

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

Teacher's Manual
with Student Reproducibles

5

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. The *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 to students 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

UNIT 1 COLD READS

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
UNIT 1 WEEK 1	Developing	1–4	Analyze Main Ideas and Details	Items 1–3 DOK 2 Item 4 DOK 3	RI.5.2
	On-Level	1–5	Analyze Main Ideas and Details	Items 1–4 DOK 2 Item 5 DOK 3	RI.5.2
	Advanced	1–5	Analyze Main Ideas and Details	Items 1–3 DOK 2 Items 4–5 DOK 3	RI.5.2
UNIT 1 WEEK 2	Developing	1–4	Analyze Text Features	Items 1–4 DOK 2	RI.5.10
	On-Level	1–5	Analyze Text Features	Item 1 DOK 1 Items 2–5 DOK 2	RI.5.10
	Advanced	1–5	Analyze Text Features	Items 1–3, 5 DOK 2 Item 4 DOK 3	RI.5.10
UNIT 1 WEEK 3	Developing	1–4	Understand Point of View	Items 1–3 DOK 2 Item 4 DOK 3	RL.5.6
	On-Level	1–5	Understand Point of View	Items 1–4 DOK 2 Item 5 DOK 3	RL.5.6
	Advanced	1–5	Understand Point of View	Items 1–4 DOK 2 Item 5 DOK 3	RL.5.6
UNIT 1 WEEK 4	Developing	1–4	Explain Sound Devices and Figurative Language	Items 1–3 DOK 2 Item 4 DOK 3	RL.5.10
	On-Level	1–5	Explain Sound Devices and Figurative Language	Items 1–4 DOK 2 Item 5 DOK 3	Items 1–2, 4 RL.5.10 Items 3, 5 RL.5.4
	Advanced	1–5	Explain Sound Devices and Figurative Language	Items 1–3 DOK 2 Items 4–5 DOK 3	Item 1 RL.5.4 Items 2–5 RL.5.10
UNIT 1 WEEK 5	Developing	1–4	Analyze Text Structure	Items 1–4 DOK 2	RI.5.3
	On-Level	1–5	Analyze Text Structure	Items 1–5 DOK 2	RI.5.3
	Advanced	1–5	Analyze Text Structure	Items 1–4 DOK 2 Item 5 DOK 3	Items 1–3, 5 RI.5.3 Item 4 RI.5.2

UNIT 2 COLD READS

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
UNIT 2 WEEK 1	Developing	1–4	Explain Author’s Purpose	Items 1–3 DOK 2 Item 4 DOK 3	RI.5.1
	On-Level	1–5	Explain Author’s Purpose	Items 1–5 DOK 2	RI.5.1
	Advanced	1–5	Explain Author’s Purpose	Items 1–4 DOK 2 Item 5 DOK 3	RI.5.1
UNIT 2 WEEK 2	Developing	1–4	Analyze Text Structure	Items 1–3 DOK 2 Item 4 DOK 3	RI.5.3
	On-Level	1–5	Analyze Text Structure	Items 1–5 DOK 2	RI.5.3
	Advanced	1–5	Analyze Text Structure	Items 1–4 DOK 2 Item 5 DOK 3	RI.5.3
UNIT 2 WEEK 3	Developing	1–4	Analyze Point of View	Items 1–3 DOK 2 Item 4 DOK 3	RL.5.6
	On-Level	1–5	Analyze Point of View	Items 1–4 DOK 2 Item 5 DOK 3	RL.5.6
	Advanced	1–5	Analyze Point of View	Items 1–3 DOK 2 Items 4–5 DOK 3	RL.5.6
UNIT 2 WEEK 4	Developing	1–4	Explain Relationships Between Ideas	Items 1–3 DOK 2 Item 4 DOK 3	Items 1, 3 RI.5.1 Items 2, 4 RI.5.3
	On-Level	1–5	Explain Relationships Between Ideas	Items 1–4 DOK 2 Item 5 DOK 3	Items 1–4 RI.5.1 Item 5 RI.5.3
	Advanced	1–5	Explain Relationships Between Ideas	Items 1–5 DOK 2	Items 1–2, 4–5 RI.5.1 Item 3 RI.5.3
UNIT 2 WEEK 5	Developing	1–4	Analyze Argumentative Texts	Items 1–4 DOK 2	RI.5.8
	On-Level	1–5	Analyze Argumentative Texts	Items 1–4 DOK 2 Item 5 DOK 3	RI.5.8
	Advanced	1–5	Analyze Argumentative Texts	Items 1–4 DOK 2 Item 5 DOK 3	RI.5.8

UNIT 3 COLD READS

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
UNIT 3 WEEK 1	Developing	1–4	Analyze Characters	Items 1–4 DOK 2	RL.5.3
	On-Level	1–5	Analyze Characters	Items 1–5 DOK 2	RL.5.3
	Advanced	1–5	Analyze Characters	Items 1–3 DOK 2 Items 4–5 DOK 3	RL.5.3
UNIT 3 WEEK 2	Developing	1–4	Analyze Plot Elements	Items 1–4 DOK 2	RL.5.5
	On-Level	1–5	Analyze Plot Elements	Items 1–4 DOK 2 Item 5 DOK 3	RL.5.5
	Advanced	1–5	Analyze Plot Elements	Items 1–3 DOK 2 Items 4–5 DOK 3	RL.5.5
UNIT 3 WEEK 3	Developing	1–4	Explain Literary Structure	Items 1–4 DOK 2	RL.5.2
	On-Level	1–5	Explain Literary Structure	Items 1–5 DOK 2	RL.5.2
	Advanced	1–5	Explain Literary Structure	Items 1–3 DOK 2 Items 4–5 DOK 3	RL.5.2
UNIT 3 WEEK 4	Developing	1–4	Explain Figurative Language	Items 1–4 DOK 2	RL.5.4
	On-Level	1–5	Explain Figurative Language	Items 1–5 DOK 2	RL.5.4
	Advanced	1–5	Explain Figurative Language	Items 1–4 DOK 2 Item 5 DOK 3	RL.5.4
UNIT 3 WEEK 5	Developing	1–4	Infer Multiple Themes	Items 1–4 DOK 2	RL.5.3
	On-Level	1–5	Infer Multiple Themes	Items 1–5 DOK 2	RL.5.3
	Advanced	1–5	Infer Multiple Themes	Items 1–4 DOK 2 Item 5 DOK 3	RL.5.3

UNIT 4 COLD READS

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
UNIT 4 WEEK 1	Developing	1–4	Analyze Characters	Items 1–4 DOK 2	RL.5.3
	On-Level	1–5	Analyze Characters	Items 1–4 DOK 2 Item 5 DOK 3	RL.5.3
	Advanced	1–5	Analyze Characters	Items 1–3 DOK 2 Items 4–5 DOK 3	RL.5.3
UNIT 4 WEEK 2	Developing	1–4	Infer Multiple Themes	Items 1–3 DOK 2 Item 4 DOK 3	RL.5.9
	On-Level	1–5	Infer Multiple Themes	Items 1–4 DOK 2 Item 5 DOK 3	RL.5.9
	Advanced	1–5	Infer Multiple Themes	Items 1–3 DOK 2 Items 4–5 DOK 3	RL.5.9
UNIT 4 WEEK 3	Developing	1–4	Interpret Text Structure	Items 1–3 DOK 2 Item 4 DOK 3	RI.5.3
	On-Level	1–5	Interpret Text Structure	Items 1–5 DOK 2	RI.5.3
	Advanced	1–5	Interpret Text Structure	Items 1–5 DOK 2 Item 5 DOK 3	RI.5.3
UNIT 4 WEEK 4	Developing	1–4	Explain Relationships Between Ideas	Items 1–4 DOK 2	RI.5.3
	On-Level	1–5	Explain Relationships Between Ideas	Items 1–5 DOK 2	RI.5.3
	Advanced	1–5	Explain Relationships Between Ideas	Items 1–4 DOK 2 Item 5 DOK 3	RI.5.3
UNIT 4 WEEK 5	Developing	1–4	Explain Author’s Purpose	Items 1–4 DOK 2	RL.5.1
	On-Level	1–5	Explain Author’s Purpose	Items 1–5 DOK 2	RL.5.1
	Advanced	1–5	Explain Author’s Purpose	Items 1–3 DOK 2 Items 4–5 DOK 3	RL.5.1

UNIT 5 COLD READS

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
UNIT 5 WEEK 1	Developing	1–4	Identify Main Idea and Details	Items 1–4 DOK 2	RI.5.2
	On-Level	1–5	Identify Main Idea and Details	Items 1–5 DOK 2	RI.5.2
	Advanced	1–5	Identify Main Idea and Details	Items 1–4 DOK 2 Item 5 DOK 3	RI.5.2
UNIT 5 WEEK 2	Developing	1–4	Interpret Text Features	Items 1–4 DOK 2	RI.5.7
	On-Level	1–5	Interpret Text Features	Items 1–4 DOK 2 Item 5 DOK 3	RI.5.7
	Advanced	1–5	Interpret Text Features	Items 1–3 DOK 2 Items 4–5 DOK 3	RI.5.7
UNIT 5 WEEK 3	Developing	1–4	Analyze Plot and Setting	Items 1–3 DOK 2 Item 4 DOK 3	RL.5.5
	On-Level	1–5	Analyze Plot and Setting	Items 1–5 DOK 2	RL.5.5
	Advanced	1–5	Analyze Plot and Setting	Items 1–4 DOK 2 Item 5 DOK 3	RL.5.5
UNIT 5 WEEK 4	Developing	1–4	Compare and Contrast Accounts	Items 1–4 DOK 2	RI.5.6
	On-Level	1–5	Compare and Contrast Accounts	Items 1–5 DOK 2	RI.5.6
	Advanced	1–5	Compare and Contrast Accounts	Items 1–3 DOK 2 Items 4–5 DOK 3	RI.5.6
UNIT 5 WEEK 5	Developing	1–4	Analyze Argumentative Texts	Items 1–3 DOK 2 Item 4 DOK 3	RI.5.8
	On-Level	1–5	Analyze Argumentative Texts	Items 1–5 DOK 2	RI.5.8
	Advanced	1–5	Analyze Argumentative Texts	Items 1–3 DOK 2 Items 4–5 DOK 3	RI.5.8

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 the student's reading for later evaluation. Stop the student at exactly one minute and note precisely where her or she stopped.

As the student reads orally, on your copy of the text 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 passage on page T14, the chart below shows the kinds of miscues and errors to look for as a student reads aloud and the notations to use to mark the miscues and errors.

READING MISCUE	NOTATIONS
Omission The student omits words or word parts.	This sound is not new in the United States, but (it) was not always heard in the northeastern part of the country.
Substitution The student substitutes words or parts of words for the words in the text.	The other animals saw their populations <i>decreasing</i> decrease .
Insertion The student inserts words or parts of words that are not in the text.	During summer evenings in the Catskill Mountains of New York, ^{the} wild howls ring out through the forest.
Mispronunciation/ Misreading The student pronounces or reads a word incorrectly.	Coyotes were not the only <i>pretenders</i> predators that the settlers feared.
Hesitation The student hesitates over a word and the teacher provides the word.	Somehow, though, the coyotes managed not just to survive but to expand their <u>territory</u> .
Self-correction The student reads a word incorrectly but then corrects the error.	Wolves almost became extinct. ^(SC)

Notes

- If the student hesitates over a word, wait several seconds before telling the student 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 passage marked as shown on the chart on the previous page. As the student reads the passage aloud to you, mark miscues and errors. Have the student read for exactly one minute, and then mark the last word the student reads.

Student Name: Diego

Date: 9/24/18

Coyotes in America

During summer evenings in the Catskill Mountains of New York, ^{the} wild howls ring out through the forest. Every half minute, they sound again. They are the call of the coyote. 10
21
30

This sound is not new in the United States, but ^(it) was not always heard in the northeastern part of the country. As settlers made their way west and across the plains, when they heard coyote howls for the first time, they became afraid, would these animals prey on their livestock? Coyotes were not the only ^{pretenders} predators that the settlers feared. As they moved west, people had to hunt wolves, cougars, and bobcats, too. 43
53
64
75
85
95
104

The other animals saw their populations ^{decreasing} decrease. Wolves almost became extinct. Somehow, though, the coyotes managed not just to survive but to expand their ^H territory. The howl of the coyote is now heard not just in the open land of the Midwest, or among the desert cacti. Coyotes can now be found throughout the United States, even in cities. 112
119
130
144
153
163

Scientists believe there are several reasons why the coyote did not experience a decline in numbers. When the wolves started to disappear, the coyotes found new sources of food ... 172
182
192

145 - 5 = 140

Interpreting the Results

According to published norms for oral reading fluency, students at the end of Grade 5 should be reading fluently at 146 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 fifth-grade student reads 153 words correct per minute in fall, he or she is at the 75th percentile. If the same student reads 183 words correct per minute in the winter, he or she is now at the 90th percentile.

GRADE	%ILE	FALL WCPM	WINTER WCPM	SPRING WCPM
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102

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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
	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM
	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM
	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM
	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM
	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM
	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM
	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM
	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM
	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM
	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM
	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM
	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 3rd grade, and moving into 4th grade and 5th grade, 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 This selection is mostly about —
- A how Crater Lake was formed and got its name
 - B what can be seen and experienced at Crater Lake
 - C the effects of volcanic eruptions on bodies of water
 - D the journalist Jim Sutton and his exploration of Crater Lake
- 2 Which sentence from the selection gives more information about the history of Crater Lake?
- A Some volcanoes are high mountain peaks.
 - B Today it is called Crater Lake, and at 1,943 feet deep it is the deepest lake in the United States.
 - C Because the lake has no rivers running into it, its water is especially pure.
 - D In fact, the early pioneers who spotted the lake wanted to name it "Deep Blue Lake."
- 3 Which sentence from the selection best supports the idea that Crater Lake was formed after a volcanic eruption?
- A When volcanoes erupt, magma, or molten rock from deep inside the Earth, comes out of the top of the volcano.
 - B For some volcanoes, an eruption is not a quiet event.
 - C Sometimes, so much rock is lost from the eruption that the entire volcano collapses.
 - D One volcano that erupted like this was Mount Mazama in Oregon.
- 4 Which details from the selection explain how Crater Lake got its name?

The details describing the crater where the lake is located help explain why the lake is named Crater Lake. The author also includes details about Jim Sutton's role in naming the lake.

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On-Level

- 1 Which sentence from the selection best states the main idea?
- A It is easy to make videos with the touch of a button on your smartphone today.
 - B But the invention of the movie camera took many minds and a lot of hard work.
 - C It could take multiple pictures very quickly.
 - D Edison knew this could be a great business.
- 2 Which of the following best states the main idea of paragraph 5?
- A In 1888, inventor Thomas Edison wanted to create a camera that could make a motion picture.
 - B In 1889, his team took a strip of long, flexible film and wrapped it around a cylinder.
 - C They also invented a machine to watch these images.
 - D By 1894, he opened the first movie theater in New York City.
- 3 The author includes details about several inventors to support the idea that —
- A coming up with new inventions is difficult for most people
 - B many different people helped in the invention of the movie camera
 - C the movie camera would not exist if it were not for Thomas Edison
 - D people can come up with better inventions if they work together than they can by working alone
- 4 Which sentence from the selection supports the idea that people have been interested in moving pictures since long before the first camera was invented?
- A The idea of a moving image had fascinated people from many different regions for centuries, but the only way to save an image was with a drawing or painting.
 - B In 1829 in Belgium, Joseph Plateau discovered that spinning two discs made drawings look like they were moving.
 - C He used multiple cameras to take a series of pictures showing a horse's movement.
 - D By 1894, he opened the first movie theater in New York City.
- 5 How do the details about the different inventors support the main idea?

The details about the inventors and their inventions show how each inventor built on the work of the last to develop something better. The end result was the invention of the movie camera.

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Advanced

- 1 What is the main idea of the selection?
- A The unusual painting style of da Vinci influenced other painters.
 - B Paintings should show a connection between people and nature.
 - C *Mona Lisa* is a famous painting with a long and interesting history.
 - D The importance of clothes in da Vinci's time is reflected in *Mona Lisa*.
- 2 Which detail from the selection best supports the idea that da Vinci was a talented artist?
- A The painting was done with oil paints on a panel of poplar wood.
 - B Although the subject is simple, da Vinci achieved unusual harmony in the picture.
 - C People say this suggests that da Vinci believed there was a strong tie between people and nature.
 - D Every year, millions of people go to see the painting in Paris.
- 3 Which sentence from the selection supports the idea that there is a great deal of mystery surrounding *Mona Lisa*?
- A A delicate smile touches her mouth.
 - B At that time, da Vinci was living in Florence, Italy.
 - C The sitter's identity has not been proven.
 - D She wears a type of loose-fitting dress called a "shift."
- 4 Which details from the selection support the idea that the theft of *Mona Lisa* increased its popularity?

The details about how more people visited *Mona Lisa* after it was stolen and recovered support the idea that its theft increased its popularity.

5 Which details from the selection support the idea that the subject of *Mona Lisa* is unusual?

The details about the subject's clothes and the "unusual harmony" achieved by da Vinci support the idea that the subject of the painting is unusual.

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WEEK 2

UNIT 1, WEEK 2

Developing

- The details in the section titled "Types" include information about the —
 - people who sailed Viking ships
 - materials used to build Viking ships
 - purposes of the ships the Vikings built
 - decorations that Vikings put on their ships
- In which section can the reader find details about why the Vikings used carvings on their ships?
 - Vikings
 - Materials
 - Types
 - Features
- The headings included with the selection help the reader understand —
 - the overall main idea of the selection about Vikings
 - what it was like to travel long distances on a Viking ship
 - where they can find more information about Viking ships
 - what details about Vikings will be included in each section
- Describe the details found under the heading "Vikings."

The heading "Vikings" includes information about the people called Vikings, including where they came from and their ship building skills.

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On-Level

- Three of the headings included in this selection name the —
 - three branches of government
 - location of important government buildings
 - most important agencies in the government
 - best ways to seek help from the government
- Which section includes information about how laws are interpreted according to the Constitution?
 - Working Together
 - Executive
 - Legislative
 - Judicial
- Under which branch does the U.S. President serve?
 - Federal
 - Judicial
 - Executive
 - Legislative
- The headings in this selection help the reader —
 - locate information in the selection quickly
 - ignore the information they do not find interesting
 - find out where they can read more about the government
 - learn more about how the government branches work together
- How is the information in the sidebar related to the details in the main text of the selection?

The details in the sidebar tell where the branches of government described in the main text of the selection are located.

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Advanced

- Under which heading would the reader look to find information about where Silverstein grew up?
 - Background and Early Career
 - Publishing
 - Songwriting
 - Remembering Shel
- The details under the heading "Publishing" are mostly about —
 - Silverstein's career writing books and poems
 - why people enjoyed reading Silverstein's books and poems
 - how Silverstein came up with ideas for his books and poems
 - the characters Silverstein wrote about in his books and poems
- The author uses the headings in this selection to —
 - provide extra ideas and evidence for each section
 - introduce the details that will follow in each section
 - give more information about the life of Shel Silverstein
 - get the reader interested in learning more about the main topic
- How does the information in the sidebar relate to the information in the main text of the selection?

The information in the sidebar gives more details about Shel Silverstein's career outside of his writing books, poetry, and songs.

In which section of the selection should the reader look to find details about musicians Silverstein worked with?

The reader should look in the section titled "Songwriting" because that is the place that is most logical to include information about musicians.

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WEEK 3

UNIT 1, WEEK 3

Developing

- The reader experiences the action in this selection from the point of view of —
 - Janet
 - Mr. Harrison
 - a third-person narrator
 - a customer in the store
- What evidence from the selection helps the reader identify the point of view in this selection?
 - the use of the word you
 - the use of the proper names
 - the use of the words she and he
 - the use of the words me and mine
- Which sentence from the selection shows what the narrator can tell about the thoughts and feelings of the characters?
 - It was a lovely spring day, bright and cheerful, and everyone in town was a little excited.*
 - "Of course," Janet smiled.*
 - She watched as Mr. Harrison carefully scooped the sugar into a brown sack.*
 - "It might turn out even better than your original recipe."*
- How are details about what Janet is thinking shown to the reader? Give one example from the selection.

Because the story is told in the third person, the narrator is able to tell the reader directly what Janet is thinking. For example, in the fourth paragraph, we know that Janet thinks that Mr. Harrison seems to be guarding the sugar.

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Unit 1 Week 3 Cold Reads D

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On-Level

- This selection is written from the point of view of a —
 - first-person narrator describing events that happened to her
 - third-person narrator who can tell the thoughts and feelings of the characters
 - first-person narrator who is describing events that happened to someone else
 - third-person narrator who cannot tell the thoughts and feelings of the characters
- The narrator can describe the thoughts and feelings of —
 - her father
 - only herself
 - all of the characters
 - none of the characters
- What evidence from the selection helps identify the point of view of this selection?
 - My body still clatters like the wagon's wheels, and I can still hear the sound of horses' hooves in my head.*
 - There are many men about, and the captain is giving orders as they make bonfires and chat.*
 - How brave they were, riding away into unknown dangers.*
 - It is the same story throughout Illinois, Kentucky, and Tennessee: a lot of work, and no earnings.*
- What evidence from the selection shows how the narrator feels about moving to Oregon?
 - It is nightfall, and finally we are finished traveling for the day.*
 - It has been two days since our wagon train left the little town of Elm Grove, Missouri.*
 - As we rode today, I could see fifty wagons ahead of us, and fifty wagons behind.*
 - We all only want something better for our families and ourselves.*
- How does the point of view of the narrator in this selection affect what the reader learns about Father and his thoughts and feelings?

