - B The tube has to have more air.
  - C The tube has to be pried off by an adult.
  - D The tube has to be fixed with a special kit.
- 5 What does the structure of this selection tell you about the author’s purpose for writing it?

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Name \_\_\_\_\_

**Directions: Read the selection and answer the questions that follow.**

## The Best Spaghetti

Many people like to eat spaghetti. Some people eat it with sauce, and some like it with butter, but no matter your favorite topping, the best spaghetti is made fresh. 12  
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Making fresh spaghetti noodles is simple. All you need is 3 cups of flour, 1 teaspoon of salt, and 4 eggs. 43  
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### Step 1 53

Start by mixing the salt and flour in a bowl with a fork or a whisk. 69  
Make a hole in the middle of the flour, crack the eggshells, and 82  
drop the eggs into the center. Now, mix the eggs together and 94  
slowly add the flour to cover up the hole, and remember—it is 107  
important for the flour and eggs to mix evenly while forming the 119  
dough. When this is done, it’s time for Step 2. 129

### Step 2 131

Prepare to work by sprinkling flour on the counter where you will 143  
be pressing the dough, because this will keep the dough from 154  
sticking. Put the dough on the counter, and fold the dough like an 167  
envelope and press it flat. Keep folding and pressing down. This 178  
will make the dough firm. When you are done, wrap it in plastic and 192  
let it sit for 30 minutes. 198

### Step 3 200

After 30 minutes, unwrap the dough and use a rolling pin covered 212  
in flour to roll it out. The goal is to make the dough flat and thin. 228  
Roll the dough in the same direction until you can almost see 240  
through it. 242

When the dough is finished, cut it into thin strips and ask an adult 256  
to boil it for 3 minutes. Now cover it with your favorite sauce, and 270  
enjoy! They will be the best noodles you’ve ever eaten. 280

- 1 What is the effect of folding and pressing down the dough?
- A It will be thick.
  - B It will be firm.
  - C It will taste better.
  - D It will cook quicker.
- 2 Why does the author include numbered steps in this selection?
- A To show that it is difficult to make spaghetti
  - B To show the order of importance of the steps
  - C To show that there are many steps in making spaghetti
  - D To show that the instructions must be followed in order
- 3 The author mainly wrote this selection to —
- A entertain readers with cooking stories
  - B show readers that spaghetti is easy to make
  - C persuade readers that homemade spaghetti is best
  - D compare homemade pasta and store-bought spaghetti
- 4 What is a problem that can occur in Step 2? How is that problem solved?

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- 5 Give one reason the author lists the ingredients before the steps of the process are described.

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**Directions: Read the selection and answer the questions that follow.**

## Building the Golden Gate

On Tuesday, we drove to watch my father at his job. Dad must have felt proud because he smiled the whole drive. My brother, Miguel, told a story in Spanish, and my parents both laughed. I was too worried to have fun.	13 24 36 42
Dad dropped us off near the bay and helped us unpack our picnic. He kissed us all good-bye and walked down to the dock.	56 66
“Is Dad going to be okay?” I asked. I was trying to be brave and not utter a syllable of my worry when my father was around.	81 93
“Of course,” my mother said. “He’s the best diver in California. He can do anything.”	105 108
Dad waved to us from a boat, and Miguel waved back. I asked my mother why they needed a diver to help build a bridge.	122 133
“They have to build towers in the water to hold up the bridge,” she said. “But building in the water is much harder than building on land. Dad and the other divers make holes at the bottom of the bay to help the towers stand up.”	147 159 173 179
I tried to imagine what the Golden Gate Bridge would look like when it was finished. Maybe one day my family would drive across it together.	191 203 205
The boat stopped in the middle of the bay. Dad came out wearing a special suit and a mask that helped him breathe underwater. He gave us a big thumbs-up to show he was ready. I was not nervous anymore. Mom was right—he was the best diver in California.	218 230 244 255

- 1 This selection is told from the point of view of —
- A Miguel
  - B a narrator
  - C the father
  - D the mother
- 2 What pronoun helps you tell the point of view of the story?
- A *He*
  - B *My*
  - C *Us*
  - D *We*
- 3 Who is the narrator of this story?
- A The main character
  - B An outside observer
  - C Someone close to the main character
  - D A character not in this part of the story
- 4 How would this selection be different if it were told from Miguel’s point of view?