The first-person narration means that the reader only learns about Father through the narrator's eyes. The reader can only guess about what he thinks.

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Unit 1 Week 3 Cold Reads OL

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Advanced

- This selection is written from the point of view of —
 - Colleen
 - Colleen's father
 - a sailor on the ship
 - a third-person narrator
- The narrator in this selection can tell the thoughts and feelings of —
 - only Colleen
 - only Colleen's father
 - Colleen and her father
 - all the characters in the story
- Most of the details in the selection are given through the narrator's descriptions of —
 - Colleen's thoughts
 - Colleen's father's actions
 - the dialogue between the characters
 - the interactions between the characters
- What words and phrases from the text help you identify the point of view of the selection?

The narrator describes Colleen's thoughts and feelings using phrases like "Colleen knew" and "she thought." This shows the narrator can tell her thoughts and feelings. The narrator does not describe the thoughts and feelings of the other characters.

How might the details in the selection be different if the narrator could not tell the thoughts and feelings of any of the characters?

The details in this selection mostly include Colleen's thoughts and feelings. If the narrator could not tell her thoughts and feelings, more details about what the characters say to each other and their actions would be needed in order to tell the story.

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Unit 1 Week 3 Cold Reads A

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WEEK 4

UNIT 1, WEEK 4

Developing

- The comma at the end of line 3 shows that the reader should –
 - stop and read line 3 again
 - think about what might come next
 - hear a pause between lines 3 and 4
 - hear a complete stop between lines 3 and 4
- Which words in stanza 2 rhyme?
 - It/A; To/It*
 - Day/Dance; Day/Hope*
 - May/Play; Friends/Ends*
 - May/Friends; Play/Ends*
- The phrase “go flying” in line 18 shows that the speaker is –
 - ready to go
 - moving very quickly
 - getting on an airplane
 - unsure of where he is
- Describe the pattern of rhyme in the poem.

The last words in the first and second lines and third and fourth lines in each stanza rhyme with each other.

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Unit 1 Week 4 Cold Reads D

On-Level

- The dash and the comma in stanza 2 cause the reader to –
 - skip ahead to the next line
 - stop reading and go back to the start
 - take a brief pause before moving to the next word
 - take a complete stop before moving to the next word
- Which of the following best describes the pattern of rhythm in the poem?
 - It is slow at first and then speeds up.
 - It is quick at first and then slows down.
 - It is steady throughout the poem until the end when it slows down.
 - It is slow at the beginning then speeds up before slowing down again.
- Which line from the poem contains a metaphor?
 - We sit in our boat on the sparkling lake*
 - Surrounded by jewels, we wait—and we wait.*
 - Dragonflies live entire lives.*
 - Before the first fish strikes.*
- The details in lines 6–7 help the reader visualize the –
 - speaker
 - speaker’s mother
 - view from the boat
 - structure of the boat
- Explain how the simile in line 17 helps you understand what happens at the end of the poem.

The simile “bare as a bone” compares the fishing line to a bone that is clean.

This shows that the speaker did not catch a fish.

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Unit 1 Week 4 Cold Reads OL

Advanced

- In line 19, the speaker compares bees to the way –
 - a phone vibrates
 - a text message reads
 - text messages look on the screen
 - friends’ voices sound on the phone
- Which of the following describes the rhyme pattern in stanza 3?
 - The last words in each line rhyme.
 - The first words in each line rhyme.
 - The last words in the third and fourth lines only rhyme.
 - The first words in the first and second lines only rhyme.
- In line 4, the speaker says that his pocket “can no longer sleep” to show that –
 - his cell phone is silent
 - his cell phone is too active
 - his cell phone will not fit in his pocket
 - he wishes his cell phone would ring more
- What does the poet mean by the line, “Back of the line for you, little notes”?

The speaker uses the phrase “back of the line” to show that he is going to make text messages less important.

5 Describe how the author of the poem creates rhythm in line 20 of the poem.

The author uses two phrases, “a jolting bag” and “of jumping fleas,” that have the same rhythm. This creates a repeating rhythm in the line.

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Unit 1 Week 4 Cold Reads A

WEEK 5

UNIT 1, WEEK 5

Developing

- There were no large land predators until the arrival of humans in New Zealand. What was one effect of this fact?
 - Flightless birds learned how to fly and became larger.
 - Flightless birds thrived because they did not need to fly to survive.
 - Birds that fly got larger because they did not have to compete for food.
 - Flightless birds stayed small because there was not enough food to eat.
- Scientists believe that some birds are flightless because they —
 - got too big to fly
 - lost their wing strength
 - no longer needed to fly
 - can run faster than they can fly
- Which sentence from the selection describes an effect of the ostrich's ability to run fast?
 - The ostrich is the biggest of all flightless birds.
 - Not only are ostriches big, but they are fast!
 - Their wings help them balance as they run at speeds of up to forty-five miles per hour.
 - Outrunning their predators has helped ostriches survive on the savannas and grasslands of Africa.
- According to paragraph 2, what is the reason that some birds are better able to survive on land?

This paragraph states that changes to the environment caused some birds to become flightless. It also says that New Zealand has a large number of flightless birds because there were no predators that hunted them until humans arrived.

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Unit 1 Week 5 Cold Reads D

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On-Level

- Which sentence shows why the population of many predators began to decrease after the arrival of settlers?
 - Coyotes were not the only predators that settlers feared.
 - As they moved west, people hunted and caught wolves, cougars, and bobcats, too.
 - The other animals saw their populations decrease.
 - Somehow, though, coyotes managed not just to survive but to expand their territory.
- Based on the details in paragraph 2, the settlers hunted large predators, such as coyotes, because they were afraid that these predators would —
 - eat their livestock
 - attack their families
 - eat the animals they hunted
 - attack other settlers traveling west
- The decrease of other large predators affected coyotes by allowing them to —
 - become pets
 - live in new areas
 - avoid the hunters
 - find new food sources
- Which sentence from the selection best explains one cause of the coyotes' survival?
 - Coyotes were not the only predators that settlers feared.
 - Somehow, though, coyotes managed not just to survive but to expand their territory.
 - The howl of the coyote is now heard not just in the open land of the Midwest or among the desert cacti.
 - They started to hunt animals that wolves had eaten before.
- Why are coyotes in the northeast able to hunt larger prey than the coyotes in the west and the south?

The coyotes in the northeast are able to hunt larger prey because they are larger and stronger than the coyotes in the west and the south.

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Unit 1 Week 5 Cold Reads OL

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Advanced

- Based on the details in paragraph 2, people dream at night instead of during the day because —
 - we cannot sleep during the day
 - our brains are less active at night
 - most people have daydreams during the day
 - we are more alert to our environment at night
- Based on the details in paragraph 3, some people believe that dreams are caused by —
 - sleeping brain activity
 - a state of physical well-being
 - the amount of sleep a person gets
 - the experiences a person has during the day
- Which sentence from the selection presents a potential effect of dreaming?
 - Almost everyone dreams.
 - However, the business of dreaming is not quite that simple.
 - It is during the REM process that we sleep most deeply and when we are caught in a deep, dreamlike state.
 - But one thing is certain—dreams do help us process our thoughts about ideas, events, people, places, and emotions.
- Describe the main idea of paragraph 5.

There are four stages of sleep people go through several times each night.

- "Scientists have many ideas about why people dream, but little about dreaming is known for certain." Explain the effect of the uncertainty about what causes dreams on how people think about dreams based on the information in the selection.

Because scientists do not know what causes dreams, there are many different theories. Some people think that dreams have no real purpose. Some people think that dreams help people process thoughts about things that happen to them.

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Unit 1 Week 5 Cold Reads A

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WEEK 6

UNIT 2, WEEK 1

Developing

- The author focuses only on percussion instruments because —
 - of their unique sound
 - they are a new instrument
 - of their importance to culture
 - there is only one type of instrument
- What is the most likely reason the author includes the detail *"Percussion instruments add excitement to any musical get-together"*?
 - To express an opinion about percussion sounds
 - Because dancers prefer percussion instruments
 - To persuade the reader to play percussion instruments
 - Because it takes multiple people to play a percussion instrument
- The author most likely wrote this selection to —
 - explain how percussion instruments work
 - inform the reader about South American music
 - show that people all over the world make similar music
 - describe the different sounds percussion instruments make
- What is the author's purpose for writing *"No matter the size, materials, or use, percussion instruments are an important part of any musical tradition. They also connect all cultures together with a common thread"*?

The author writes these sentences to summarize the article and tell the reader that, unlike other types of instruments, percussion instruments are common to all cultures and that cultures are connected to each other by their use of percussion instruments.

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Unit 2 Week 1 Cold Reads D

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On-Level

- The author discusses the brain and the skeleton in the beginning of the selection to —
 - tell the reader that body parts are like engines
 - list the parts of the body in order of importance
 - explain how those parts are connected to the heart
 - introduce readers to the important parts of the body
- Why does the author include the detail *"The inside of a human heart has four chambers, or sections"*?
 - To describe the structure of the heart
 - To introduce the four functions of the heart
 - To explain how blood flows through the heart
 - To compare the heart to the lungs and rib cage
- Why does the author provide the example *"someone running a race will need blood pumping more quickly than someone sitting or sleeping"*?
 - To show that it is important to let the heart rest sometimes
 - To show how athletes' hearts are different from others' hearts
 - To teach the reader how to make their heart muscles stronger
 - To support the idea that physical activity determines blood flow
- The author mostly likely wrote this selection to —
 - describe the heart and how it works
 - compare the heart to other similar things
 - help the reader understand how to care for his or her heart
 - show how human hearts are different from other mammals' hearts
- What is the author's purpose for writing *"It is very important to take care of your heart"*?

The author writes this to support the main idea that the heart is important. The author encourages readers to make choices that will keep their hearts healthy so their bodies continue to run well.

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Unit 2 Week 1 Cold Reads OL

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Advanced

- The author describes the first marathon to show —
 - how the marathon came to be
 - the reason people run marathons
 - that Greek runners are the fastest
 - that marathons became popular immediately
- Why does the author discuss marathons in Tibet, Greenland, and Colorado?
 - To inform the reader of how popular marathons are now
 - To encourage the reader to travel far to get the best workout
 - To tell the reader that it is easier to run in cooler temperatures
 - To show the reader that different marathons have different challenges
- The author most likely wrote this selection to —
 - share tips on how to run fast
 - describe the evolution of the marathon
 - introduce readers to the sport of running
 - encourage readers to travel to different marathons
- Why does the author write *"What once took runners almost three hours to complete, today's top runners can finish in just over two hours"*?

The author writes this to show that runners are getting faster and faster at running marathons.

- What is the author's purpose for writing *"It's easy to understand why finishing a marathon is regarded by runners as a significant achievement"*?

The author writes this because marathons are described as extremely challenging, so participants have achieved something very big by participating. It's no surprise they will feel proud and satisfied after running.

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Unit 2 Week 1 Cold Reads A

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WEEK 7

UNIT 2, WEEK 2

Developing

- 1 Keeping a diary can help people —
(A) express their feelings
B become famous
C hide their thoughts
D spend more time working
- 2 How did a diary solve Mark Twain's problem?
(A) It helped him remember his ideas.
B It allowed him to schedule his day.
C It allowed his publishing company to understand his life.
D It provided a look at what families experienced during the war.
- 3 The way Benjamin Franklin used his diary suggests he was interested in —
A writing letters
B important leaders
C exploring scientific ideas
(D) keeping track of his schedule
- 4 Using evidence from the selection, what solutions might readers find in reading the diaries of people who lived long ago?

Readers who read diaries might learn how to make their own lives better by learning from what others did. They also might learn how people in the past solved problems that people have today.

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Unit 2 Week 2 Cold Reads D

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On-Level

- 1 Coffee growers solve the problem of uneven fields by —
(A) terracing slopes
B using machinery
C growing in nurseries
D planting at the base of the hills
- 2 Coffee growers avoid the problem of their seeds not taking root by —
A planting them in fields
B growing them on terraces
(C) planting them during the wet season
D growing them in a variety of climates
- 3 Charging more for some coffee is a solution to the problem of needing to —
A dry berries in the sun
(B) check berries by hand
C use machinery to get the berries
D ship the berries all over the world
- 4 From the details in paragraph 5, the reader can infer that if a coffee bean does not have much flavor —
A it was not roasted
B it was not soaked
(C) it was not stored for long enough
D it was not removed from the berry
- 5 How are coffee companies able to make their coffee taste different from the coffee of other companies?

They have their own way of drying and roasting the beans so they can change the flavor.

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Unit 2 Week 2 Cold Reads OL

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Advanced

- 1 The Beatles solved their problem of being unknown by —
A replacing Pete Best
(B) hiring manager Brian Epstein
C arriving on the British music scene
D drawing on many musical influences
- 2 Police escorts solved the Beatles' problem of —
A breaking up
(B) fans crowding them
C personal differences
D holding the top five slots
- 3 Which sentence shows how the Beatles solved their problem of lack of creative control?
A *The band's musical roots drew from many different sources, including folk, jazz, blues, and popular music.*
B *By 2012, the band had sold over two billion record albums internationally.*
(C) *In 1968, the group formed their own record company, called Apple Records.*
D *Many of today's most popular groups have named the band as an important influence.*
- 4 What solution did the Beatles find to the personal differences among themselves?

The band's solution to their differences was that they broke up in 1970.

- 5 What evidence from the passage shows that after 1964 the Beatles had solved their problem of being unknown?

The evidence that shows they solved their problem of being unknown is their 17 number one hits and holding the number one slot in many countries.

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Unit 2 Week 2 Cold Reads A

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WEEK 8

UNIT 2, WEEK 3

Developing

- In which of these details from the selection is the narrator speaking?
 - His dad was waiting with his little sister Beth.*
 - "Imagine, with warning lights beeping and only 30 seconds worth of fuel remaining"*
 - "Neil Armstrong steers his ship away from boulders to land in the Sea of Tranquility"*
 - "Today, I want to share a historic moment with you"*
- Which sentence shows the narrator revealing Dave's thoughts?
 - "Dave, wake up, you sleepy head, I have something really exciting to show you!"*
 - He put on his slippers and shuffled down the stairs.*
 - "Dave, come over here—you have to see this," his dad said, pointing at the computer screen.*
 - As Dave saw photographs of the red, rocky planet, he realized this was an astounding feat.*
- What point of view is this selection written in?
 - First person
 - Second person
 - Third person limited
 - Third person omniscient
- What evidence from the selection shows how Dave's feelings changed about what his dad was showing him?

Dave became very interested in what his dad was showing him and wanted to learn more:

"As Dave saw photographs of the red, rocky planet, he realized this was an astounding feat. 'Can you show us more?' he asked, pulling up a chair."

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Unit 2 Week 3 Cold Reads D

On-Level

- In which sentence is the narrator describing a character's actions?
 - I thought he might even do a backflip.*
 - If they could win the best of seven games against the Cardinals, they could claim the trophy that they hadn't earned since 1918.*
 - He took his prize and carefully stored it away until game day arrived.*
 - If they won today, they would be the champions.*
- Which sentence shows the narrator's emotional state?
 - My dad was practically dancing around the room in excitement.*
 - I don't think I'd ever seen his eyes shine so brightly.*
 - My hair felt like it was standing on end, and my stomach started doing flips.*
 - "Today's the day," Dad said, smiling. "I can feel it."*
- In the sentence, *"It was a sunny fall afternoon when we drove out to the ballpark for game four of the Series. I don't think I'd ever seen his eyes shine so brightly,"* the narrator's point of view gives the reader —
 - a sense of what the characters might do next
 - an image of what the narrator is seeing
 - an idea of what the narrator looks like
 - a feeling of nervousness about the outcome of the game
- In paragraph 3, the details about the Red Sox support the idea that —
 - the team has always played very well
 - the dad is one of the team's biggest fans
 - winning the World Series would be exciting
 - it is possible the team will win the World Series
- What evidence from the text helps explain how the characters would react if the Red Sox won the World Series?

They were very big Red Sox fans and would be thrilled if they won. "My dad was probably the biggest Red Sox fan in all of Boston; he'd watched every game of the long summer season on TV, from the first pitch down to the last out."

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Unit 2 Week 3 Cold Reads OL

Advanced

- Which sentence shares the narrator's feelings?
 - I opened my eyes, rubbing the grit of sleep away, and I could tell from the dim light in my bedroom that the sun was barely up.*
 - "We're connected," I said, seeing the green light on the laptop display that meant a satellite signal was present.*
 - I was a little nervous, my heart was beating fast, and I took a deep breath.*
 - I read it as we moved and instructed mom's driving.*
- In which sentence is the narrator describing another character's actions?
 - Mom grew up on the farm and knows every patch of soil on the whole 80 acres, but she also knows that more accurate information can be of value.*
 - We drove onto the field while the computer screen showed a dot—our tractor—moving across the landscape.*
 - I looked at the computer and saw the distance changing.*
 - Mom pushed the brakes on the tractor, and, as we came to a stop, she looked at me and smiled.*
- The point of view of the selection allows the reader to better understand —
 - the mom's feelings
 - the narrator's emotions
 - the importance of GPS on the farm
 - the relationship of the two characters
- What point of view does the author write from, and what advantage does this give to the selection?

One advantage of first person point of view is you can experience what the narrator is experiencing and understand what he's going through. This makes the story more personal.

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Unit 2 Week 3 Cold Reads A

WEEK 9

UNIT 2, WEEK 4

Developing

- Which section best summarizes the selection's idea that coral reefs are important?
 - "What Are Coral Reefs?"
 - "Features of Coral Reefs"
 - "Diversity in Coral Reefs"
 - "Why We Need Coral Reefs"
- Which of the following sentences helps the reader understand the relationship between coral reefs, the sun, and the reef's position in the ocean?
 - It was a photo of the world's largest coral reef, the Great Barrier Reef in Australia.
 - Coral reefs exist where sea temperatures are the warmest.
 - Coral, or small marine animals, need sunlight to grow, so coral reefs survive in shallow waters where the sunlight gets through.
 - The type of habitat depends on temperature, light, waves, tides, and the amount of food available.
- The detail "up to two million kinds" supports the idea that coral reefs —
 - have great diversity, like rain forests
 - perform important functions in the ocean
 - have identical characteristics as rain forest ecosystems
 - should be valued by humans for their healing chemicals
- Using details from the section called "Why We Need Coral Reefs" explain the relationship between the different animals of the reef.

The larger and smaller animals are connected in a reef because they are part of a food web. Each creature is food for a bigger creature.

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Unit 2 Week 4 Cold Reads D

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On-Level

- Which details best support the central idea of the selection?
 - Involving kids and finding irregular materials
 - Using natural materials and connecting humans to nature
 - Photographing sculptures and moving from a farm to a city
 - Painting natural landscapes and building human-sized nests
- Which detail helps explain an idea about how the eco-artists may share their pieces with others?
 - The eco-art movement is about celebrating the greatness of nature, but it also can bring awareness to the environment.
 - Today, artists such as Andy Goldsworthy share the same goals.
 - Before they disappear, he photographs them.
 - Kids can gather stones, shells, leaves, acorns—anything that inspires them.
- In paragraph 2, the idea the artist expresses in the quotation helps the reader to understand —
 - why his art is popular
 - how the artist gets his ideas
 - when he became interested in eco-art
 - that preserving nature is important to him
- The details in paragraph 2 support the idea that —
 - humans are always surrounded by nature
 - the artists want everyone to participate in creating art
 - eco-artists believe humans should remain connected to nature
 - Goldsworthy is the most important artist in the eco-art movement
- Using ideas from the selection, explain how eco-art connects people to nature.

Eco-art connects people to nature by reminding them of it in some way. It could be a photograph, going into a large nest, or looking at a landscape painting. It allows people to think about nature and to observe its beauty.

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Unit 2 Week 4 Cold Reads OL

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Advanced

- Which sentence best summarizes the main idea of the selection?
 - Nomads have existed for thousands of years, roaming the earth with the changing seasons and living off the land.
 - To survive, nomads have learned special skills, such as gathering food.
 - Nomadic cultures are at risk of disappearing.
 - Some nomads will continue practicing their traditional rituals and language.
- Which detail best supports the idea that modern conveniences are changing the way nomads live?
 - Often, they make temporary homes or, as the Sea Gypsies of Myanmar do, they travel part of the time on boats.
 - But today, the areas where they can hunt are restricted.
 - Perhaps their old migratory routes will become impassable.
 - Laplancers still follow ancestral routes herding reindeer, but these hunter-gatherers now do so on snowmobiles!
- In paragraph 3, the line "nomadic teenagers lured by conveniences such as cell phones have a strong desire to move to a town or city where this technology is available" supports the idea that —
 - in the future there might be fewer nomads
 - technology might make being a nomad easier
 - nomads might continue their way of life in cities
 - communication among nomads might be stronger
- Which ideas from the selection explain how nomadic peoples have been able to maintain their traditions for so long?

Nomads are very adaptable and have learned many techniques for hunting and gathering. This has allowed them to maintain their lifestyle for so long.

- Which details from the selection help explain why the population of the Bushmen may decrease over time?

"The Bushmen, for example, are the oldest nomadic people in Africa. Records show the Bushmen have traditionally made their own arrows and tracked their own food, including hyena and snakes. But today, the areas where they can hunt are restricted."

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Unit 2 Week 4 Cold Reads A

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WEEK 10

UNIT 2, WEEK 5

Developing

- Which sentence supports the author's main claim?
 - A *We had to walk about three miles because we didn't want to move our parked car.*
 - B *A bunch of bikes would have been available.*
 - C *This is partly because bike sharing bicycles are painted bright colors so that they are more visible.*
 - D *Improving our city's air quality, helping people's health, and making commuting easier is important.*
- The author's main opinion, or claim, is that bike sharing —
 - A is the only solution
 - B causes many crashes
 - C is highly valuable overall
 - D makes the roads more crowded
- Which sentence from the selection presents a fact supporting bike sharing?
 - A *Now imagine that our city had a bike sharing system.*
 - B *A bunch of bikes would have been available.*
 - C *The entire program avoided more than one million pounds of carbon dioxide emissions.*
 - D *All we would have had to do was pay a few dollars to use a bike and drop it off when we were done.*
- What evidence does the author provide to show that bike sharing contributes to good health?
 - A *The author states that riding a bike makes the air cleaner because it doesn't release carbon dioxide like a car does. Riding a bike is also good exercise. Both of these facts support the author's claim that bike sharing is good for your health.*

The author states that riding a bike makes the air cleaner because it doesn't release carbon dioxide like a car does. Riding a bike is also good exercise. Both of these facts support the author's claim that bike sharing is good for your health.

On-Level

- Based on the selection, children with disabilities —
 - A may need different equipment
 - B can play alongside their friends
 - C may have broken playground equipment
 - D can move on grass, bark, and uneven dirt
- The ideas of adding ramps and making slides lower support the claim that —
 - A playgrounds are a place for fun and exercise
 - B all children need cozy spaces so they don't get overwhelmed
 - C current playgrounds can be updated for children in wheelchairs
 - D children of all ages enjoy swings, slides, and climbing equipment
- The author's main opinion, or claim, is that —
 - A playgrounds should work for all children
 - B wheelchairs can't move through playgrounds
 - C some equipment that kids used to enjoy is broken
 - D the United Nations recognizes children's right to play
- What is most likely the reason the author included the information in the first paragraph?
 - A to express to the reader the importance of play
 - B to claim that children need to have playgrounds to play
 - C to remember the joy of playing on a playground as a child
 - D to teach the reader about the different types of playground equipment
- What type of evidence would have made the author's argument stronger?
 - A to express to the reader the importance of play
 - B to claim that children need to have playgrounds to play
 - C to remember the joy of playing on a playground as a child
 - D to teach the reader about the different types of playground equipment

The author's argument would have been stronger if there were more facts or statistics used as evidence. Now, the selection gives good ideas to support the claim.

Advanced

- Read these sentences from paragraph 1.

Aquaculture is the breeding and harvesting of fish and plants. It takes place in waters such as ponds, rivers, and oceans. Such "farming" produces food fish such as salmon and tuna, sea vegetables, and more.

- Which claim from the selection do these sentences support?
- A *Some critics do not see the value of aquaculture and object to the practice.*
 - B *Consider how aquaculture supports fishing in other ways.*
 - C *If we invest more in aquaculture, we could produce seafood for ourselves and become more self-reliant.*
 - D *Lastly, through research, aquaculture can help improve the health of aquatic animals.*
- Which sentence from the selection includes an opinion?
 - A *"We shouldn't have such a large gap between fishing and farming," says a member of Maine's Marine Extension Team.*
 - B *Did you know that 90 percent of salmon start as eggs that hatch in hatcheries?*
 - C *This aquaculture partnership contributes over 270 million dollars to commercial fishing!*
 - D *We import 91 percent of our fish...*
 - Which detail from the selection best summarizes the author's main claim?
 - A We need to produce more seafood.
 - B Most salmon begin their lives in a hatchery.
 - C The United States must invest in aquaculture.
 - D Aquaculture conflicts with other uses of water.
 - Based on the author's claim that "We need to produce more seafood in the United States" because "we import 91 percent of our fish," who is the intended audience for the selection?
 - A Americans who want to increase the amount of fish produced in this country.

The claim assumes that the audience is made up of Americans who want to increase the amount of fish produced in this country.

- What are at least two positive benefits the author claims increasing U.S. aquaculture will provide?
 - A Answers will vary, but should include two of the following: create jobs, help feed a growing population, and increase knowledge in science

Answers will vary, but should include two of the following: create jobs, help feed a growing population, and increase knowledge in science

WEEK 11

UNIT 3, WEEK 1

Developing

- How are Marco's and his grandma's feelings about movies alike?
 - They both enjoy watching old movies.
 - They both enjoy watching new movies.
 - They both enjoy watching movies at a theater.
 - They both enjoy watching movies on a laptop computer.
- What do Marco and his grandma disagree about?
 - Special effects
 - Modern actors
 - Digital projectors
 - Violence in movies
- Which detail best reveals Marco's view of his relationship with his grandma?
 - Maybe I should ask Grandma what to watch next.
 - His grandma had introduced him to old movies.
 - But Marco felt that movies must move ahead, into the future.
 - He had never actually seen a movie on a film-and-reel projector.
- What solution does Marco find to his conflict with his grandma?

Marco calls his grandma and asks her to see a film-and-reel movie with him at the movie house.

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Unit 3 Week 1 Cold Reads D

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On-Level

- How is Jenny's understanding of clouds different from Ray's?
 - Jenny's is right, and Ray's is wrong.
 - Ray's is factual, and Jenny's is playful.
 - Ray's is correct, and Jenny's is incorrect.
 - Jenny's is scientific, and Ray's is imaginative.
- Which detail best shows how Jenny takes care of her little brother?
 - Jenny pointed out some fluffy white clouds.
 - "I think a storm might be coming," she said and told Ray that they should start cleaning up the toys.
 - She felt a raindrop on her head as she helped Ray clean up.
 - Ray carried in the blanket, and Jenny followed behind with a basket of toys as their mother held the door open for them.
- The way Jenny most likely feels about her little brother is —
 - tired of picking up all his toys
 - annoyed that she has to care for him
 - amused that he says such silly things
 - pleased that she can teach him things
- Read the sentence from the selection.

Ray jumped and huddled close to Jenny.

The author probably included this sentence to show that Ray —

- is just a silly child
 - sees Jenny as his protector
 - has scared himself with his imagination
 - is unreasonably afraid of thunderstorms
- Is Mother's reaction to the storm more like Jenny's or more like Ray's? Use details from the story to explain your response.

Their mother is calm like Jenny. Their mother calmly holds open the door for them as they run in. She comments on how strong the storm is.

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Unit 3 Week 1 Cold Reads OL

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Advanced

- What action of Amelia's shows how she feels about "jumping the horn"?
 - She shakes her head.
 - She waves to her father.
 - She takes her starting position.
 - She jogs slowly around the track.
- Amelia's dad asks what the children are talking about. What is the effect of his action?
 - It embarrasses all three of the children.
 - It forces Mike and Amelia to lie for Jonah.
 - It prompts Jonah to make a good decision.
 - It causes the children to delay making a decision.
- The conflict in the selection is between —
 - Jonah and himself
 - the boys and Amelia
 - the children and Amelia's father
 - Jonah and the members of his team
- Contrast Mike's and Jonah's ideas to guarantee the team a win. Explain your answer with details from the selection.

Jonah wants to get ahead by "jumping the horn." Mike thinks that they should "practice so we're not only fast, but coordinated enough to pass the baton without dropping it."

- How are Mike's and Amelia's reactions to Jonah's suggestion alike? Explain your answer with details from the selection.
- Amelia says she'd "take the chance that we lose than win in a dishonest way." Mike refuses, saying that it's against the rules. Neither one wants to win dishonestly.
-
-

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Unit 3 Week 1 Cold Reads A

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WEEK 12

UNIT 3, WEEK 2

Developing

- Which event is part of the rising action?
 - Jay makes the coat rack into a tree prop.
 - Cori talks with her teacher about the play.
 - Cori congratulates Jay on his quick thinking.
 - Jay sets the coat rack tree prop onto the stage.
- Which excerpt gives the story's conflict, or problem?
 - "Cori, you have done excellent work, and I think this will be a great event," said Ms. Hanover, the drama teacher.
 - "Thank you, Ms. Hanover. Everyone has been so excited about the event. I think it will be an amazing opening night," said Cori.
 - "There is no coat rack. We are supposed to have a big tree!" Cori exclaimed, her voice rising.
 - "Okay, we can fix this, but we have to think of a good idea, and now!"
- How are the characters able to solve the problem?
 - They turn the coat rack into a tree.
 - Jay creates a second wooden coat rack.
 - They raise the curtain up an hour later than planned.
 - Jay brings in real tree branches and paints the leaves.
- Which details help you infer how Cori feels about solving the problem?

The details that help me understand how Corinne feels are: she calls Jay smart, she says he has earned "bravos," and she is smiling.

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Unit 3 Week 2 Cold Reads D

On-Level

- The most important event in the rising action is when the boys —
 - walk up to the fence
 - see a group of three chimps
 - hear that a zoo area looks like Africa
 - discover that 50 chimps live together
- Which detail gives the story's climax?
 - They had heard it had been built to look like the grasslands in Africa.
 - As they walked into the chimpanzee area, they read a sign saying that, in the wild, as many as 50 chimps could live together in a group.
 - "Hey, a group of three, just like us," Miguel said as they walked up to the fence surrounding the area.
 - ...and soon, all three of the chimps were nodding their heads up and down!
- What do the chimps do after the story's climax?
 - They hop on one foot.
 - They make funny faces.
 - They stop imitating the boys.
 - They shake their heads back and forth.
- Which action shows how Miguel feels during the resolution of the story?
 - He acts like the chimps.
 - He observes the chimps.
 - He smiles as he is speaking.
 - He looks at his friends in wonder.
- Which details help you infer how the chimps reacted to the boys during the climax?

During the resolution, it says "The chimps were watching them curiously," so the chimps ended up watching the boys as the boys acted silly. The chimps were curious about the boys, too.

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Unit 3 Week 2 Cold Reads OL

Advanced

- What is the most important event in the rising action?
 - Sarah's brother is holding a TV remote.
 - Sarah is not having a relaxing afternoon.
 - Sarah is excited to watch her favorite TV show.
 - Sarah's mom says it's hard to believe they're twins.
- Which sentence shows the story's conflict, or problem?
 - She heard the familiar music of her show start, when suddenly the channel changed to a hockey game!
 - Sarah thought maybe the batteries were bad on the remote, and she took them out so she could replace them.
 - Sarah watched the cook stir a pot of jam while speaking to the audience.
 - Then she heard muffled laughter coming from outside—Peter!
- How is Sarah able to solve her problem?
 - Her mom comes out and talks to Peter.
 - She is able to have a relaxing afternoon.
 - Her brother Noah tells her what happened.
 - She hears Peter laughing and then talks to him.
- Which details help you infer how Sarah feels about what Peter did?

The details that help infer how Sarah feels are that she talks to her brother with a sigh, she says Peter can't play a prank on Noah, and she says to Peter she will tell their mom if he doesn't hand over the remote in thirty seconds. I can infer that Sarah is mad at Peter.

Which details help you infer how Peter feels about his prank?

The details that help me infer how Peter feels are that he is smiling and laughing the whole time. I can infer he had fun doing the prank and thinks it's funny.

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Unit 3 Week 2 Cold Reads A

WEEK 13

UNIT 3, WEEK 3

Developing

- What is the situation in "The Mule Egg"?
 - The egg is really a coconut.
 - The rabbit disappeared into a hole.
 - A neighbor needs to learn about animals.
 - A man does not know about mules or farming.
- In "The Mule Egg," which detail marks a turning point in the story?
 - Weeks later, the egg hadn't hatched.
 - ...so the man tossed the coconut away, and just then a rabbit burst from the bushes.
 - "It's our baby mule!" yelled the wife.
 - "I wouldn't have been able to control a high-speed mule, anyhow!" exclaimed the man.
- In "Operation Dog Rescue," the play is divided into three scenes because —
 - there are three separate plots
 - there are three characters with names
 - the actors have their choice of three scenes
 - the action happens in three different locations
- In "Operation Dog Rescue," which details tell the reader how each character should behave on stage?

The details that tell how a character should behave on stage are in parentheses and italics.

For example, Samuel says his line "urgently,"

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Unit 3 Week 3 Cold Reads D

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On-Level

- Which of the following best describes the problem Paul Bunyan wants to solve in "Paul Bunyan Tames the River"?
 - His ox will not help him.
 - There are too many blizzards.
 - The river keeps splashing him.
 - The river is breaking the loggers' rafts.
- Which sentence from "Paul Bunyan Tames the River" lets the reader know that the selection is a folktale?
 - "The river breaks apart entire rafts as soon as we construct them," said a logger.
 - Bunyan traveled to the North Pole with his ox, Babe.
 - There they captured six blizzards.
 - Next, Bunyan took out a chain.
- In "Paul Bunyan Tames the River," how is the conflict in the plot resolved?
 - Paul Bunyan freezes and straightens the river.
 - The river splashes him and he takes out a chain.
 - Paul Bunyan travels to the North Pole with his ox.
 - Paul Bunyan tells the loggers to stand clear of the river while he works.
- In "Frustration Rising," the play is divided into three scenes because —
 - there are three separate plots
 - there are three characters with names
 - the actors have their choice of three scenes
 - the action happens in three different locations
- In "Frustration Rising," which details tell the reader how each character should behave on stage?

The details that tell how a character should behave on stage are in parentheses and italics.

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Unit 3 Week 3 Cold Reads OL

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Advanced

- What was the problem during the Year of Many Rains?
 - The chickens sank into the mud.
 - All the corn in the fields popped.
 - The syrup ran out of the sugarcane.
 - Grasshoppers ate all the popcorn.
- In "My Grandfather's Stories," which detail shows how the author resolves a conflict in the story?
 - The chickens sank into the mud to the tops of their skinny legs.
 - Rain soaked syrup out of the sugarcane stalks
 - No one wanted to eat that dirty popcorn ball
 - Brought in grasshoppers to eat the popcorn ball
- In "Unexpected Friendship," the play is in three scenes because —
 - there are three separate plots
 - there are three characters with names
 - the actors have their choice of three scenes
 - the action happens in three different locations
- In "My Grandfather's Stories," what descriptive language is used to show how the setting shapes the characters' actions?

The descriptive language occurs when the author says the rain created mud, which caused Feboldson to "put webbed feet" on the chickens and flatten their bills. Some other language is "the Year of Many Rains" and why the enormous ball of sticky popcorn was created and why Feboldson brought in grasshoppers.

- In "Unexpected Friendship," which details determine how each character should behave on stage?

The details that tell how a character should behave on stage are in parentheses and italics.

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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 a simile to compare the ears to —
 - fur
 - food
 - color
 - cloth
- Which words are an example of onomatopoeia?
 - Little ears*
 - round and fat*
 - pit-a-pat*
 - prettier puppies*
- The poet uses the simile “white as milk” to show —
 - where the puppies are
 - what the puppies drink
 - where the puppies live
 - what the puppies look like
- Which words and details from the poem help the reader imagine the puppies? Choose at least three details to support your answer.

The author uses two similes “soft as silk” and “white as milk” to describe the puppies and the way they look and feel. The author also uses the adjectives “cool,” “pink,” “round,” “fat,” and “prettier” to describe the puppies.

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Unit 3 Week 4 Cold Reads D

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On-Level

- An example of onomatopoeia used in this poem is a sound made by the —
 - sky
 - gnats
 - butterfly
 - honey bee
- Which line from the poem is an example of a metaphor?
 - See, the lark is soaring high/In the blue and sunny sky*
 - And the gnats are on the wing/Wheeling round in airy ring.*
 - Listen! Newborn lambs are bleating,/And the cawing rooks are meeting*
 - And the first white butterfly/In the sunshine dances by*
- An example of imagery in this poem is —
 - the honey bee*
 - birds are singing*
 - all the fields abound*
 - small and waving shoot*
- Which of the following words from the poem are examples of onomatopoeia?
 - Waving and coming*
 - Singing and running*
 - Humming and cawing*
 - Wheeling and meeting*
- Which words and details from the poem help to explain the name of the poem? Give three details to support your answer.

The name of the poem, “The Voice of Spring,” makes the reader think of sounds. The poet uses many sounds in the poem, such as “cawing rooks,” “birds are singing loud,” and “honey bee is humming.”

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Unit 3 Week 4 Cold Reads OL

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Advanced

- The example of onomatopoeia used in this poem is a sound made by the —
 - flies
 - horse
 - snow
 - stars
- Which words are examples of imagery used in the poem?
 - She wonders at the wet tickle*
 - Once, to wake a wearied leg*
 - A second time to interrupt*
 - Her breath rises*
- The poet uses the figurative expression “frozen stars” to emphasize the —
 - stillness and quiet of winter
 - unexpected cold of the field
 - shine of snowflakes on her nose
 - distance to the warmth of the barn
- What is an example of a simile in this poem? What is it describing?

The author includes the simile “rises like white flies.” This is describing the way the horse’s breath is rising in the air.

- Who is the speaker in “Winter Landscape”? Explain your answer.

The speaker is someone who is observing the horse. I know this because the speaker describes what she sees the horse doing.

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Unit 3 Week 4 Cold Reads A

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WEEK 15

UNIT 3, WEEK 5

Developing

- What happened after the softball broke the window?
 - The sisters were not worried.
 - Gina wanted to take the blame.
 - Riley wanted to tell Dad that Gina did it.
 - The sisters played farther away from the garage.
- Which details tell the reader how the girls reacted to their decision?
 - Riley fibbed, and Gina remained silent.
 - Riley felt terrible, and Gina burst into tears.
 - Riley prepared herself, and Gina's eyes watered.
 - Riley kept her story straight, and Gina didn't mean to do it.
- What is a theme of the selection?
 - It is wrong to lie to try to avoid blame.
 - It is good to protect your younger sister.
 - If you break something, you must fix it yourself.
 - As long as no one gets hurt, it is fine to play with softballs.
- Which words or sentences provide a message or piece of advice?

A piece of advice is when their dad says to be "careful with softballs."

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Unit 3 Week 5 Cold Reads D

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On-Level

- Which detail helps the reader infer how Anthony feels about Cameron moving away?
 - Anthony placed it carefully into the box.
 - "We won that award at the end of fall season."
 - "I wouldn't miss it," replied Anthony.
 - Anthony grabbed the season's schedule.
- When his coach announced the starters, Anthony felt —
 - bold
 - jealous
 - startled
 - upset
- When Anthony read the soccer schedule, he felt —
 - confused
 - excited
 - hopeful
 - sad
- What is a theme of the selection?
 - Friends understand if you can't say goodbye.
 - You must sacrifice your goals for your friends.
 - It's okay to be jealous of your friend's success.
 - Friendship is more important than personal gain.
- How does Cameron react in the second-to-last paragraph? How does his reaction support the theme of the selection?

Cameron comments that Anthony is missing the first game of the season. This reaction

shows that both boys want good things for each other.

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Unit 3 Week 5 Cold Reads OL

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Advanced

- Which detail helps the reader infer how Emily feels about moving to a new town?
 - Emily was upstairs reading a book.
 - "Everything's fine," replied Emily.
 - The truth was that she dreaded leaving the house...
 - She was awakened by laughter and looked out her window.
- Which detail tells you how Emily feels about meeting new people?
 - She looked at her skateboard, which seemed to be standing like a column in the corner.
 - ...which was why Emily hadn't seen them at school.
 - Emily thought she'd like to run upstairs and be alone...
 - Emily had taken her own first move forward.
- What is a theme of the selection?
 - Moving to a new town is easy.
 - It's difficult to make new friends.
 - It's safer to stay inside with books.
 - Sometimes it is good to push yourself.
- Which detail shows Emily thinking one thing but doing something different?

In the second-to-last paragraph, Emily wants to run upstairs and be alone but forces herself to say "yes" to Della's offer to teach her chess.

- How do Emily's reactions help the reader understand the story's theme?

Emily is very shy and sad, and her reactions help the reader understand that sometimes, making yourself do something hard turns out well in the end.

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Unit 3 Week 5 Cold Reads A

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WEEK 16

UNIT 4, WEEK 1

Developing

- 1 What is one lesson that Father wants Susan and Timothy to learn?
A Good crops can be grown even in bad conditions.
B Tumbleweeds are a good type of food for animals.
C If they take care of the land, it will take care of them.
D If they take care of the land, they will have tumbleweeds.
- 2 How does Timothy feel about their situation?
A He is worried that they might not live.
B He is tired of always eating tumbleweeds.
C He is content to be spending time with his family.
D He is bored by the tasks of taking care of the farm.
- 3 Which best describes Father's relationship with Susan and Timothy?
A He is a stern parent who wants his children to work instead of talk.
B He is a concerned parent who wants to know how his children feel.
C He is a lazy parent who wants his children to do the work so he does not have to.
D He is a distressed parent who is too worried about the crops to talk to his children.
- 4 How does Father make Susan and Timothy feel better?

He reminds them that they are experimenting with new ways of farming and that they have come a long way since starting the farm.