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**Directions: Read the selection and answer the questions that follow.**

## A Blacksmith's Test

Smoke and heat filled the blacksmith shop, making it feel hotter than usual, although maybe I was just nervous. I was an apprentice, which meant I was getting direction on how to become a blacksmith. My mentor, Mr. Thompson, wanted to test me on what I had learned.	12 23 34 45 48
I wiped the sweat from my face, put on my leather gloves, and held the hot metal bar with a pair of tongs. I started hammering.	62 74
“You’ve got to swing hard,” Mr. Thompson said.	82
I slowly bent the metal into a horseshoe. I had started out making nails, but those were easy. Horseshoes took a lot more work.	95 106
There was a crash outside. I was so startled, my hammer slipped. Mr. Thompson ran out the door and came back smiling.	118 128
“I think you’re ready for a special challenge,” he said. “I want you to make something that looks like this.”	141 148
He made a quick drawing and gave me the measurements. After he went outside, I hammered a new piece of metal. Mr. Thompson said a good blacksmith could make anything, and he was right. When I was finished, it looked just like the drawing.	159 171 182 192
I took the metal pin outside and found Mr. Thompson fixing a broken carriage. It was the most beautiful carriage I had ever seen. Queen Elizabeth stood in the street nearby surrounded by guards, and I bowed to her and gave Mr. Thompson the pin I had made.	204 216 226 240
The queen thanked us both for fixing her carriage. Mr. Thompson put a hand on my shoulder as the horses trotted away. I had passed his test.	251 264 267

- 1 From what point of view is this selection told?
- A a narrator
  - B the blacksmith
  - C Mr. Thompson
  - D Queen Elizabeth
- 2 What pronoun helps you tell the point of view of the selection?
- A *I*
  - B *You*
  - C *He*
  - D *Her*
- 3 The selection would be different if it were told from Mr. Thompson’s point of view because he would —
- A have fixed the carriage alone
  - B explain how he felt meeting the queen
  - C tell his apprentice he is ready for a challenge
  - D have learned how to make a horseshoe himself
- 4 Who is the narrator of this story?
- A The main character of the story
  - B Someone who is not part of the story
  - C Someone close to the main character
  - D A character from a different part of the story
- 5 How would the selection be different if it were told from the point of view of Queen Elizabeth?

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**Directions: Read the selection and answer the questions that follow.**

## Playing Like Miles

For weeks, my dad had been encouraging me to take up a hobby, but I didn't have any ideas. My brother Charles is a great cook, and Alice, my sister, loves to paint. But I didn't have any interests like cooking or painting. It was the first day of school, and my dad asked me if being back in school had given me any ideas, but I still hadn't been able to think of anything.	13 26 39 53 68 75
My mom made her famous meatloaf to celebrate our first day of class. Alice showed off a painting she had made with her new brushes. Charles said he was going to use his new mixer to make dessert.	86 98 111 113
After dinner, Dad put on a new record while Charles was busy baking something delicious in the kitchen. The sound from the record player was not like anything I had ever heard before. A trumpet played quick, sweet notes like soft syllables in a word. Some of the songs were sad, and others were happy, but they were all beautiful. I tapped my foot with the beat of the music.	125 135 147 158 170 183
"You've got good rhythm," my dad said.	190
"This is amazing," I said. "Who are we listening to?"	200
"Miles Davis," he said with a smile. "He's one of the best musicians alive, but it took him a long time to get this good. I think he got his first trumpet when he was about your age."	213 230 238
Charles called out that dessert was ready and came out with a tray of apple muffins. I looked back at Alice's painting and thought hard for a moment.	251 263 266
"Dad, I think I know what I want to do," I said.	278
He smiled and said, "I'll take you to get a trumpet tomorrow."	290

- 1 This selection is told from the point of view of —
- A Alice
  - B Charles
  - C the mom
  - D a narrator
- 2 What pronoun helps you tell the point of view of the selection?
- A *He*
  - B *My*
  - C *Her*
  - D *She*
- 3 Who is the narrator of this story?
- A The main character of the story
  - B Someone close to the main character
  - C A character who is not really involved in the main story
  - D Someone watching the characters from outside the story
- 4 How would the story be different if it were told from the dad's point of view?

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- 5 How would the story be different if it were told by an observer outside the story?

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**Directions: Read the selection and answer the questions that follow.**

## The Oak and the Reed

An oak tree grew next to a slow-moving river. The oak was tall and strong, and its branches were covered with beautiful leaves.	13
A single reed grew beneath the oak's shade. The reed was thin, and it dipped with the gentle breeze blowing over the river.	23
"I hope you are not sad," said the proud oak, "that you are not as strong as I am."	34
The wind pushed the reed into the water, but it sprang back up.	46
"I'm not sad," the reed said. "I love the way the wind feels."	61
"But surely you get tired of bending all the time. I am so big that I don't have to bend for anything," the oak said proudly.	65
"Yes, but there are stronger things in the world than the both of us," said the reed. "You seem tall to me as the mountains seem tall to you. You should not be too proud to bend to the wind, like the way people bow to kings and queens, to show respect."	78
The oak tree laughed, but just then a mighty wind blew across the river. The reed bent all the way down to the water, but the oak did not move. The oak's branches caught the wind and tipped the tree back. The oak's roots, developed over many years, began to lose their hold of the dirt. The oak tree fell over with a giant crash. But when the wind had passed, the reed stood back up.	91
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- 1** The oak makes fun of the reed because the reed —
- B** is so still while the oak sways
  - A** is so much smaller than the oak
  - C** bends instead of standing straight
  - D** stands quiet while the wind is blowing
- 2** The oak says he does not bend because he is so much —
- A** older than the reed
  - B** bigger than the reed
  - C** thinner than the reed
  - D** smaller than the reed
- 3** What is the main theme of the story?
- A** It is much better to bend than to break.
  - B** It is much better to be strong than weak.
  - C** Be kind to those who are smaller than you.
  - D** Help others when they find themselves in need.
- 4** What lesson about pride is taught by this selection? Explain your answer using details from the selection.