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Unit 4 Week 1 Cold Reads D

On-Level

- 1 Which sentence best describes Dick Whittington?
A He is lazy because he wanted to have been given his fortune.
B He is stingy because he kept a chest of gold that was given to him.
C He is mysterious because people do not agree about how he made his fortune.
D He is carefree because his family could take care of him if they needed to.
- 2 What is Dick Whittington's main problem in the selection?
A He has to find fine cloth that the king would like to have for his clothing.
B He has to find a way to get his cat back from his friend who borrowed it from him.
C He has to find a way to escape working for a merchant so he can be on his own.
D He has to find a way to make money because he was not given a family fortune.
- 3 The fact that there are two stories about Dick Whittington's life most likely means that people —
A thought that he would not tell them his story if they asked
B did not know him well enough to ask him to tell his own story
C did not like him well enough to want to talk to him about his life
D thought that he would not be honest about his life if they asked him
- 4 Which sentence best describes Dick's relationship with Fitwaryn?
A Fitwaryn is kind to Dick even when Dick is unkind.
B Fitwaryn feels grateful for Dick and shares his gold with him.
C Dick is jealous of Fitwaryn and all the gold he made on his journey.
D Dick is angry with Fitwaryn after he takes his cat away for a long time.
- 5 Which story of Dick Whittington's life is most likely true? Why?

The story in which Dick made his fortune by selling cloth is probably true because it seems unlikely that the king would give away a box of gold for a cat catching rats.

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Unit 4 Week 1 Cold Reads OL

Advanced

- 1 How does John feel during the race?
A He is worried about the outcome.
B He is excited to see what will happen.
C He is happy that his sister is having a good time.
D He is bored because he does not care who wins.
- 2 Anna knows a lot about horses because —
A she works for one of the families that has horses
B she has been talking to the jockeys before the race
C she has a friend who has told her all about the races
D she studies every book about horse racing she can find
- 3 Which sentence best describes John's relationship with his sister?
A She thinks he is too young to understand what is happening.
B She makes an effort to help him understand what is happening.
C He thinks that she does not know as much as she acts like she knows.
D He thinks that she is only being nice to him because their father is there.
- 4 From Anna's dialogue with her father at the end of the story, what conclusion can be drawn about their relationship? Why?

They are both interested in horse racing. Her comment is about something that only someone who knows racing would understand.

- 5 How does John most likely feel about horse racing after his first race? Why?
He probably wants to go to more races, because he really enjoyed the excitement when the horses were racing and because his sister and father like horse racing.

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Unit 4 Week 1 Cold Reads A

WEEK 17

UNIT 4, WEEK 2

Developing

- Which detail helps you predict a theme, or central message, of the story in the first selection?
 - Nicolo's father had just died.
 - Nicolo was an especially patient and caring teacher.
 - They marveled at touching such quality wood.
 - His heart sang like . . . a violin!
- Which detail helps you predict a theme, or central message, of the story in the second selection?
 - Cleanliness has saved so many lives.
 - Jane and her mother were at a hospital.
 - The wounded soldiers have many needs.
 - Jane attacked her duties with eagerness.
- What is a theme in both selections?
 - Cleanliness is very important.
 - People can enjoy learning new skills.
 - Family relationships should be kept strong.
 - There are many ways of making instruments from wood.
- Think about the theme "a person can be confused or disappointed about his or her situation." Which details support this theme in both selections?

The first selection reads, "Without my father to help me, how can I continue making violins? he thought. *There is too much work!*" Nicolo is disappointed about this and confused about what to do next. The second selection says, "Sweeping wasn't exciting, and it didn't seem like it would help wounded soldiers very much." Jane is disappointed to be given the job of cleaning and is confused because she doesn't see how it could help.

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Unit 4 Week 2 Cold Reads D

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On-Level

- Which detail helps you predict a theme, or central message, in the first selection?
 - It was a test trip for the steamboat.*
 - "Are all the deck hands on board?"*
 - The steamboat's captain, Andrew Jack, told him that they were ready.*
 - He couldn't tell where they were.*
- Which detail helps you predict a theme, or central message, in the second selection?
 - "Let's start the state's first Rural Free Delivery service!"*
 - "Is it okay if I use my bicycle?" questioned Clark.*
 - The two men made their daily rounds.*
 - Postmaster Eldred was indeed a force.*
- Which detail supports the theme "trying something new to make people's lives better is a great idea"?
 - The steamboat's captain, Andrew Jack, told him that they were ready.*
 - A fearsome earthquake hit, which suddenly changed the course of the river.*
 - He explained his plan to Lewis Clark and Willis Lawrence.*
 - He decided it should be shortened to Climax.*
- What is a theme in both selections?
 - Progress happens no matter what.
 - Traveling by water is fastest and easiest.
 - One must be prepared for natural disasters.
 - Making big changes is hard but can be helpful.
- How does each selection approach and support the theme of "humans battling nature face challenges"? Use details from both selections in your response.

In the first selection, "a fearsome earthquake hit" which changed the direction of the river and caused the shoreline to break off. The ship's crew had to live through this. In the second selection, the deliverymen had to make their rounds "even during the cold winter months."

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Unit 4 Week 2 Cold Reads OL

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Advanced

- Which detail helps you predict a theme, or central message, of the story in the first selection?
 - Many people wandered around the room.*
 - George looked with curiosity at the dozens of lights.*
 - As George nodded, the guide pointed to an invention.*
 - "It's a simple plug and socket," she explained.*
- Which detail from the second selection helps you infer that progress is challenging?
 - Grandpa Robert said this day in 1941, today, was special.*
 - People from all over the world would come visit Mount Rushmore.*
 - He had climbed 700 stairs to the top to begin working each day.*
 - Carol heard a visitor asking, "How can I get a rock?"*
- What is a theme in both selections?
 - It's important to keep souvenirs.
 - Progress is exciting and satisfying.
 - The original form is always the best one.
 - Progress always makes people nervous.
- Which details from both selections support the theme that people can be amazed by very large things?

In the first selection, "George's eyes couldn't take in all the buildings," and in the second selection, "Carol craned her neck" because the monument was so big.

- In which ways are the selections different in how they explore the theme of the importance of achievement?

In the first selection, the theme of the value of achievement is explored by talking about how electricity will improve people's lives. The second selection shows how difficult it was to create such a big rock carving. This was an achievement that many will view for years to come.

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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 overall structure of this selection?
 - Chronological
 - Cause and effect
 - Problem and solution
 - Compare and contrast
- Which detail from the selection gives clues about the overall structure?
 - In the 1400s, hoop rolling was popular*
 - how far and fast they could push the hoop*
 - hoop rolling became more popular*
 - children were in the way*
- What do most Greek and Roman hoop games have in common with English and American ones?
 - The hoops were made of metal.
 - The games needed sticks to play.
 - They knocked objects over with the hoops.
 - They brought the games with them to the colonies.

- What does the order of the information of the selection help the reader understand?

The order of the information shows the history of hoops and hoop games. It goes in _____
 chronological order so you can see differences over time.

On-Level

- Which two details show a cause and effect?
 - Melting snow in the mountains and floods in southern California*
 - Would help prevent flooding and would provide water for crops*
 - Both strong and safe and waters needed to be stored*
 - Millions of tons of concrete were mixed and ice water to cool the concrete*
- Which detail helps show the overall organization of the selection?
 - Until the early 1920s*
 - A dam is a structure made to hold back water*
 - Thousands of workers*
 - Several companies joined the effort*
- Which sentence shows an effect of building the Hoover Dam?
 - The engineers would have to contain a powerful flow of water.*
 - To achieve this, the engineers decided to plan and construct an enormous lake.*
 - The dam would be taller than any dam in the world.*
 - This gave nearby areas electricity and water.*
- By using the overall text structure, the author is able to —
 - help the reader understand the steps taken to control the river
 - show the reader how Los Angeles and Phoenix developed
 - help the reader understand how dams were built around the world
 - show the reader how visitors to the dam created similar ones at home
- How does the information in the first paragraph connect to the information in paragraph 5?

The information in the first paragraph sets up a problem of flooding and lack of water for _____
 crops, and the information in paragraph 5 explains how it was solved by the Hoover Dam.

Advanced

- Which detail is an example of how the selection is structured overall?
 - Mobile robots and stationary robots have many similarities and differences.*
 - Locomotion is the power to move from place to place.*
 - One type of stationary robot can grab boxes and place them on the floor.*
 - A stationary surgery robot allows doctors to perform procedures.*
- The author writes that “*unlike mobile robots, stationary robots move from a fixed base*” near the beginning of the selection —
 - because it shows an important difference
 - to introduce the types of robots being discussed
 - because his opinion is that stationary robots are best
 - to inform the reader of the wide variety of bases robots can have
- By organizing paragraph 4 as presented, the author is able to —
 - explain why stationary robots are more helpful
 - show why mobile robots may become more helpful
 - explain why robots are mostly used in the aircraft industry
 - show how both types of robots benefit from smart systems

Describe how the author organizes the information in paragraphs 2–6.
 Each paragraph discusses both stationary and mobile robots.

- What does the organizational style of paragraphs 2–6 allow the author to tell the reader?

This style of discussing both types of robot in every paragraph lets the author compare and contrast different features or parts and show the pros and cons of each.

WEEK 19

UNIT 4, WEEK 4

Developing

- Which detail describes a problem?
 - A People noted the kindness of a stranger.
 - B The water rose to six feet above street level.
 - C Workers gathered lumber from wooden sidewalks.
 - D The other boys stood by in case he needed help.
- Which sentence describes a solution?
 - A The flood of Montreal, Canada, in 1886 affected about 20,000 families.
 - B The city's streets were now waterways.
 - C One man wasn't interested in making money while lives were in danger.
 - D Jos Vincent offered his fleet of 40 small boats to aid flood victims.
- What is the relationship between Jos Vincent and the flood victims?
 - A He helped them put out the fires.
 - B He inspired them to wait until the water went down.
 - C He helped them bring their belongings to outlying sheds.
 - D They were happy to see him when he arrived with his boats.
- Which details from the selection support the idea that Jos Vincent has always been a problem solver?

The details that he lost a skate in a frozen pond when he was a boy and "he waded in to find his missing skate" himself tell us Jos has always been a problem solver.

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Unit 4 Week 4 Cold Reads D

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On-Level

- Which detail from the selection tells the reader the solution to Kwolek's problem of fearfulness?
 - A Kwolek became a pioneer in science.
 - B Kwolek focused on the information she had.
 - C Kwolek joined a large chemical company.
 - D Kwolek eventually became a leading researcher.
- How was attaining a degree in chemistry a solution to a problem?
 - A It meant that Kwolek could get a job faster.
 - B It was more affordable than medical school.
 - C It gave her the confidence she was looking for.
 - D It was what her parents thought was best for her.
- Kwolek solved the problem with the liquid form of her fiber by —
 - A spinning it in a machine
 - B making it unusually stiff
 - C testing it in boots for firefighters
 - D making it lightweight and durable
- Kwolek deals with all the uncertainty and risk in her profession by —
 - A working as a team with her bosses
 - B developing many uses for her material
 - C playing around with things until they work
 - D improving our world to make it safer and easier
- In this selection, you learn about many problems Kwolek had to solve. What was the connection between Kwolek's coworkers and her eventual success?

The connection between her work environment and her success was she never gave up trying because she didn't want to embarrass herself by failing in front of her coworkers.

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Unit 4 Week 4 Cold Reads OL

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Advanced

- Which detail from the selection shows how Baer was able to solve the problem of getting a game onto a screen?
 - A Creativity and engineering skills
 - B He learned how to repair radios
 - C He knew how transmitters worked
 - D Helped develop a new type of dance pad
- What does the author suggest as a possible reason that Baer worked to provide the world with entertainment?
 - A He had a difficult start in life.
 - B He had a lot of discipline and training.
 - C His parents encouraged him to do this.
 - D He got many ideas while serving in the army.
- According to the selection, what is the relationship between Baer and Thomas Edison?
 - A They are army veterans.
 - B They worked to put games on TV sets.
 - C They enjoyed the work of bringing new technology to the world.
 - D They couldn't have predicted how their inventions would evolve.
- What is the connection between video games and sports fans?

The selection says "fans love to step into the shoes of their favorite athletes," and video games allow them to do this.

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Unit 4 Week 4 Cold Reads A

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WEEK 20

UNIT 4, WEEK 5

Developing

- Which detail supports the idea that people move to improve their lives?
 - The trip to America was crowded.
 - She had her last full meal and sugary pastries for quite a while.
 - Each had come for a different reason.
 - All sought a better life.
- Which detail does the narrator use to tell the reader that the journey was difficult?
 - Anita felt immediately seasick
 - Children were allowed on the ship's deck
 - Anita nearly ran out of her shoes
 - Women and men alike began crying with joy
- The author wrote this article most likely to —
 - show the reader that most immigrants are happy
 - describe one immigration story through a child's experience
 - explain what life was like for immigrants in America in 1901
 - inform the reader of the different ways people used to immigrate
- Which details does the narrator use to make the reader feel excited and happy?

The narrator says, "Suddenly, people began crowding along the deck. 'There she is, the Lady Liberty!' they yelled." "The Lady seemed to say, 'Welcome to the land of your dreams.'" Also, the narrator describes Anita's meal of "delicious soup and white bread" after feeling sick and not eating for so long, and says that the people had achieved something: "They had all accomplished something to remember: completing the immigrant's journey."

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Unit 4 Week 5 Cold Reads D

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On-Level

- Which phrase does the narrator use to show George is excited?
 - A big deal indeed.
 - The views are amazing!
 - It's the eighth wonder of the world.
 - It felt like a day of victory.
- What evidence does the author provide to show that the new bridge is important?
 - Ever since George could remember, the bridge had been under construction.
 - How would it hold up to strong winds or heavy loads?
 - The president of the United States and the governor of New York both made opening statements during the ceremony.
 - People could walk across the Brooklyn Bridge for pleasure.
- The governor tells the crowd, "If you wonder why we chose John Roebling, remember that he designed and built the bridges at Niagara Falls and the Ohio River." He says this to —
 - show that Roebling has worked all over the country
 - remind them it is difficult to construct bridges over rivers
 - tell the importance of one person for both designing and building
 - give them confidence that the Brooklyn Bridge is well constructed
- The author wrote this selection most likely to —
 - explain how important the Brooklyn Bridge was in George's life
 - show the opening of the Brooklyn Bridge through a teenager's experience
 - share details with the reader about how the Brooklyn Bridge was built
 - describe the Brooklyn Bridge opening from a modern teenager's view
- Why does the author include the detail about who was driving the first car over the bridge?

The detail is included to provide more factual information and make the reader feel like he or she is there in the scene along with George and Helen.

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Unit 4 Week 5 Cold Reads OL

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Advanced

- Which idea from the selection shows the author's central message?
 - Paved streets are better.
 - Helping do business is easy.
 - Messiness leads to great ideas.
 - Thinking up improvements is useful.
- Which detail shows that Una's home situation was not common for the time?
 - She could watch her children
 - Una's mother was in business
 - The dust and mud are caking the floor
 - We have seen growth since we first settled here
- The author wrote this selection most likely to —
 - describe various types of families from colonial times
 - show how difficult it used to be to complete big projects
 - describe the process of paving streets with cobblestones
 - show the importance of what women have given to colonial society
- What evidence does the author use to support the central message of the selection?

The narrator uses evidence that talks about Una's mom being a rare businesswoman and having women keep watch over the paving of the streets. The narrator states, "These Dutch women were full of purpose" to show they want to make progress in their community.

- What evidence does the author provide to support the idea that the characters accomplish many tasks?

The details that refer to accomplishing tasks include Una sweeping the street to keep the house clean, getting the roads paved, and beginning to think of ways to bring down the number of uncontrolled fires.

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Unit 4 Week 5 Cold Reads A

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WEEK 21

UNIT 5, WEEK 1

Developing

- What is one benefit of hydrogen cars?
 - The availability of the fuel
 - The cost of buying the car
 - The ease of producing the fuel
 - The ability of the car to speed up
- Which section contains information about the cost of a hydrogen car?
 - What Are Hydrogen Cars?*
 - Pros of Hydrogen*
 - Cons of Hydrogen*
 - Other Disadvantages*
- The selection "Cars of the Present and Future" is mostly about —
 - reasons for and against driving hydrogen cars
 - reasons for and against using alternative energy
 - types of features that will be in a car of the future
 - types of hydrogen cars that will be made in the future
- How does the section "Ready or Not?" contribute to the central idea of the selection?

The central idea of the selection is that there are pros and cons to having a hydrogen car. The section concludes the selection by drawing a conclusion based on the facts. The selection gives several cons to making hydrogen cars, so the "Ready or Not?" section concludes these problems need to be solved before the cars can be easily used by many people.

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Unit 5 Week 1 Cold Reads D

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On-Level

- What is the main idea of the section "Electricity and Light"?
 - Light bulbs use electricity to create light.
 - Americans use a lot of light bulbs every year.
 - LED light bulbs are more efficient than regular light bulbs.
 - People are using LED light bulbs instead of regular bulbs.
- What is the purpose of including the section "Benefits of LEDs"?
 - To list the pros and cons of using LED technology in making light bulbs
 - To list the benefits of LED bulbs and argue that they are not worth the cost
 - To explain that LED light bulbs are safer and more efficient than other light bulbs
 - To set up the description of what types of energy will be used to create light in the future
- Which section gives information about how much the average household uses light bulbs?
 - The introduction
 - Electricity and Light*
 - Benefits of LEDs*
 - The Future of Light*
- The selection "A Bright Future" is mostly about —
 - different light technologies that will be used in the future
 - reasons why LEDs are not as good as regular light bulbs
 - what LED light bulbs are and whether they are worth the cost
 - why LED light bulbs use less electricity than regular light bulbs
- How does the section "The Future of Light" contribute to the main idea of the selection?

Most of the selection is about LED light bulbs compared to regular light bulbs; "The Future of Light" is about other advances in light coming in the future.

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Unit 5 Week 1 Cold Reads OL

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Advanced

- What is the section "Robert Moses's Vision" mostly about?
 - Robert Moses's different jobs with the government
 - Some of the cities that appreciated Robert Moses
 - Some of the buildings Robert Moses is famous for
 - Robert Moses's goals in making changes in the city
- Which section contains information about the bridges Robert Moses helped build?
 - The introduction
 - Robert Moses's Vision*
 - Path to Success*
 - Master Builder*
- The selection "Reshaping New York" is mostly about —
 - the types of buildings and public works Robert Moses built
 - what made Robert Moses the "Master Builder" of New York City
 - the importance of Robert Moses's building work in New York City
 - how Robert Moses helped expand parks and make them easy to access
- How does the section "Master Builder" contribute to the main idea of the selection?

It explains how everything that Robert Moses helped build captured the attention of other cities, and that they saw his work as a model for their cities as well.

- How do the sections contribute to the idea in the introduction that Robert Moses had a vision to improve the city?

The first section explains his vision for parks, the second his idea about the importance of highways for fast access to the city, and the third about how the buildings made the city look great to the world.

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Unit 5 Week 1 Cold Reads A

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WEEK 22

UNIT 5, WEEK 2

Developing

- Under which heading do you learn about the benefits of the railroad?
A *A Great Need*
B *The Plan*
C *Great Risk*
D *Results of the Railroad*
- What information is found in the time line that is not in the text?
A Where the two railroads met
B The length of the two railroads
C Where the two railroads began
D When the railroad was completed
- Which text feature provides an overview of the creation of the railroad?
A The title
B The time line
C The subheading *Great Risk*
D The subheading *Results of the Railroad*
- How does the time line help you understand the main text of the selection?

The time line helps me understand the main text by providing dates related to the details in the main text.

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Unit 5 Week 2 Cold Reads D

On-Level

- How does the information in the subheadings support you in reading the selection?
A It provides a fact about the topic.
B It summarizes the previous paragraph.
C It shows how one paragraph is connected to the others.
D It gives you an idea what the paragraph is going to be about.
- What information is found in the time line rather than the text?
F The year of Earhart's birth
B The year Earhart's plane was found
C The year of the last contact with Earhart
D The year of Earhart's departure from Miami
- How does the information in the time line support your understanding of the main text?
A It provides a time frame for Earhart's major life events.
B It compares Earhart to other female aviators at the time.
C It matches the information in the main text point by point.
D It provides different theories for what may have happened to Earhart.
- An overview of Amelia Earhart's life is provided in —
A the time line
B the subheadings
C the first paragraph
D the title of the selection
- How might the information in the final three paragraphs change the information presented in the time line?

The information in the final three paragraphs would change the time line because it might include different facts and years. For example, instead of saying she disappeared in 1937, it might say she was possibly captured or stranded on an island.

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Unit 5 Week 2 Cold Reads OL

Advanced

- Under which heading can information about the future of computing be found?
A *Before the Internet*
B *The Beginning*
C *Pioneering Programmers*
D *Expanding over Time*
- Where in the selection is there an independent fact about when the first web browser was introduced?
A The time line
B The first paragraph
C The first subheading
D The second subheading
- Which text feature provides an overview of how the Internet came to be?
A The title
B The time line
C The subheading *Before the Internet*
D The subheading *Expanding over Time*
- How does the heading "Pioneering Programmers" relate to the text that follows it?

It relates to the text because it describes the people responsible for creating the network that allows computers to talk to one another.

- Which detail from the selection could be added to the beginning of the time line?

I could add the detail about how computers in the 1960s were unable to talk to each other.

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Unit 5 Week 2 Cold Reads A

WEEK 23

UNIT 5, WEEK 3

Developing

- 1 Which detail is part of the rising action of the story?
- (A) Beth and Carter were headed to the game in Hoboken, New Jersey, to watch their father, who played for the Knickerbockers.
 - B The ball sailed through the air and out of the park!
 - C Afterwards, the siblings met up with their dad.
 - D She couldn't wait for the next baseball game.

- 2 Which detail contributes to the falling action of the story?
- A Beth found baseball boring—she would much rather play with her friend Abby.
 - B Upon their arrival, Carter pointed out Alexander Cartwright.
 - C "That's what my dad said!" replied Beth with pride.
 - (D) Now, Beth couldn't take her eyes off the field, and she asked Carter to explain the rules to her.

- 3 Read this detail from the selection.

The ball sailed through the air and out of the park! A home run! The crowd went wild, and Beth jumped and cheered right along with them.

This quotation is part of the —

- A rising action
- (B) climax
- C falling action
- D resolution

- 4 Which details tell you how the climax resolved?

After the game, Beth tells her father, "We met a reporter who predicted that one day, _____ baseball will become the nation's most important pastime!" She wants to see more baseball games. _____

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Unit 5 Week 3 Cold Reads D

On-Level

- 1 Which idea contributes to the rising action of the story?
- A James and the captain argue.
 - B James decides to learn many things.
 - C The captain refuses to speak with the crew.
 - (D) The captain orders Harriot to stay in his cabin.

- 2 Which detail contributes to the turning point, or climax, in the story?
- A Harriot had attempted to explain his new method of navigation
 - B James wanted only to be a sailor
 - (C) The officers crowded around him.
 - D He couldn't stop thinking of Mr. Harriot

- 3 Which detail shows the falling action, or outcome, of the climax?
- A The first mate answered, "The captain's taken ill"
 - B James served Mr. Harriot his evening meals
 - C The officers cannot agree on a direction
 - (D) For that, he would have to learn many things.

- 4 In the resolution of the story, James —

- A returns to the quarterdeck
- (B) decides to become a captain
- C helps set the course for Martinique
- D becomes the captain of his own vessel

- 5 How are the details introduced at the beginning of the selection related to the resolution?

At the beginning, the captain takes ill, so the crew later turns to Harriot for direction. This _____ shows James that learning "many things" will help him become the captain of his own vessel. _____

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Unit 5 Week 3 Cold Reads OL

Advanced

- 1 Which detail contributes to the rising action of the story?
- (A) Nate is excited to see a new form of animation.
 - B A man is lifted into the air by a rocket.
 - C Nate picks up the little dog to see how it works.
 - D Greg stops at a food stand for cotton candy.

- 2 Which detail happens during the climax of the story?
- A Advertisements had been on television for months.
 - B Nate consulted the map to locate the correct walkway.
 - C But Greg just strolled around, taking his time
 - (D) "That's one of the animated characters I told you about!"

- 3 Which words from the selection help you understand how the Nate feels during the climax of the story?
- A Satisfied and strolled
 - B Interested and anxious
 - (C) Closer look and grinned
 - D Scowled and impatience

- 4 What do the boys discuss in the falling action?

Greg asks Nate to continue looking for "It's a Small World," but Nate gets distracted. _____

- 5 How does the way the boys feel during the rising action relate to how they feel during the climax?

During the rising action, Nate is excited and curious about a new type of animation. During the climax, he still hasn't seen what he originally wanted but both boys are enjoying themselves. _____

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Unit 5 Week 3 Cold Reads A

WEEK 24

UNIT 5, WEEK 4

Developing

- Both selections say that —
 - walking reduces stress
 - it is important to do push-ups
 - walking is a good form of exercise
 - you need one hour per day of exercise
- What does the second selection say that the first selection does not?
 - Exercise is good for your bones.
 - You should exercise three days a week.
 - Experts say there are many benefits to walking.
 - It is important to include some muscle strengthening.
- What is one main **difference** between the first selection and the second selection?
 - The first selection has many expert opinions.
 - The first selection has a variety of exercise options.
 - The second selection has two experts talking directly to the reader.
 - The second selection has a recommendation of how often to exercise.
- What points do both selections make about the benefits of exercise?

Both selections say that exercise keeps you healthy and gives you stronger muscles and bones.

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Unit 5 Week 4 Cold Reads D

On-Level

- Which claim do both selections make?
 - Puzzles mostly benefit children.
 - Doing puzzles is good for your brain.
 - It's easier to wait until the picture is almost complete.
 - It's best to exercise both sides of your brain at the same time.
- What information does the second selection have that the first selection does not?
 - The benefits of doing puzzles
 - Several ways to challenge your brain
 - Interviews with people who do puzzles
 - The reasons puzzles are good for your brain
- Which detail from the second passage is also explored in the first passage?
 - My family always had a jigsaw puzzle laid out*
 - I started to work on them more.*
 - Focusing on one image for a long time makes me calm.*
 - My memory is a lot better.*
- Which of the following describes a **difference** between the first selection and the second selection?
 - The first selection talks to the reader directly.
 - The first selection talks about multiple studies.
 - The second selection describes different types of puzzles you can do.
 - The second selection describes how students complete puzzles at school.
- Which details support the message both selections are sending to the reader?

The details that support the message are that doing puzzles is a good way to keep your brain active because it can help your memory, and they give you a chance to focus on one specific task.

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Unit 5 Week 4 Cold Reads OL

Advanced

- Which idea is explored in both selections?
 - The benefits of play
 - The best ways for children to relax
 - The way teachers can best support students
 - The importance of learning conflict resolution
- Which idea is explored in one selection but not the other?
 - Children use their imaginations.
 - Exercise is good for learning.
 - Play helps with friendships.
 - Test scores are better.
- Which of the following describes a **difference** between the first selection and the second selection?
 - The second selection argues play is important.
 - The first selection connects play to social skills.
 - The first selection is from the children's perspective.
 - The second selection is presented as a radio broadcast.
- Both selections support their arguments by sharing the opinions of experts. What point do all of the experts agree upon?

All of the experts agree that play is good for all kids, and kids should be able to have time to play each day.

- If someone were to ask you what the benefits of play are, which details from the selections would you share with them?

I would tell them that the benefits of play are better social skills, refreshed and more attentive minds, better health, and more happiness.

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Unit 5 Week 4 Cold Reads A

WEEK 25

UNIT 5, WEEK 5

Developing

- What is the author's main claim?
 - Teachers need the support of tutors.
 - Students become bored during long breaks.
 - Year-round schooling is generally a good idea.
 - Year-round schooling will be difficult for families.
- Which detail supports the author's main claim?
 - Everyone enjoys a break from work.
 - Teachers are finding that the conditions of year-round school are just different.
 - In addition to the 45-15 plan, there are 60-20 and 90-30 plans.
 - Everyone's stress is reduced because of the many breaks during the year.
- Read this quotation from paragraph 4 of the selection.

Some schools that have converted to a year-round schedule find that it affects students' grades positively.

Which detail from the selection supports this idea?

 - Students gear up for learning. Then they take a break.
 - They don't forget their lessons during short breaks.
 - Other schools have adopted a year-round schedule to decrease student and teacher exhaustion.
 - Sick students or teachers also have time to recover when they get more time off during the year.
- Who is the intended audience for this selection? Which details from the selection tell you that?

The intended audience is the general public or anyone who can change school policy. The detail that shows this is the question, "Will you support year-round schooling?" To me, this means that the author is asking anyone reading to support this idea because it needs support from the public to happen.

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Unit 5 Week 5 Cold Reads D

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On-Level

- What is the author's main claim?
 - Dance should be a school activity.
 - Dancing requires specific conditions.
 - Dancing is a great way to reduce stress.
 - Dance is an important form of communication.
- Which detail supports the claim that all students can dance?
 - Dance as exercise can take many forms.
 - 43 percent of students nationwide currently receive dance instruction.
 - Mixed-ability dancing makes this form of exercise an option for students with disabilities.
 - Dancers' brains release chemicals, resulting in a feeling of well-being.
- Which detail supports the claim that dance qualifies as physical education?
 - Dancing affects the development of strength and balance.
 - Dancers communicate to others through body movement.
 - They also learn to cooperate as part of a group.
 - Dancers gain confidence, building a foundation for working together.
- Which detail tells you the intended audience for this selection?
 - Dear School Board
 - Denver public school
 - Students with disabilities
 - Members, Student Council
- Describe two details that support the author's main claim.

Details that tell the author's main claim are all the reasons that dance is a good thing for student to do. For example, "there are many physical benefits," "dance is a great outlet for stress," and "dancers gain confidence."

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Unit 5 Week 5 Cold Reads OL

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Advanced

- What is the author's main claim?
 - School conflicts with parents' schedules.
 - School should begin later than it currently does.
 - Students are struggling to do well in their classes.
 - Changes in teens' bodies make them stay up later.
- Which detail supports the main claim?
 - I must rise early enough to prepare for the day and catch the school bus.
 - Biological sleep rhythms occur when the brain signals the body.
 - Getting schools to start later could be challenging.
 - Students in schools with later start times get higher grades.
- Which detail supports the idea that kids who don't get enough sleep have increased risks of problems?
 - I usually struggle to wake up.
 - Delay school start times and avoid these harmful effects.
 - Experts recommend having parents, teachers, students, and others look at the proven benefits.
 - Lack of sleep can affect students' ability to concentrate.
- Which details help you infer the intended audience for this selection?

The intended audience is the general public, parents, or anyone who can change school policy: Experts recommend having parents, teachers, students, and others look at the proven benefits."

- How does the detail "sleep is as important as nutrition, exercise, studying, and free time for hobbies" help you identify the main claim?

That detail helps me understand the main claim because it shows the author thinks sleep is as important for health and teenage life as eating right and studying.

150

Unit 5 Week 5 Cold Reads A

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

Crater Lake

Some volcanoes are high mountain peaks. When volcanoes erupt, magma, or molten rock from deep inside the Earth, comes out of the top of the volcano.	11 26
When the magma comes to Earth's surface, it is called lava. For some volcanoes, an eruption is not a quiet event. Lava, rocks, and other materials explode out of the volcano. These materials can travel to regions hundreds of miles away. Sometimes, so much rock is lost from the eruption that the entire volcano collapses. Then a crater, or huge pit in the ground, is left behind.	39 52 65 79 93
One volcano that erupted like this was Mount Mazama in Oregon. After the large eruption, Mazama continued to have small eruptions. The lava became hard to the touch and created the floor of the crater. Finally, the volcano finished erupting. Over many years, snow and rain filled the empty bowl, creating a new lake. Today it is called Crater Lake, and at 1,943 feet deep it is the deepest lake in the United States.	106 117 131 143 160 167
Crater Lake's water is clear and deep blue. Because the lake has no rivers running into it, its water is especially pure. In fact, the early pioneers who spotted the lake wanted to name it "Deep Blue Lake." So, whose idea was it to name the lake Crater Lake?	181 195 210 216
In July of 1869, newspaper editor Jim Sutton and several others decided to visit the lake and explore it by boat. They built a boat and lowered it into the lake. Five people reached Wizard Island at the lake's center, and they spent several hours exploring. Sutton wrote an article describing the trip for his newspaper in Jackson, Wyoming. He called it "Crater Lake." Maybe if you saw it yourself, you would come up with another name.	229 246 259 271 284 293

- 1 This selection is mostly about —
- A how Crater Lake was formed and got its name
 - B what can be seen and experienced at Crater Lake
 - C the effects of volcanic eruptions on bodies of water
 - D the journalist Jim Sutton and his exploration of Crater Lake
- 2 Which sentence from the selection gives more information about the history of Crater Lake?
- A *Some volcanoes are high mountain peaks.*
 - B *Today it is called Crater Lake, and at 1,943 feet deep it is the deepest lake in the United States.*
 - C *Because the lake has no rivers running into it, its water is especially pure.*
 - D *In fact, the early pioneers who spotted the lake wanted to name it “Deep Blue Lake.”*
- 3 Which sentence from the selection best supports the idea that Crater Lake was formed after a volcanic eruption?
- A *When volcanoes erupt, magma, or molten rock from deep inside the Earth, comes out of the top of the volcano.*
 - B *For some volcanoes, an eruption is not a quiet event.*
 - C *Sometimes, so much rock is lost from the eruption that the entire volcano collapses.*
 - D *One volcano that erupted like this was Mount Mazama in Oregon.*
- 4 Which details from the selection explain how Crater Lake got its name?

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

History of Motion Pictures

It is easy to make videos with the touch of a button on your smartphone today. But the invention of the movie camera took many minds and a lot of hard work.	15 27 32
The idea of a moving image had fascinated people from many different regions for centuries, but the only way to save an image was with a drawing or painting. Making a picture move was even more of a challenge.	44 60 71
Through the years, many people tried to capture the illusion of motion. In 1829 in Belgium, Joseph Plateau discovered that spinning two discs made drawings look like they were moving. At about the same time, a French inventor named Daguerre discovered how to capture an image in what we now call photographs.	84 95 108 120 123
The challenge in making motion pictures was putting these two processes—the moving image and the photograph—together. In 1879, photographer Eadweard Muybridge wanted to show that, when a horse ran, all of its hooves were off the ground at the same time. He used multiple cameras to take a series of pictures showing a horse’s movement. When the images were projected, it looked like the horse was running.	134 144 158 172 184 192
In 1888, inventor Thomas Edison wanted to create a camera that could make a motion picture. In 1889, his team took a strip of long, flexible film and wrapped it around a cylinder. This was the first movie camera. It could take multiple pictures very quickly. They also invented a machine to watch these images. People saw a moving image when they looked into it. Edison knew this could be a great business. By 1894, he opened the first movie theater in New York City.	205 220 234 246 259 274 277
Thomas Edison is often known as “The Father of Motion Pictures” for his inventions. Without the contributions of many inventors before him, however, the movie camera may have never come to be.	290 300 309

- 1 Which sentence from the selection best states the main idea?
- A *It is easy to make videos with the touch of a button on your smartphone today.*
 - B *But the invention of the movie camera took many minds and a lot of hard work.*
 - C *It could take multiple pictures very quickly.*
 - D *Edison knew this could be a great business.*
- 2 Which of the following best states the main idea of paragraph 5?
- A *In 1888, inventor Thomas Edison wanted to create a camera that could make a motion picture.*
 - B *In 1889, his team took a strip of long, flexible film and wrapped it around a cylinder.*
 - C *They also invented a machine to watch these images.*
 - D *By 1894, he opened the first movie theater in New York City.*
- 3 The author includes details about several inventors to support the idea that —
- A coming up with new inventions is difficult for most people
 - B many different people helped in the invention of the movie camera
 - C the movie camera would not exist if it were not for Thomas Edison
 - D people can come up with better inventions if they work together than they can by working alone
- 4 Which sentence from the selection supports the idea that people have been interested in moving pictures since long before the first camera was invented?
- A *The idea of a moving image had fascinated people from many different regions for centuries, but the only way to save an image was with a drawing or painting.*
 - B *In 1829 in Belgium, Joseph Plateau discovered that spinning two discs made drawings look like they were moving.*
 - C *He used multiple cameras to take a series of pictures showing a horse's movement.*
 - D *By 1894, he opened the first movie theater in New York City.*
- 5 How do the details about the different inventors support the main idea?

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

Mona Lisa

Leonardo da Vinci was an artist, architect, engineer, and inventor. However, he is best known for his painting titled <i>Mona Lisa</i> . The portrait shows a woman sitting before a backdrop of mountains, valleys, and rivers. Her clothes are plain and brown, her hair is straight, and she seems quiet, still, and calm. A delicate smile touches her mouth.	12 26 38 53 58
<i>Mona Lisa</i> was painted between 1503 and 1519. At that time, da Vinci was living in Florence, Italy. The painting was done with oil paints on a panel of poplar wood.	72 87 89
Although the subject is simple, da Vinci achieved unusual harmony in the picture. The curves of the river behind the woman also appear in her round cheeks, arching hairline, and sloping front shoulder. People say this suggests that da Vinci believed there was a strong tie between people and nature.	101 115 126 139
Most historians agree that the woman in the portrait is Lisa del Giocondo, the wife of a Florentine merchant, while others suggest that the model may have been Leonardo’s mother, Caterina. The sitter’s identity has not been proven.	153 166 177
One interesting fact about the subject is that she is not wearing the tight-fitting clothes that were popular at the time. She wears a type of loose-fitting dress called a “shift.” After da Vinci died, a “Treatise on Painting” was found, in which he wrote, “Costumes of our period should not be depicted unless it be on tombstones, so that we may be spared being laughed at by our successors.”	190 203 216 229 242 247
Every year, millions of people go to see the painting in Paris. Prior to 1911, however, the portrait did not receive the number of visitors it does today. In that year, the painting was stolen. The mission to find the thieves and recover the painting became an international sensation. After it was found, people from all over wanted to see it. <i>Mona Lisa</i> remains one of the most famous paintings in the world.	262 276 290 301 316 320

- 1 What is the main idea of the selection?
- A The unusual painting style of da Vinci influenced other painters.
 - B Paintings should show a connection between people and nature.
 - C *Mona Lisa* is a famous painting with a long and interesting history.
 - D The importance of clothes in da Vinci’s time is reflected in *Mona Lisa*.
- 2 Which detail from the selection best supports the idea that da Vinci was a talented artist?
- A *The painting was done with oil paints on a panel of poplar wood.*
 - B *Although the subject is simple, da Vinci achieved unusual harmony in the picture.*
 - C *People say this suggests that da Vinci believed there was a strong tie between people and nature.*
 - D *Every year, millions of people go to see the painting in Paris.*
- 3 Which sentence from the selection supports the idea that there is a great deal of mystery surrounding *Mona Lisa*?
- A *A delicate smile touches her mouth.*
 - B *At that time, da Vinci was living in Florence, Italy.*
 - C *The sitter’s identity has not been proven.*
 - D *She wears a type of loose-fitting dress called a “shift.”*
- 4 Which details from the selection support the idea that the theft of *Mona Lisa* increased its popularity?

- 5 Which details from the selection support the idea that the subject of *Mona Lisa* is unusual?

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

Viking Ships

Vikings

The Vikings were people from Scandinavia whose best skill was building ships. Vikings made ships for different uses, including exploration, trade, combat, and fishing. All their ships were built to sail Scandinavia's narrow waterways. Some ships could do this and also sail the seas.

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12
22
34
45

Materials

Viking ships were built from oak and pine planks. They were held together with iron rivets. The hull of the ship was sealed with animal hair or wool mixed with tar. This made the ship waterproof.

46
60
76
82

Types

The Vikings built different kinds of ships. Each one was meant to do something different. There were small ships for fishing, taking short journeys, and carrying animals. There was a medium-sized ship that was used for trading. The biggest ship was the longship. It measured more than eighty feet long and could carry up to sixty men, including a captain.

83
96
107
119
132
143

Features

As a finishing touch, a ship's designer would put a creature carved in wood at the front of the ship. This carving would often be a dragon or sea serpent. These frightening creatures were meant to scare enemies and sea monsters.

144
158
174
185

Equipment

Viking ships were equipped with oars and square sails made from wool or linen. A steering oar at the back of the boat set the direction. In bad weather, the sails were lowered over the ship and tied down, creating a shield for the sailors. With its sail lowered, the Viking ship had to be rowed to move forward.

186
199
215
230
245

- 1 The details in the section titled “Types” include information about the —
 - A people who sailed Viking ships
 - B materials used to build Viking ships
 - C purposes of the ships the Vikings built
 - D decorations that Vikings put on their ships

- 2 In which section can the reader find details about why the Vikings used carvings on their ships?
 - A *Vikings*
 - B *Materials*
 - C *Types*
 - D *Features*

- 3 The headings included with the selection help the reader understand —
 - A the overall main idea of the selection about Vikings
 - B what it was like to travel long distances on a Viking ship
 - C where they can find more information about Viking ships
 - D what details about Vikings will be included in each section

- 4 Describe the details found under the heading “Vikings.”

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

The Three Branches

Working Together

The United States (U.S.) government has three main parts, or branches. They are the executive, legislative, and judicial branches.

Executive Branch

The executive branch includes the President, Vice President, and many government agencies. Departments such as the Environmental Protection Agency and the Social Security Administration are in this branch. Together, all federal agencies, plus the U.S. Armed Forces, provide jobs to over four million people.

Legislative Branch

The legislative branch is called Congress, and it includes the Senate and the House of Representatives. Congress makes the laws that govern all 50 states in the union. There are 100 senators—two from each state. The House of Representatives has 435 representatives, and the number from each state is set by its population. Some states have just two representatives; others have as many as 40.

Together, senators and representatives in Congress discuss ideas. They decide whether bills should become laws. Both senators and representatives are elected by voters in their states.

Judicial Branch

The judicial branch includes the Supreme Court and all the small courts under it. The nine Supreme Court judges are called justices, and their job is to interpret laws according to the Constitution. The Supreme Court is the highest court in our country.

All three branches of the U.S. federal government have their main headquarters in the city of Washington, D.C.

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To the teacher: Sidebars are not included in the word count for the selection.