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**Directions: Read the selection and answer the questions that follow.**

## The Two Goats

A gray goat wandered through the forest, stopping to nibble on flowers and fresh clover. He saw a beautiful field of grass across a river, but the old goat did not want to get his hooves wet. A squirrel sat in a tree nearby eating an acorn.	11 24 39 47
“Hello, little friend,” the goat said to the squirrel. “I would love to eat from that grassy field over there, but I don’t want to get my hooves wet. Is there a bridge that crosses this river?”	60 74 84
The squirrel pointed his claw at a tree that had fallen across the river and said, “You can use that tree for a bridge. But you must be careful, as the tree cannot hold much weight.”	97 112 120
The goat thanked the squirrel and walked over to the fallen tree. Just then, a white goat approached the other end from across the river.	132 143 145
“Move out of the way, so I can go across,” the white goat said.	159
“I was here first,” said the gray goat as he stepped onto the fallen tree trunk.	173 175
The two goats began to walk onto the tree at the same time, but there was not enough room in the middle to pass each other.	189 201
The white goat got angry. “I told you to wait,” she said.	213
“And I said, I was here first,” said the gray goat.	224
A fight might have developed between the goats, but just then, the tree snapped beneath their weight, and they fell into the river. They swam to the shore, both wet and upset they had not been more patient.	235 247 260 262

- 1** Why does the gray goat want to use the fallen tree to cross the river?
- A** The river is too deep to walk across.
  - B** The fallen tree is a faster way across.
  - C** He thinks it would be a fun adventure.
  - D** He doesn't want his hooves to get wet.
- 2** What role does the squirrel have in the selection?
- A** He warns the goat about something dangerous.
  - B** He explains where the goat can find better grass.
  - C** He tells the gray goat to watch out for the white goat.
  - D** He entertains the goat with a story about two squirrels.
- 3** When the two goats see each other, they —
- A** both insist on crossing at the same time
  - B** each think the other should go across first
  - C** both want to meet in the middle of the river
  - D** each wonder where the greener grass grows
- 4** What is the main theme of the selection?
- A** Find safe routes to cross a river.
  - B** Do not insist on having your way.
  - C** Do not ask a squirrel the way to go.
  - D** Be satisfied on your side of the river.
- 5** What lesson about patience is taught by this selection? Use details from the selection to support your answer.

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**Directions: Read the selection and answer the questions that follow.**

## The Tale of the Heron

A beautiful white heron flew high above the ocean, her wings gliding with the wind. On the beach, she saw some birds pecking at crabs on the sand.	11 23 28
“Those foolish birds are wasting their time,” the heron thought. “Fish are easier to hunt and do not have sharp claws to pinch at their beaks.”	38 52 54
The heron continued on her path. Her dark eyes skimmed the surface of the water below in search of a tasty fish. A school of small fish swam beneath her.	65 79 84
“These fish are easy to catch,” thought the heron, “but they are so tiny. I would much rather eat one large fish than many small ones.”	97 110
Several other birds dove down to eat the small fish, and the heron smiled to herself. Those poor birds did not know that there were plenty of bigger, better fish to eat.	123 135 142
After a while, the heron spotted a fish swimming alone. She flew lower to get a better look and found the fish was a common spotted trout.	154 167 169
“Sadly, I have developed a taste for more delicious fish,” the heron thought. “Spotted trout hardly have any flavor at all.”	181 190
Everywhere the heron flew, she found something wrong with the fish that she saw. The heron flew on, certain that she would find the perfect fish.	200 213 216
“I would love to eat a bluefish,” she thought. “As a matter of fact, I will not settle for anything less.”	231 237
Just then, lightning flashed across the sky as a thunderstorm rolled in and the fish swam away. The heron was forced to fly home wet, tired, and hungry.	248 262 265

- 1 Why does the heron choose not to eat the crabs?
- A She does not like their color.
  - B She thinks they will pinch her.
  - C She thinks that there are too many.
  - D She does not like the way they taste.
- 2 What does the heron think is wrong with the fish swimming alone?
- A It is the wrong size of fish.
  - B It is the wrong type of fish.
  - C It is much bonier than she likes.
  - D It is much skinnier than she likes.
- 3 What is the main theme of the selection?
- A Do not waste time on things that don't matter.
  - B Find the right food to eat as quickly as possible.
  - C Take a chance on something before it is too late.
  - D Watch out for bad weather while looking for food.

4 Why does the heron end up going home hungry?

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5 What lesson about being too picky is taught by this selection? Use details from the selection to support your answer.

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