- 1 Three of the headings included in this selection name the —
- A three branches of government
 - B location of important government buildings
 - C most important agencies in the government
 - D best ways to seek help from the government
- 2 Which section includes information about how laws are interpreted according to the Constitution?
- A *Working Together*
 - B *Executive*
 - C *Legislative*
 - D *Judicial*
- 3 Under which branch does the U.S. President serve?
- A Federal
 - B Judicial
 - C Executive
 - D Legislative
- 4 The headings in this selection help the reader —
- A locate information in the selection quickly
 - B ignore the information they do not find interesting
 - C find out where they can read more about the government
 - D learn more about how the government branches work together
- 5 How is the information in the sidebar related to the details in the main text of the selection?

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

Shel Silverstein

Shel Silverstein was a writer whose poetry is some of the most popular of all time. His book *The Giving Tree* has sold more than five million copies. Silverstein also wrote songs and plays, recorded albums, and wrote movie soundtracks.

Background and Early Career

Silverstein was born in Chicago, Illinois, on September 25, 1930. After joining the U.S. Army in 1950, he became a cartoonist for *Stars & Stripes* magazine. He'd been drawing cartoons since he was young, so he had a lot of practice. When he got out of the army, he began drawing cartoons for magazines such as *Look* and *Sports Illustrated*.

Publishing

In 1963, Silverstein met Ursula Nordstrom. She ran a business that encouraged creative people to write books, and she convinced him to begin writing for children. Silverstein came up with *Uncle Shelby's Story of Lafcadio: The Lion Who Shot Back*. His next book was called *A Giraffe and a Half*.

Silverstein drew all the illustrations for his poems and stories himself. His pictures were often funny and scary as well as realistic and imaginative.

Silverstein was known for the sense of humor in his rhyming poems and the characters he invented. One such creature is called the "Bloath," who dwells in the undergrowth.

Songwriting

Silverstein's sense of humor came through later in his career, when Silverstein wrote the song "A Boy Named Sue." Country singer Johnny Cash recorded the song, and it was a huge hit. Silverstein also wrote for other singing stars such as Emmylou Harris.

Remembering Shel

Silverstein died in 1999. He is most remembered for his children's books. They are loved by both children and adults and can be found on bookshelves all over the world.

In 1988, Silverstein wrote the screenplay *Things Change* and a series of one-act plays with playwright David Mamet.

To the teacher: Sidebars are not included in the word count for the selection.

- 1 Under which heading would the reader look to find information about where Silverstein grew up?
- A *Background and Early Career*
 - B *Publishing*
 - C *Songwriting*
 - D *Remembering Shel*
- 2 The details under the heading “Publishing” are mostly about —
- A Silverstein’s career writing books and poems
 - B why people enjoyed reading Silverstein’s books and poems
 - C how Silverstein came up with ideas for his books and poems
 - D the characters Silverstein wrote about in his books and poems
- 3 The author uses the headings in this selection to —
- A provide extra ideas and evidence for each section
 - B introduce the details that will follow in each section
 - C give more information about the life of Shel Silverstein
 - D get the reader interested in learning more about the main topic
- 4 How does the information in the sidebar relate to the information in the main text of the selection?

- 5 In which section of the selection should the reader look to find details about musicians Silverstein worked with?

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

The Sugar Book

It was early afternoon when Janet entered Harrison's Market on Main Street. It was a lovely spring day, bright and cheerful, and everyone in town was a little excited. The sugar books had finally arrived.	13 28 35
"Good day, Janet," Mr. Harrison called from aisle three. "I'll be right there."	48
"You're just the man to see," Janet said as Mr. Harrison walked to the counter. "I'm here for sugar, because you know I can't make Brian's birthday cake without it."	63 76 78
"You received your book, I hope," Mr. Harrison said, glancing at the bags of sugar behind the counter. He seemed to be guarding the sugar, Janet thought, so she wondered if anyone had ever taken more than allowed.	92 105 116
"Of course," Janet smiled. "The mail carrier brought it this morning."	127
Holding out his hand, Mr. Harrison said, "Well, then."	136
Janet handed him the book, as Mr. Harrison adjusted his eyeglasses.	147
"Do you think we should be...well, concerned?" Janet asked. "I'm usually a pretty relaxed woman, but a whole lot has changed. I mean, first, scrap metal, then paper, and now sugar is being rationed. What will it be next?"	160 174 187
"Don't worry," Mr. Harrison said. "The war with Japan has cut off imports from Asia, but much of our sugar is grown in Hawaii. Cargo ships can reach the states from there right now. The route's a little busy, that's all, and in time, business will be back to normal."	200 215 231 237
"It's quite a feeling, though. With the stamps in that book the law says we can only have three cups of sugar this week." She watched as Mr. Harrison carefully scooped the sugar into a brown sack. "Maybe I'll try to make the cake with one cup of sugar instead of the way I was taught—with two," she said thoughtfully.	252 266 280 296 298
"You never know," Mr. Harrison said. "It might turn out even better than your original recipe. These times are all about finding creative solutions."	312 322
"I'll let you know how it turns out," Janet smiled. "Better yet, why don't you come over later, and try for yourself?"	337 344

- 1 The reader experiences the action in this selection from the point of view of —
- A Janet
 - B Mr. Harrison
 - C a third-person narrator
 - D a customer in the store
- 2 What evidence from the selection helps the reader identify the point of view in this selection?
- A the use of the word you
 - B the use of the proper names
 - C the use of the words she and he
 - D the use of the words I, me, and mine
- 3 Which sentence from the selection shows what the narrator can tell about the thoughts and feelings of the characters?
- A *It was a lovely spring day, bright and cheerful, and everyone in town was a little excited.*
 - B *“Of course,” Janet smiled.*
 - C *She watched as Mr. Harrison carefully scooped the sugar into a brown sack.*
 - D *“It might turn out even better than your original recipe.”*
- 4 How are details about what Janet is thinking shown to the reader? Give one example from the selection.

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

Go West, Young Woman

September, 1843	2
It is nightfall, and finally we are finished traveling for the day. My body still clatters like the wagon's wheels, and I can still hear the sound of horses' hooves in my head. The wagons are circled, the livestock shut within. There are many men about, and the captain is giving orders as they make bonfires and chat. "Young woman," my father says, "we need to set up for the night. Let's get down to business." I help him start the fire, as I was taught.	17 31 44 58 73 88
It has been two days since our wagon train left the little town of Elm Grove, Missouri. I don't know how long it will be before we reach Oregon. Father won't give me a straight answer on this matter, but I think he only wishes that I not worry.	104 118 135 137
The trail so far has been clear and flat, as was reported in letters from those who first made the journey west last year. How brave they were, riding away into unknown dangers. I tell myself to savor the Great Plains now, because when we reach the Rocky Mountains, there will be rivers to cross and steep hills to climb.	153 167 180 194 197
Whose idea was this? It was Father's idea, of course, though not his alone as much as fate's. Our Ohio farm could not make money, though we work hard every day through all seasons. It is the same story throughout Illinois, Kentucky, and Tennessee: a lot of work, and no earnings. As we rode today, I could see fifty wagons ahead of us, and fifty wagons behind.	211 225 238 253 264
We all only want something better for our families and ourselves. In Oregon they say we will have it: fertile land, plentiful rain, and enough rabbits to trap two dozen a day. I only hope they are right.	277 292 302

- 1 This selection is written from the point of view of a —
- A first-person narrator describing events that happened to her
 - B third-person narrator who can tell the thoughts and feelings of the characters
 - C first-person narrator who is describing events that happened to someone else
 - D third-person narrator who cannot tell the thoughts and feelings of the characters
- 2 The narrator can describe the thoughts and feelings of —
- A her father
 - B only herself
 - C all of the characters
 - D none of the characters
- 3 What evidence from the selection helps identify the point of view of this selection?
- A *My body still clatters like the wagon’s wheels, and I can still hear the sound of horses’ hooves in my head.*
 - B *There are many men about, and the captain is giving orders as they make bonfires and chat.*
 - C *How brave they were, riding away into unknown dangers.*
 - D *It is the same story throughout Illinois, Kentucky, and Tennessee: a lot of work, and no earnings.*
- 4 What evidence from the selection shows how the narrator feels about moving to Oregon?
- A *It is nightfall, and finally we are finished traveling for the day.*
 - B *It has been two days since our wagon train left the little town of Elm Grove, Missouri.*
 - C *As we rode today, I could see fifty wagons ahead of us, and fifty wagons behind.*
 - D *We all only want something better for our families and ourselves.*
- 5 How does the point of view of the narrator in this selection affect what the reader learns about Father and his thoughts and feelings?

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

From Ireland to America

Growing up, Colleen had never imagined that the ocean was so incredibly vast. Now, in the mornings, when the sun was not yet sweltering, she would stand at the side of the ship, looking out on the water, wondering how long it would be until they would touch land once more. Ireland, and the little village where she grew up, was somewhere behind them. She thought of their cottage, and her bedroom, and the path along which she had taught her sister to ride a horse. She even thought about the insects she saw in the fields. They had all sunk below the horizon, into the past.	12 26 41 55 68 82 98 107
Colleen's father told her that they would travel between thirty and fifty miles a day. Colleen and her family had stepped aboard this ship called <i>The Dunbrody</i> a week ago, and Colleen knew they had several weeks of sailing yet to go before they reached America. She thought of these distances and tried to believe in their size, thinking how every mile between her old life and her new was filled with nothing but water and sky.	121 134 149 161 176 184
Colleen was a young woman of fourteen years, and it shocked her to think she'd spent all of her young life not understanding the size of the world she lived in. Now every day, all around her, was nothing but this swaying ocean to explain it to her.	198 213 228 232
At the same time, she was glad because she would begin her life in America with this important knowledge. It would serve her well to be in a new place with a broader view of the world. Maybe knowing that the world was enormous would help her protect her family from hardship. It did seem to Colleen that someone in Ireland should have foreseen that if the potatoes failed to grow, many would starve.	247 261 275 288 300 306
But when she expressed her dismay, her father said, "Don't blame yourself, Colleen. It's nobody's fault."	318 322
"Yes," she agreed. But if she could do anything to avoid such a disaster in America, she certainly would.	337 341

- 1 This selection is written from the point of view of —
- A Colleen
 - B Colleen’s father
 - C a sailor on the ship
 - D a third-person narrator
- 2 The narrator in this selection can tell the thoughts and feelings of —
- A only Colleen
 - B only Colleen’s father
 - C Colleen and her father
 - D all the characters in the story
- 3 Most of the details in the selection are given through the narrator’s descriptions of —
- A Colleen’s thoughts
 - B Colleen’s father’s actions
 - C the dialogue between the characters
 - D the interactions between the characters
- 4 What words and phrases from the text help you identify the point of view of the selection?

- 5 How might the details in the selection be different if the narrator could not tell the thoughts and feelings of any of the characters?

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

Cinco de Mayo

The sun streams in my window	6
In my room, a golden glow	12
I wake to a delicious smell,	18
“Is that <i>mole</i> sauce?” I yell.	24
It is the fifth of May,	30
A day to dance and play	36
To celebrate with family and friends.	42
It is a day I hope never ends.	50
My father gets out his horn,	56
an instrument lovingly worn.	60
It has a lovely dull shine	66
And makes a sound that is mighty fine.	74
I look out at our street,	80
People are dancing to the beat.	86
I see my neighbor Tess,	91
A woman in a blue frilly dress.	98
Then the smell of almonds frying,	104
Toward the aroma I go flying.	110
The green plantains I will peel and slice,	118
To earn a taste of something nice.	125
Then it is time to get dressed.	132
My shirt and pants are freshly pressed.	139
Now my sombrero is placed on my head.	147
The one with the braid of black and red.	156
Outside the sound of the drum	162
Plays a song I start to hum.	169
It touches my heart, steady and strong	176
I know this is where I belong.	183

- 1 The comma at the end of line 3 shows that the reader should —
- A stop and read line 3 again
 - B think about what might come next
 - C hear a pause between lines 3 and 4
 - D hear a complete stop between lines 3 and 4
- 2 Which words in stanza 2 rhyme?
- A *It/A; To/It*
 - B *Day/Dance; Day/Hope*
 - C *May/Play; Friends/Ends*
 - D *May/Friends; Play/Ends*
- 3 The phrase “*go flying*” in line 18 shows that the speaker is —
- A ready to go
 - B moving very quickly
 - C getting on an airplane
 - D unsure of where he is
- 4 Describe the pattern of rhyme in the poem.

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

Fishing

My mother loves fishing, A sport made of ninety-nine percent waiting And one percent catching.	4 11 15
Do I like it? —I don't know. But because of my mother, I go.	22 29
We sit in our boat on the sparkling lake Surrounded by jewels, we wait—and we wait.	38 46
We cast our lines, reel them in. For <i>hours</i> we wait for a glimpse of fin.	53 62
Dragonflies live entire lives, Before the first fish strikes.	66 71
But then it does, and the bobber dives! My mother says, "Karla! Did you get a bite?"	79 88
Is it sunfish or catfish? Walleye or bass?	93 96
I reel in the line, but my chance is blown. The hook appears and is bare as a bone.	106 115

- 1 The dash and the comma in stanza 2 cause the reader to —
- A skip ahead to the next line
 - B stop reading and go back to the start
 - C take a brief pause before moving to the next word
 - D take a complete stop before moving to the next word
- 2 Which of the following best describes the pattern of rhythm in the poem?
- A It is slow at first and then speeds up.
 - B It is quick at first and then slows down.
 - C It is steady throughout the poem until the end when it slows down.
 - D It is slow at the beginning then speeds up before slowing down again.
- 3 Which line from the poem contains a metaphor?
- A *We sit in our boat on the sparkling lake*
 - B *Surrounded by jewels, we wait—and we wait.*
 - C *Dragonflies live entire lives,*
 - D *Before the first fish strikes.*
- 4 The details in lines 6–7 help the reader visualize the —
- A speaker
 - B speaker’s mother
 - C view from the boat
 - D structure of the boat
- 5 Explain how the simile in line 17 helps you understand what happens at the end of the poem.

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

Text Message

As I push my grocery cart	6
Down the row at the super-mart	12
My smartphone sounds a throbbing beep.	18
My pocket can no longer sleep.	24
I look, and a text message I see	32
Information sent so easily	36
Like the telephone or letter—	41
But with lightning speed, much better!	47
But then, a game app texts to say,	55
<i>Where have you been? Come and play!</i>	62
The dentist's office texts to say,	68
<i>Appointment is at 2 today.</i>	73
A friend sends me a text to say,	81
<i>I'm eating pizza—come right away!</i>	87
My captain texts me to say,	93
<i>You missed team practice yesterday.</i>	98
My pocket is now way too lively.	105
Buzzing and beeping, and not politely.	111
I'm traveling with a hive of bees,	118
Or a jolting bag of jumping fleas!	125
I meet an old friend for lunch.	132
We hug and get ready to munch.	139
As soon as we sit for a chat,	147
“Hold on. One second. Sorry 'bout that.”	154
Back of the line for you, little notes.	162
I'm tired of you, you won't get my votes.	171
I think I'll put you in a drawer.	179
You don't rank so high anymore.	185

- 1 In line 19, the speaker compares bees to the way —
- A a phone vibrates
 - B a text message reads
 - C text messages look on the screen
 - D friends' voices sound on the phone
- 2 Which of the following describes the rhyme pattern in stanza 3?
- A The last words in each line rhyme.
 - B The first words in each line rhyme.
 - C The last words in the third and fourth lines only rhyme.
 - D The first words in the first and second lines only rhyme.
- 3 In line 4, the speaker says that his pocket “*can no longer sleep*” to show that —
- A his cell phone is silent
 - B his cell phone is too active
 - C his cell phone will not fit in his pocket
 - D he wishes his cell phone would ring more
- 4 What does the poet mean by the line, “*Back of the line for you, little notes*”?

- 5 Describe how the author of the poem creates rhythm in line 20 of the poem.

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

You're Grounded!

Look to the sky, and you'll see flocks of geese, swarms of swallows, or a lone crane soaring past. There are some birds that can only be seen on the ground, however. Certain species of birds cannot fly at all—they're called flightless birds.	15 30 42 44
There are more than sixty species of flightless birds. Scientists believe that these species used to fly but lost the ability over time. Sometimes, changes to the environment allowed the birds to survive better on land. New Zealand has more species of flightless birds than any other country. Until humans arrived in New Zealand, there were no large land predators in the country. Birds didn't need flight to survive.	56 70 83 95 109 113
The ostrich is the biggest of all flightless birds. In fact, the ostrich is the biggest living bird in the world. Ostriches can grow up to nine feet tall and can weigh more than three hundred pounds. Their bodies are covered in black-and-white feathers that are soft to the touch. Not only are ostriches big, but they are fast! Their wings help them balance as they run at speeds of up to forty-five miles per hour. Outrunning their predators has helped ostriches survive on the savannas and grasslands of Africa.	128 144 156 170 186 196 204
Among the other land-loving birds are emus, penguins, kiwis, and little brown birds called wekas.	216 219

- 1 There were no large land predators until the arrival of humans in New Zealand. What was one effect of this fact?
- A Flightless birds learned how to fly and became larger.
 - B Flightless birds thrived because they did not need to fly to survive.
 - C Birds that fly got larger because they did not have to compete for food.
 - D Flightless birds stayed small because there was not enough food to eat.
- 2 Scientists believe that some birds are flightless because they —
- A got too big to fly
 - B lost their wing strength
 - C no longer needed to fly
 - D can run faster than they can fly
- 3 Which sentence from the selection describes an effect of the ostrich’s ability to run fast?
- A *The ostrich is the biggest of all flightless birds.*
 - B *Not only are ostriches big, but they are fast!*
 - C *Their wings help them balance as they run at speeds of up to forty-five miles per hour.*
 - D *Outrunning their predators has helped ostriches survive on the savannas and grasslands of Africa.*
- 4 According to paragraph 2, what is the reason that some birds are better able to survive on land?

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

Coyotes in America

During summer evenings in the Catskill Mountains of New York, wild howls ring out through the forest. Every half minute, they sound again. They are the call of the coyote.	12 26 30
This sound is not new in the United States, but it was not always heard in the northeastern part of the country. As settlers made their way west and across the plains, when they heard coyote howls for the first time, they became afraid—would these animals prey on their livestock? Coyotes were not the only predators that settlers feared. As they moved west, people hunted and caught wolves, cougars, and bobcats, too.	47 60 73 85 97 103
The other animals saw their populations decrease. Wolves almost became extinct. Somehow, though, coyotes managed not just to survive but to expand their territory.	113 125 127
The howl of the coyote is now heard not just in the open land of the Midwest or among the desert cacti. Coyotes can now be found throughout the United States—even in cities.	144 157 161
Scientists believe there are several reasons why the coyote did not experience a decline in numbers. When wolves started to disappear, coyotes found new sources of food. They started to hunt animals that wolves had eaten before. Coyotes are also not picky eaters, as they will eat insects, frogs, and even garbage.	173 185 198 212 213
Researchers also discovered that coyotes found in the northeastern United States are different from coyotes found elsewhere. There is evidence that they are related to wolves, and they are therefore larger and stronger than other coyotes. These coyotes can hunt bigger animals than their cousins in the west and south.	223 235 248 261 263

- 1 Which sentence shows why the population of many predators began to decrease after the arrival of settlers?
- A *Coyotes were not the only predators that settlers feared.*
 - B *As they moved west, people hunted and caught wolves, cougars, and bobcats, too.*
 - C *The other animals saw their populations decrease.*
 - D *Somehow, though, coyotes managed not just to survive but to expand their territory.*
- 2 Based on the details in paragraph 2, the settlers hunted large predators, such as coyotes, because they were afraid that these predators would —
- A eat their livestock
 - B attack their families
 - C eat the animals they hunted
 - D attack other settlers traveling west
- 3 The decrease of other large predators affected coyotes by allowing them to —
- A become pets
 - B live in new areas
 - C avoid the hunters
 - D find new food sources
- 4 Which sentence from the selection best explains one cause of the coyotes' survival?
- A *Coyotes were not the only predators that settlers feared.*
 - B *Somehow, though, coyotes managed not just to survive but to expand their territory.*
 - C *The howl of the coyote is now heard not just in the open land of the Midwest or among the desert cacti.*
 - D *They started to hunt animals that wolves had eaten before.*
- 5 Why are coyotes in the northeast able to hunt larger prey than the coyotes in the west and the south?

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

Dream Away

Almost everyone dreams. Sometimes you awaken with very clear memories of a dream right down to the smallest detail. Other times, you may awaken knowing you had a dream but have little memory about it. You might ask yourself if you even had a dream.	10 24 38 45
Simply put, dreams are a way of thought processing that occurs when a person is asleep. When we sleep, our brains are not as active as they are during the day when we are more alert to our environment. This allows the mind to create stories and images to sort through our experiences.	58 73 87 98
Scientists have many ideas about why people dream, but little about dreaming is known for certain. One idea is that dreams have no real purpose and are just sleeping brain activity. However, others believe that dreams are very important to our mental and physical well-being.	110 125 136 143
Sleep studies have found that most people over the age of ten dream. They do not just have one dream—a person can have as many as four to six dreams during the night. However, the business of dreaming is not quite that simple.	157 173 185 187
When a person falls asleep, the brain undergoes four different stages between a state of awakening and the final stage of sleep known as REM (or rapid eye movement). It is during the REM process that we sleep most deeply and when we are caught in a deep, dreamlike state. As we sleep, we cycle through these stages four to five times.	199 215 229 244 249
There is still much to be discovered about the process of dreaming and how it affects the brain and our bodies. But one thing is certain—dreams do help us process our thoughts about ideas, events, people, places, and emotions. In doing so, the brain helps sort through all this information and might even shed light on what it all means.	264 279 290 304 310

- 1 Based on the details in paragraph 2, people dream at night instead of during the day because —
- A we cannot sleep during the day
 - B our brains are less active at night
 - C most people have daydreams during the day
 - D we are more alert to our environment at night
- 2 Based on the details in paragraph 3, some people believe that dreams are caused by —
- A sleeping brain activity
 - B a state of physical well-being
 - C the amount of sleep a person gets
 - D the experiences a person has during the day
- 3 Which sentence from the selection presents a potential effect of dreaming?
- A *Almost everyone dreams.*
 - B *However, the business of dreaming is not quite that simple.*
 - C *It is during the REM process that we sleep most deeply and when we are caught in a deep, dreamlike state.*
 - D *But one thing is certain—dreams do help us process our thoughts about ideas, events, people, places, and emotions.*
- 4 Describe the main idea of paragraph 5.

- 5 “*Scientists have many ideas about why people dream, but little about dreaming is known for certain.*” Explain the effect of the uncertainty about what causes dreams on how people think about dreams based on the information in the selection.

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

The Beat of a Drum

Musical instruments are an important part of human culture. One of the oldest types of instrument is the percussion instrument. <i>Percussion</i> instruments include drums, bells, cymbals, and even fingers. Humans have been hitting, shaking, and scraping different kinds of these special instruments for thousands of years.	13 22 33 43 46
Percussion instruments have an important job: to keep rhythm, whether playing along with an orchestra or keeping time for dancers. Percussion instruments add excitement to any musical get-together. For percussionists, rhythm is like the blood that pulses through their body. Rhythm is a part of them.	56 67 76 90 92
Cultures all over the world, from both the northern and southern hemispheres, make music and use percussion instruments. But the types and materials can differ from place to place. For example, in West Africa, drums can be made from hollow gourds. When the gourds are shaken, the seeds make a sound. Another instrument is made from a hollow log that is slit and hit with sticks or mallets. A talking drum is shaped like an hourglass. The drum is held under the arm and struck with a stick.	104 116 130 143 159 173 180
South American drums include the bongos, which are two small drums joined together. The drummer holds the bongos between his or her knees to play. Another kind is made from empty oil drums that are covered with goatskin. In Peru, a box drum is made of plywood with a hole in the side. The drummer then sits on top of the drum and plays the sides with his or her hands.	192 205 218 235 251
No matter the size, materials, or use, percussion instruments are an important part of any musical tradition. They also connect all cultures together with a common thread.	263 276 278

- 1 The author focuses only on percussion instruments because —
- A of their unique sound
 - B they are a new instrument
 - C of their importance to culture
 - D there is only one type of instrument
- 2 What is the most likely reason the author includes the detail *“Percussion instruments add excitement to any musical get-together”*?
- A To express an opinion about percussion sounds
 - B Because dancers prefer percussion instruments
 - C To persuade the reader to play percussion instruments
 - D Because it takes multiple people to play a percussion instrument
- 3 The author most likely wrote this selection to —
- A explain how percussion instruments work
 - B inform the reader about South American music
 - C show that people all over the world make similar music
 - D describe the different sounds percussion instruments make
- 4 What is the author’s purpose for writing *“No matter the size, materials, or use, percussion instruments are an important part of any musical tradition. They also connect all cultures together with a common thread”*?

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

At the Heart of It All

There are many important parts to your body, including the brain, the skeleton, muscles, tissue, and bones. One of the most important parts of any human body is the heart. The science behind your heart is truly amazing. Without the heart, the body can do nothing. Think of your heart the way you think of the engine in an automobile. When the engine shuts off, the automobile cannot move.	13 26 39 54 67 69
The heart acts as a kind of pump, pushing blood throughout your body. What the body is doing will determine how quickly the blood is being pumped. For example, someone running a race will need blood pumping more quickly than someone sitting or sleeping.	83 97 109 113
To pump the blood, the average resting heart beats in a rhythm from 60 to 100 times per minute. And that rhythmic beat totals up to about 100,000 beats a day!	128 141 144
Your heart is located between your lungs and to the left side of your chest and rib cage. The inside of a human heart has four <i>chambers</i> , or sections. The bottom two are called <i>ventricles</i> , and the top two are called <i>atria</i> s. A thick barrier of muscles protects all four chambers. Blood travels from the left of the heart through your veins and then throughout the entire body before it returns to the right side of the heart.	161 175 189 203 217 222
It is very important to take care of your heart. Eating the right foods, staying at a healthy weight, and getting plenty of exercise are some of the most important ways to make sure that your heart continues to beat.	237 251 262

- 1 The author discusses the brain and the skeleton in the beginning of the selection to —
- A tell the reader that body parts are like engines
 - B list the parts of the body in order of importance
 - C explain how those parts are connected to the heart
 - D introduce readers to the important parts of the body
- 2 Why does the author include the detail “*The inside of a human heart has four chambers, or sections*”?
- A To describe the structure of the heart
 - B To introduce the four functions of the heart
 - C To explain how blood flows through the heart
 - D To compare the heart to the lungs and rib cage
- 3 Why does the author provide the example “*someone running a race will need blood pumping more quickly than someone sitting or sleeping*”?
- A To show that it is important to let the heart rest sometimes
 - B To show how athletes’ hearts are different from others’ hearts
 - C To teach the reader how to make their heart muscles stronger
 - D To support the idea that physical activity determines blood flow
- 4 The author mostly likely wrote this selection to —
- A describe the heart and how it works
 - B compare the heart to other similar things
 - C help the reader understand how to care for his or her heart
 - D show how human hearts are different from other mammals’ hearts
- 5 What is the author’s purpose for writing “*It is very important to take care of your heart*”?

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

26 Miles to Glory

It started as a long-distance run to report a military victory in Ancient Greece. It is now regarded as one of the most challenging—and punishing—running events in the world. It is the running event known as a marathon.

An estimated 800 marathon races are held every year. Twenty of those races have as many as 10,000 runners participating, lined up shoulder to shoulder, ready to try to win.

The marathon’s beginnings date back to 490 B.C.E. A Greek soldier ran 25 miles from Athens to the city of Marathon to bring news of an important win by Greece over its enemies. But it would be another 2,000 years before the marathon became an important running event. At the first modern Olympics held in Greece in 1896, 17 runners competed in a 24.8-mile race. A Greek participant won the race.

This long-distance run captured the imagination of people everywhere. In 1899, Boston created its own marathon race. It is now the oldest annual marathon competition in the world. Other cities soon followed. In the early years, the length of the race varied. But by 1924, a specific distance—26 miles and 385 yards—was established as the standard.

The marathon races are held today in a wide variety of places. Some have special challenges. Runners who compete in the Great Tibetan Marathon must run 12,500 feet above sea level. There is a marathon held in Greenland on an ice cap, while in Pike’s Peak, Colorado, runners must make a 6,000-foot climb into the mountains.

Over time, runners have become faster. What once took runners almost three hours to complete, today’s top runners can finish in just over two hours. Runners must find their own rhythms to finish a marathon. No two runners run the race in the same way. They have also overcome problems like blood blisters by using shoes that are now built just for runners.

For many runners, the marathon is one of their greatest challenges. It’s easy to understand why finishing a marathon is regarded by runners as a significant achievement.

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- 1 The author describes the first marathon to show —
- A how the marathon came to be
 - B the reason people run marathons
 - C that Greek runners are the fastest
 - D that marathons became popular immediately
- 2 Why does the author discuss marathons in Tibet, Greenland, and Colorado?
- A To inform the reader of how popular marathons are now
 - B To encourage the reader to travel far to get the best workout
 - C To tell the reader that it is easier to run in cooler temperatures
 - D To show the reader that different marathons have different challenges
- 3 The author most likely wrote this selection to —
- A share tips on how to run fast
 - B describe the evolution of the marathon
 - C introduce readers to the sport of running
 - D encourage readers to travel to different marathons
- 4 Why does the author write “*What once took runners almost three hours to complete, today’s top runners can finish in just over two hours*”?

- 5 What is the author’s purpose for writing “*It’s easy to understand why finishing a marathon is regarded by runners as a significant achievement*”?

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

Writing a Life

For many people, a diary is a place to record everyday events. Keeping a diary is a form of creative expression, too. Many famous men and women have kept diaries throughout their lives.	15 29 33
The practice of keeping a diary dates back thousands of years. During the Roman Empire, important leaders wrote about their lives. Since then, writers, artists, and scientists have relied on diaries to document their lives.	46 57 68
Benjamin Franklin used his diary to record daily events and to improve his life. Franklin relied on a daily schedule in which certain hours were set aside for work, relaxation, eating, and sleeping.	82 96 101
Writer Mark Twain began keeping a daily journal as a young man, because he often forgot ideas and thoughts. He began to write in a small pocket notebook. During his life, he filled over 50 notebooks. He wrote about people, places, his publishing company, and what was happening in the government.	114 128 141 152
Perhaps the most famous diary today is that of the young girl, Anne Frank. She wrote about hiding with her family from the Germans during World War II. It provides a look at what some families experienced during the war.	166 180 192
There are many benefits to keeping a diary. A diary provides a written record of a time and place. Writing about one's thoughts and feelings can relieve stress. Many people also enjoy looking back and rereading what they have written. But whatever the reason, keeping a diary can be a satisfying pastime for young and old. If someone suggested that you start keeping a diary, would you try it?	206 219 231 244 258 261

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

From Bean to Cup

Today, almost everywhere you look, you can buy coffee. People can buy a cup at a coffee shop, grocery store, or countless other places. The process from bean to coffee cup is one of patience, time, and work. Coffee is an international product, with some of the largest producers located in the southern hemisphere—Kenya in Africa, and Brazil and Colombia in South America.	12 25 39 51 62 64
Coffee beans start as seeds that are grown in nurseries. They are later planted in fields. This is done during the wet season to make sure the young plants will take root.	78 93 96
Coffee beans grow best in the higher areas of tropical climates. Farmers are challenged by uneven fields. It is not uncommon to see coffee fields on terraced slopes of steep hills near the mountains. It takes almost three years before a coffee tree can bear the fruit that will become coffee beans. The sweetness of the berries often determines what the coffee will taste like.	108 122 135 149 161
Harvesting the coffee beans is a delicate process. It is largely done by hand. For the most expensive types of coffees, which can cost fifteen or twenty dollars per pound, workers must check every few days to pick the ripest of berries. This type of coffee costs more because it is a long and difficult process.	174 187 200 215 217
The berries can be spread out in the sun to dry. Some coffee farms use machinery to remove the beans from the berries, which are then soaked. The beans will then be stored for one to two months. Storing helps the beans become more flavorful. At some point, the beans are roasted and then cooled. Each company has its own way of drying and roasting the beans.	232 245 259 272 284
The coffee beans are then either ground or kept whole. Next they are shipped all over the world, where the coffee will make its way to coffee cups in shops and homes. People in some countries drink more coffee than in other countries. Finland is the highest consumer of coffee in the world; on average, a person will drink close to three cups a day.	298 313 326 339 349

- 1 Coffee growers solve the problem of uneven fields by —
- A terracing slopes
 - B using machinery
 - C growing in nurseries
 - D planting at the base of the hills
- 2 Coffee growers avoid the problem of their seeds not taking root by —
- A planting them in fields
 - B growing them on terraces
 - C planting them during the wet season
 - D growing them in a variety of climates
- 3 Charging more for some coffee is a solution to the problem of needing to —
- A dry berries in the sun
 - B check berries by hand
 - C use machinery to get the berries
 - D ship the berries all over the world
- 4 From the details in paragraph 5, the reader can infer that if a coffee bean does not have much flavor —
- A it was not roasted
 - B it was not soaked
 - C it was not stored for long enough
 - D it was not removed from the berry
- 5 How are coffee companies able to make their coffee taste different from the coffee of other companies?

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

By the Numbers

Since their arrival on the British music scene and, later, in America, the Beatles have earned their place among the world’s greatest bands. The Beatles formed in Liverpool, England, in 1960. At that time, the band consisted of four members: John Lennon, Paul McCartney, George Harrison, and Pete Best (who was later replaced by Ringo Starr). The band’s musical roots drew from many different sources, including folk, jazz, blues, and popular music.	14 25 39 49 62 72
The band’s early years were a struggle. Even though they were popular locally, their music was not widely known. However, with the help of manager Brian Epstein, by 1964 the group was on its way to becoming one of the most popular musical groups in the world. At one point, the band became so popular that adoring fans would surround them everywhere. They needed police to help them navigate through the crowds. But their success as a group was relatively short-lived. By 1970, because of growing personal and creative differences, the band decided to break up.	84 97 112 125 136 150 161 168
A quick look at some statistics presents a convincing argument as to their “greatest” status. By 2012, the band had sold over two billion record albums internationally. The group enjoyed more than 17 number one hits in both the United Kingdom and the United States. At one point, in 1964, the group held the top five slots of the record industry’s top music publication. The slots were based on the number of records sold from week to week.	181 194 207 221 235 246
During their time recording as a group, the Beatles spent a total of 175 weeks in the number one slot of the record charts. That amounts to roughly three-and-a-half years. The group enjoyed number one status in other countries, too, including Australia, Canada, Germany, Norway, and Sweden.	261 275 286 294
In 1968, the group formed their own record company, called Apple Records. This allowed them to have more control over their creative process. It also gave them more of a voice in the business side of the music industry.	306 319 333
The Beatles’ power over the style of other artists continues to be felt today. Many of today’s most popular groups have named the band as an important influence. The groundbreaking music of the Beatles completely changed the musical landscape. It is hard to imagine what popular music would sound like without them.	347 360 370 383 385

- 1 The Beatles solved their problem of being unknown by —
- A replacing Pete Best
 - B hiring manager Brian Epstein
 - C arriving on the British music scene
 - D drawing on many musical influences
- 2 Police escorts solved the Beatles' problem of —
- A breaking up
 - B fans crowding them
 - C personal differences
 - D holding the top five slots
- 3 Which sentence shows how the Beatles solved their problem of lack of creative control?
- A *The band's musical roots drew from many different sources, including folk, jazz, blues, and popular music.*
 - B *By 2012, the band had sold over two billion record albums internationally.*
 - C *In 1968, the group formed their own record company, called Apple Records.*
 - D *Many of today's most popular groups have named the band as an important influence.*

4 What solution did the Beatles find to the personal differences among themselves?

5 What evidence from the passage shows that after 1964 the Beatles had solved their problem of being unknown?

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

Another Giant Leap

It was summer vacation, so Dave was sleeping in when he heard his dad calling. He looked over his shoulder at the alarm clock and saw that it was 8:50 a.m. <i>Argh, it's too early for this</i> , he thought, covering his head with his blanket.	14 29 43 45
“Dave, wake up, you sleepy head, I have something really exciting to show you!”	57 59
Dave yawned and stretched his arms up over his head, taking his time as he tried to force the last bit of sleepiness away. What could possibly be so exciting this early in the morning? He put on his slippers and shuffled down the stairs. His dad was waiting with his little sister Beth. They were sitting at the kitchen table and looking at his dad’s laptop.	73 88 102 117 126
“Dave, come over here—you have to see this,” his dad said, pointing at the computer screen. Dave walked over to where his dad and sister were sitting. He knew it was probably some space thing since his dad was fascinated with space. To him, a star had more value than a diamond.	141 154 168 179
“Kids, when I was your age, my father gathered us around the television to see the moon landing. It was the most exciting thing I’d ever seen,” Dave’s dad began. “Imagine, with warning lights beeping and only 30 seconds worth of fuel remaining, Neil Armstrong steers his ship away from boulders to land in the Sea of Tranquility.”	193 207 219 233 237
Dave was confused. Why was his dad talking about something that happened so long ago?	249 252
“Today, I want to share a historic moment with you,” he said, looking at Dave and Beth with tears in his eyes.	267 274
Dave’s dad pulled up a website and showed them the first color photographs of Mars. They had been sent by the rover Curiosity. It had been flying to Mars for the past seven months and landed the day before. As Dave saw photographs of the red, rocky planet, he realized this was an astounding feat.	287 302 316 329
“Can you show us more?” he asked, pulling up a chair.	340

- 1 In which of these details from the selection is the narrator speaking?
- A *His dad was waiting with his little sister Beth.*
 - B *“Imagine, with warning lights beeping and only 30 seconds worth of fuel remaining”*
 - C *“Neil Armstrong steers his ship away from boulders to land in the Sea of Tranquility”*
 - D *“Today, I want to share a historic moment with you”*
- 2 Which sentence shows the narrator revealing Dave’s thoughts?
- A *“Dave, wake up, you sleepy head, I have something really exciting to show you!”*
 - B *He put on his slippers and shuffled down the stairs.*
 - C *“Dave, come over here—you have to see this,” his dad said, pointing at the computer screen.*
 - D *As Dave saw photographs of the red, rocky planet, he realized this was an astounding feat.*
- 3 What point of view is this selection written in?
- A First person
 - B Second person
 - C Third person limited
 - D Third person omniscient
- 4 What evidence from the selection shows how Dave’s feelings changed about what his dad was showing him?

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

A Day for the Record Books

I'll never forget the day my dad threw open the front door with a flourish, shouting, "Look at what I got!" before he even pushed his shoulders through the door. "World Series tickets!" he finished, unable to contain his obvious glee. I thought he might even do a backflip.	15 28 40 49
My dad was probably the biggest Red Sox fan in all of Boston. He'd watched every game of the long summer season on TV, from the first pitch down to the last out.	64 80 82
But this was no ordinary season—this was 2004, and the Red Sox were finally in the World Series. If they could win the best of seven games against the Cardinals, they could claim the trophy that they hadn't earned since 1918. That meant an 86-year run of no championships for a team that had won the first World Series ever.	96 113 126 141 145
My dad was practically dancing around the room in excitement. "Do you know the value of these tickets?" he said, showing them to me, but not letting me touch them—it was as if they were made of solid gold. He took his prize and carefully stored it away until game day arrived.	157 171 188 198
It was a sunny fall afternoon when we drove out to the ballpark for game four of the Series. I don't think I'd ever seen his eyes shine so brightly.	214 228
"It feels like one for the record books, don't you think?" he suggested as we lined up at the gates. I wasn't sure, but I looked at him and smiled. In the playoff round right before the World Series, the Sox had beaten their longtime rival, the New York Yankees, but now they faced the Cardinals. So far, they had won all three of the games they had played against the Cardinals in this World Series. If they won today, they would be the champions.	243 260 273 287 302 313
As we entered the ballpark, the smell of soft pretzels and hot dogs wafted past my nose, but there was something else in the air—it was almost like electricity. My hair felt like it was standing on end, and my stomach started doing flips. Once we got in our seats, I felt breathless with excitement and asked, "Do you think they'll be able to do it?"	327 342 356 370 380
"Today's the day," Dad said, smiling. "I can feel it."	390

- 1 In which sentence is the narrator describing a character's actions?
 - A *I thought he might even do a backflip.*
 - B *If they could win the best of seven games against the Cardinals, they could claim the trophy that they hadn't earned since 1918.*
 - C *He took his prize and carefully stored it away until game day arrived.*
 - D *If they won today, they would be the champions.*

- 2 Which sentence shows the narrator's emotional state?
 - A *My dad was practically dancing around the room in excitement.*
 - B *I don't think I'd ever seen his eyes shine so brightly.*
 - C *My hair felt like it was standing on end, and my stomach started doing flips.*
 - D *"Today's the day," Dad said, smiling. "I can feel it."*

- 3 In the sentence, "*It was a sunny fall afternoon when we drove out to the ballpark for game four of the Series. I don't think I'd ever seen his eyes shine so brightly,*" the narrator's point of view gives the reader —
 - A a sense of what the characters might do next
 - B an image of what the narrator is seeing
 - C an idea of what the narrator looks like
 - D a feeling of nervousness about the outcome of the game

- 4 In paragraph 3, the details about the Red Sox support the idea that —
 - A the team has always played very well
 - B the dad is one of the team's biggest fans
 - C winning the World Series would be exciting
 - D it is possible the team will win the World Series

- 5 What evidence from the text helps explain how the characters would react if the Red Sox won the World Series?

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

Techno-Farming

I opened my eyes, rubbing the grit of sleep away, and I could tell from the dim light in my bedroom that the sun was barely up.	17 27
I was excited because today I'd be learning how to navigate our farm using GPS, or Global Positioning Systems. After breakfast, Mom and I got in the tractor and drove out to the bean field at the southern end of the farm. I was trying really hard to look serious and professional, but I couldn't stop the grin that kept trying to escape.	41 54 71 85 90
When we got close, Mom looked at me and nodded. "We're connected," I said, seeing the green light on the laptop display that meant a satellite signal was present.	102 116 119
Mom grew up on the farm and knows every patch of soil on the whole 80 acres, but she also knows that more accurate information can be of value.	135 148
We drove onto the field while the computer screen showed a dot—our tractor—moving across the landscape.	161 166
We reached the irrigator (a machine that works like a giant water sprinkler) at the far end of the field and hooked it up. We towed it to the east side of the field, which was next for watering. We know that the irrigator's jets can send water as far as 30 feet, and the GPS lets us measure that distance exactly from the edge of the field—no water wasted, no beans missed. It was my job to tell Mom how far to move so we would know exactly where to put the irrigator. I was a little nervous, my heart was beating fast, and I took a deep breath. "You can do this—you know what to do," I whispered to myself.	180 199 213 228 243 260 276 290
I looked at the computer and saw the distance changing. I read it as we moved and instructed mom's driving. "Keep going...a little more...." Finally, the GPS said 30 feet. "That's it. Stop!"	305 316 324
Mom pushed the brakes on the tractor, and, as we came to a stop, she looked at me and smiled. "This job will be all yours in no time!" I couldn't help it now...I was grinning from ear to ear.	340 357 365

- 1 Which sentence shares the narrator’s feelings?
- A *I opened my eyes, rubbing the grit of sleep away, and I could tell from the dim light in my bedroom that the sun was barely up.*
 - B *“We’re connected,” I said, seeing the green light on the laptop display that meant a satellite signal was present.*
 - C *I was a little nervous, my heart was beating fast, and I took a deep breath.*
 - D *I read it as we moved and instructed mom’s driving.*
- 2 In which sentence is the narrator describing another character’s actions?
- A *Mom grew up on the farm and knows every patch of soil on the whole 80 acres, but she also knows that more accurate information can be of value.*
 - B *We drove onto the field while the computer screen showed a dot—our tractor—moving across the landscape.*
 - C *I looked at the computer and saw the distance changing.*
 - D *Mom pushed the brakes on the tractor, and, as we came to a stop, she looked at me and smiled.*
- 3 The point of view of the selection allows the reader to better understand —
- A the mom’s feelings
 - B the narrator’s emotions
 - C the importance of GPS on the farm
 - D the relationship of the two characters
- 4 What point of view does the author write from, and what advantage does this give to the selection?

- 5 What evidence from the selection shows that both the mom and narrator were proud of what they accomplished?

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

Coral Reefs – Rain Forests of the Sea

An astronaut aboard the International Space Station snapped a photo. It showed the only living organism visible from space. It was a photo of the world’s largest coral reef, the Great Barrier Reef in Australia. This reef is more than 1,800 miles long! Great Barrier Reef, Apo Reef, Florida Keys—exactly what are these ecosystems?	11 25 39 51 55
What Are Coral Reefs?	59
Coral reefs are a type of ecosystem. Even though they cover less than one percent of the Earth, one-quarter of all marine life depends on the reefs. Think of them as underwater forests. Coral reefs exist where sea temperatures are the warmest. The different types of reefs share some similar characteristics.	73 87 99 110
Features of Coral Reefs	114
The three main forms of coral reefs are called fringing, barrier, and atoll. These are all shallow <i>habitats</i> , or homes for living things. <i>Corals</i> , or small marine animals, need sunlight to grow, so coral reefs survive in shallow waters where the sunlight gets through.	128 141 154 158
Diversity in Coral Reefs	162
Coral reefs are hosts to amazing plants and colorful marine fish—up to two million kinds. Creatures living in coral reefs include turtles, sharks, eels, and urchins, to name a few. There are many habitats in a coral reef. The type of habitat depends on temperature, light, waves, tides, and the amount of food available. Because of the diversity of habitats found in coral reefs, they are known as the “rain forests of the sea.”	176 188 204 216 229 237
Why We Need Coral Reefs	242
Coral reefs perform important functions. They help protect coastlines from storms and erosion. They are an important source of food and new medicines. For example, scientists have taken chemicals from corals to fight some bacteria that make people sick. In addition, food webs exist in a reef because every living thing on a reef serves as food for another. Yes, coral reefs and their benefits are remarkable for animals, people, and science alike.	252 265 276 290 305 315

- 1 Which section best summarizes the selection’s idea that coral reefs are important?
- A *“What Are Coral Reefs?”*
 - B *“Features of Coral Reefs”*
 - C *“Diversity in Coral Reefs”*
 - D *“Why We Need Coral Reefs”*
- 2 Which of the following sentences helps the reader understand the relationship between coral reefs, the sun, and the reef’s position in the ocean?
- A *It was a photo of the world’s largest coral reef, the Great Barrier Reef in Australia.*
 - B *Coral reefs exist where sea temperatures are the warmest.*
 - C *Corals, or small marine animals, need sunlight to grow, so coral reefs survive in shallow waters where the sunlight gets through.*
 - D *The type of habitat depends on temperature, light, waves, tides, and the amount of food available.*
- 3 The detail *“up to two million kinds”* supports the idea that coral reefs —
- A have great diversity, like rain forests
 - B perform important functions in the ocean
 - C have identical characteristics as rain forest ecosystems
 - D should be valued by humans for their healing chemicals
- 4 Using details from the section called *“Why We Need Coral Reefs”* explain the relationship between the different animals of the reef.

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

Highlighting Nature Through Art

Grab a good book and relax while reading in your . . . bird’s nest? Artist Jayson Fann creates structures that look like human-sized nests. The wooden nests are for eating or relaxing, but they also serve another purpose. Fann makes his art using natural materials. This practice is called environmental art, or eco-art, and it seeks to show how we are connected to the natural world.

Reasons for Eco-Art

What inspired Fann to use natural materials to make incredible artwork? “I get to be creative in a way that doesn’t harm the environment,” he explains. The eco-art movement is about celebrating the greatness of nature, but it also can bring awareness to the environment. The movement began during the 1850s when people were moving away from farms to cities. Artists such as John Constable, for example, painted natural landscapes to remind people to remain a part of nature instead of disconnecting from it.

Leaf by Leaf

Today, artists such as Andy Goldsworthy share the same goals. Goldsworthy creates artwork using snow, ice, leaves, feathers, and more, and his sculptures stand outdoors. Before they disappear, he photographs them. For example, his stone wall decorated with sheets of ice did not last—but the photos he took of the wall did. His photos create a lasting record of the nature of the artwork so that people can experience his art forever.

Caring Attitude Toward Earth

Kids can also develop an awareness of the environment through eco-art. One easy way is to mimic Goldsworthy by visiting the outdoors. Kids can gather stones, shells, leaves, acorns—anything that inspires them. They can then work with the materials to create spirals or to show the color variations from light to dark. As Goldsworthy explains, the results will be unique. “These materials,” he says, “come raw from the ground and have all the irregularities and peculiarities because of that.”

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- 1 Which details best support the central idea of the selection?
- A Involving kids and finding irregular materials
 - B Using natural materials and connecting humans to nature
 - C Photographing sculptures and moving from a farm to a city
 - D Painting natural landscapes and building human-sized nests
- 2 Which detail helps explain an idea about how the eco-artists may share their pieces with others?
- A *The eco-art movement is about celebrating the greatness of nature, but it also can bring awareness to the environment.*
 - B *Today, artists such as Andy Goldsworthy share the same goals.*
 - C *Before they disappear, he photographs them.*
 - D *Kids can gather stones, shells, leaves, acorns—anything that inspires them.*
- 3 In paragraph 2, the idea the artist expresses in the quotation helps the reader to understand —
- A why his art is popular
 - B how the artist gets his ideas
 - C when he became interested in eco-art
 - D that preserving nature is important to him
- 4 The details in paragraph 2 support the idea that —
- A humans are always surrounded by nature
 - B the artists want everyone to participate in creating art
 - C eco-artists believe humans should remain connected to nature
 - D Goldsworthy is the most important artist in the eco-art movement
- 5 Using ideas from the selection, explain how eco-art connects people to nature.

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

The Struggles of Nomadic Peoples

In a world with modern conveniences and advances in science, why would some people continue their wandering ways? Nomads have existed for thousands of years, roaming the earth with the changing seasons and living off the land. Once, all people were nomads. But few today continue these traditional ways. Today, the Tuareg, for example, still move their belongings on camels across the vast Sahara desert.

Last of the Wanderers?

Some nomad groups have managed to hold onto their way of life, including possessing no permanent home. Often, they make temporary homes or, as the Sea Gypsies of Myanmar do, they travel part of the time on boats. To survive, nomads have learned special skills, such as gathering food. “They are very strong at adapting to natural circumstances because they live so close to nature,” says Jeroen Toirkens, a photographer who has spent years living with nomadic groups.

Nomads at Risk

Nomadic cultures are at risk of disappearing. The Bushmen, for example, are the oldest nomadic people in Africa. Records show the Bushmen have traditionally made their own arrows and tracked their own food, including hyena and snakes. But today, the areas where they can hunt are restricted. In addition, technology threatens other groups. For example, nomadic teenagers lured by conveniences such as cell phones have a strong desire to move to a town or city where this technology is available.

A Changing Way of Life

What will happen to cultures that lead nomadic lives? Some nomads will continue practicing their traditional rituals and language. But their lives are likely to change in some ways. Perhaps their old migratory routes will become impassable. Some may be pushed out of areas, such as forests, because of development. And those who manage to continue living among the reindeer are likely to embrace a little technology. Laplanders still follow ancestral routes herding reindeer, but these hunter-gatherers now do so on snowmobiles!

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- 1 Which sentence best summarizes the main idea of the selection?
- A *Nomads have existed for thousands of years, roaming the earth with the changing seasons and living off the land.*
 - B *To survive, nomads have learned special skills, such as gathering food.*
 - C *Nomadic cultures are at risk of disappearing.*
 - D *Some nomads will continue practicing their traditional rituals and language.*
- 2 Which detail best supports the idea that modern conveniences are changing the way nomads live?
- A *Often, they make temporary homes or, as the Sea Gypsies of Myanmar do, they travel part of the time on boats.*
 - B *But today, the areas where they can hunt are restricted.*
 - C *Perhaps their old migratory routes will become impassable.*
 - D *Laplanders still follow ancestral routes herding reindeer, but these hunter-gatherers now do so on snowmobiles!*
- 3 In paragraph 3, the line “nomadic teenagers lured by conveniences such as cell phones have a strong desire to move to a town or city where this technology is available” supports the idea that —
- A in the future there might be fewer nomads
 - B technology might make being a nomad easier
 - C nomads might continue their way of life in cities
 - D communication among nomads might be stronger
- 4 Which ideas from the selection explain how nomadic peoples have been able to maintain their traditions for so long?

- 5 Which details from the selection help explain why the population of the Bushmen may decrease over time?

Name _____

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

Bike Sharing – A Simple Idea

My friend and I were downtown and decided to get some lunch. We had to walk about three miles because we didn't want to move our parked car. It had been difficult to find that parking space! Boy, were we tired by the time we got our orders of iced tea.	15 30 46 51
Now imagine that our city had a bike sharing system. A bunch of bikes would have been available. All we would have had to do was pay a few dollars to use a bike and drop it off when we were done. It's an easy solution, right?	66 83 98
Some people may think bike sharing poses a safety hazard for people biking in a city for the first time, but researchers have found that bike sharing is safer than regular bike riding. Bike share riders have fewer crashes than regular bikers. This is partly because bike sharing bicycles are painted bright colors so that they are more visible. In addition, the equipment is typically heavier with fewer gears. Overall, the researchers found that bike sharing is of great value—the benefits outweigh any disadvantages.	111 127 139 151 164 177 183
Denver's bike sharing program is improving air quality. For example, 41 percent of the program's bike trips replaced car trips. The entire program avoided more than one million pounds of carbon dioxide emissions. Keeping carbon dioxide out of the atmosphere is great for our climate and people's health.	194 206 217 229 231
You may think that bikes would crowd our roads, but bike sharing makes commuting easier. For example, Salt Lake City's bike program is making it easier for people to use public transportation. People can hop on a bike to reach a bus or rail service.	244 256 270 276
Improving our city's air quality, helping people's health, and making commuting easier is important. Will you support bike sharing?	286 295

- 1 Which sentence supports the author’s main claim?
- A *We had to walk about three miles because we didn’t want to move our parked car.*
 - B *A bunch of bikes would have been available.*
 - C *This is partly because bike sharing bicycles are painted bright colors so that they are more visible.*
 - D *Improving our city’s air quality, helping people’s health, and making commuting easier is important.*
- 2 The author’s main opinion, or claim, is that bike sharing —
- A is the only solution
 - B causes many crashes
 - C is highly valuable overall
 - D makes the roads more crowded
- 3 Which sentence from the selection presents a fact supporting bike sharing?
- A *Now imagine that our city had a bike sharing system.*
 - B *A bunch of bikes would have been available.*
 - C *The entire program avoided more than one million pounds of carbon dioxide emissions.*
 - D *All we would have had to do was pay a few dollars to use a bike and drop it off when we were done.*
- 4 What evidence does the author provide to show that bike sharing contributes to good health?

Name _____

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

Playgrounds for Everyone

Walk by a school yard or neighborhood park, and you'll likely see kids on a playground. Children of all ages enjoy the swings, slides, and climbing equipment. Not only are playgrounds a place for fun and exercise, but kids build both friendships and their imaginations on the playground. The value of play is certain. It is so important that the United Nations has recognized it as a right of every child. However, many playgrounds around the country need to be updated.	14 26 39 51 66 79 81
Many of these playgrounds have features that are old and run-down. Some equipment that kids used to enjoy is broken. Older-style playgrounds do not have the capability to include everyone. For example, some children with disabilities are unable to use the equipment found in more traditional playgrounds. Some kids can't even enter the playground area. Wheelchairs have difficulty moving on the grass, bark, and uneven dirt found in many play areas.	93 104 115 127 137 150 152
Communities and schools should update playgrounds so that all children can enjoy their benefits. They should build ramps so that kids who use wheelchairs can play alongside their friends on climbing structures. In traditional playgrounds, children need to climb up a ladder or stairs to slide down a slide. In new playgrounds, communities can install slides that are lower to the ground, allowing kids to transfer to the slide from their wheelchairs. Then they can pull themselves up the slide using a handrail, to a point where they can then let go and enjoy the experience of sliding down.	162 175 185 197 209 223 237 251
The updates should also include special equipment for children who get overwhelmed by the loud noises and large groups. Sensory play features will let children play and explore on their own but still be around other kids. Playgrounds that have cozy spaces let kids get away from the action.	262 273 288 300
All children deserve to have a playground where they can play with friends, have fun, and feel safe.	313 318

- 1 Based on the selection, children with disabilities —
- A may need different equipment
 - B can play alongside their friends
 - C may have broken playground equipment
 - D can move on grass, bark, and uneven dirt
- 2 The ideas of adding ramps and making slides lower support the claim that —
- A playgrounds are a place for fun and exercise
 - B all children need cozy spaces so they don't get overwhelmed
 - C current playgrounds can be updated for children in wheelchairs
 - D children of all ages enjoy swings, slides, and climbing equipment
- 3 The author's main opinion, or claim, is that —
- A playgrounds should work for all children
 - B wheelchairs can't move through playgrounds
 - C some equipment that kids used to enjoy is broken
 - D the United Nations recognizes children's right to play
- 4 What is most likely the reason the author included the information in the first paragraph?
- A to express to the reader the importance of play
 - B to claim that children need to have playgrounds to play
 - C to remember the joy of playing on a playground as a child
 - D to teach the reader about the different types of playground equipment
- 5 What type of evidence would have made the author's argument stronger?

Name _____

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

Venture into Aquaculture

Many countries invest heavily in aquaculture, including the United States. Aquaculture is the breeding and harvesting of fish and plants. It takes place in waters such as ponds, rivers, and oceans. Such “farming” produces food fish such as salmon and tuna, sea vegetables, and more. Research should continue so we can expand aquaculture’s potential.	10 23 35 47 54
Some critics do not see the value of aquaculture and object to the practice. They state that it may conflict with other uses of bodies of water such as commercial fishing, yet farmers and fishermen can share the water. “We shouldn’t have such a large gap between fishing and farming,” says a member of Maine’s Marine Extension Team. Her team trains fishermen on aquaculture techniques.	68 83 94 107 118 119
Consider how aquaculture supports fishing in other ways. Did you know that 90 percent of salmon start as eggs that hatch in hatcheries? They are then released to the wild. This aquaculture partnership contributes over 270 million dollars to commercial fishing!	131 145 156 160
We need to produce more seafood in the United States. We import 91 percent of our fish, so some people in the fishing industry have suggested that we put more money into raising seafood. If we invest more in aquaculture, we could produce seafood for ourselves and become more self-reliant. This would reduce the need to import so much seafood from countries such as China and India.	174 189 202 212 225 227
According to the National Oceanic and Atmospheric Administration, if we double our current U.S. production through aquaculture, we could also gain 50,000 jobs.	237 248 250
Lastly, through research, aquaculture can help improve the health of aquatic animals, and such study will also lead to increasing the supply of safe and high quality seafood. Aquaculture research can also be used to protect habitats and restore endangered species.	261 275 286 291
What would aquaculture do for our country? It would create jobs, help feed more people, and build scientific knowledge.	304 310

1 Read these sentences from paragraph 1.

Aquaculture is the breeding and harvesting of fish and plants. It takes place in waters such as ponds, rivers, and oceans. Such “farming” produces food fish such as salmon and tuna, sea vegetables, and more.

Which claim from the selection do these sentences support?

- A *Some critics do not see the value of aquaculture and object to the practice.*
- B *Consider how aquaculture supports fishing in other ways.*
- C *If we invest more in aquaculture, we could produce seafood for ourselves and become more self-reliant.*
- D *Lastly, through research, aquaculture can help improve the health of aquatic animals.*

2 Which sentence from the selection includes an opinion?

- A *“We shouldn’t have such a large gap between fishing and farming,” says a member of Maine’s Marine Extension Team.*
- B *Did you know that 90 percent of salmon start as eggs that hatch in hatcheries?*
- C *This aquaculture partnership contributes over 270 million dollars to commercial fishing!*
- D *We import 91 percent of our fish...*

3 Which detail from the selection best summarizes the author’s main claim?

- A *We need to produce more seafood.*
- B *Most salmon begin their lives in a hatchery.*
- C *The United States must invest in aquaculture.*
- D *Aquaculture conflicts with other uses of water.*

4 Based on the author’s claim that “*We need to produce more seafood in the United States*” because “*we import 91 percent of our fish,*” who is the intended audience for the selection?

5 What are at least two positive benefits the author claims increasing U.S. aquaculture will provide?

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

Movie House

Marco hummed along with the music at the end of the movie he had just finished watching. He couldn't decide which movie to see next. Maybe he'd take a chance and watch one he hadn't seen before. He scrolled through his playlist, noting the movie dates. Most of them were from the 1930s and 1940s. <i>Maybe I should ask Grandma what to watch next</i> , he thought. His grandma had introduced him to old movies. When he was a little boy, they would curl up on the couch together, and they would watch movies like <i>Gone with the Wind</i> and <i>Casablanca</i> . Before long, this had become their Saturday night tradition.	13 24 36 46 59 69 82 94 105 109
This past Saturday, Grandma had told him about the movie theater with the tall columns in the small town where she grew up.	120 132
"My first job was working at the theater in the projection booth," she said. "The movies were delivered from factories on big rolls of film, and I would carefully thread the film onto the reels. It is a lost art," she sighed, remarking on the digital projectors that had replaced the reel machines.	144 155 170 181 185
Marco could understand why Grandma felt that way. Movies on film had been around a long time. But Marco felt that movies must move ahead, into the future, and that meant using digital projectors. He had tried to convince Grandma, explaining that movies shown on digital projectors have clearer images and steadier pictures. Grandma had listened politely, but in the end would not agree with Marco. "It's just not the same," Grandma had replied, shaking her head.	196 209 220 230 239 252 262
Marco sank back into the couch, thinking about what his grandma had said. He had never actually seen a movie on a film-and-reel projector and wondered what it was like. Marco opened his laptop to do a search, smiling as the results came up. He picked up the phone and dialed his grandma's number. "Hi, Grandma," Marco said when she picked up. "I was wondering if you'd come with me to this old-time movie house with a film-and-reel projector."	273 285 297 311 321 335 342

- 1 How are Marco's and his grandma's feelings about movies alike?
- A They both enjoy watching old movies.
 - B They both enjoy watching new movies.
 - C They both enjoy watching movies at a theater.
 - D They both enjoy watching movies on a laptop computer.
- 2 What do Marco and his grandma disagree about?
- A Special effects
 - B Modern actors
 - C Digital projectors
 - D Violence in movies
- 3 Which detail best reveals Marco's view of his relationship with his grandma?
- A *Maybe I should ask Grandma what to watch next.*
 - B *His grandma had introduced him to old movies.*
 - C *But Marco felt that movies must move ahead, into the future.*
 - D *He had never actually seen a movie on a film-and-reel projector.*
- 4 What solution does Marco find to his conflict with his grandma?

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

Thunderstorm!

It was a hot, sunny summer afternoon. Jenny and her little brother, Ray, were relaxing on a blanket, taking a break from the game they'd been playing. Jenny pointed out some fluffy white clouds. She told Ray that they were called <i>cumulus</i> clouds.	12 24 34 43
“That one looks like a dragon flying from his den,” Ray said. After a while, Jenny started to notice that the clouds were piling up, and the sky was more grayish-white than the bright blue it had been earlier.	57 70 82
“I think a storm might be coming,” she said and told Ray that they should start cleaning up the toys. She had remembered from science class that when cumulus clouds start to build up like a tower, they become <i>cumulonimbus</i> , or thunderstorm, clouds. “Never underestimate the power of molecules of oxygen,” her teacher used to say.	95 106 118 125 134 138
She felt a raindrop on her head as she helped Ray clean up. She was folding up the blanket when the thunder began to rumble.	152 163
“We’d better go ahead and get inside, Ray. If we can hear thunder, it means that there may be lightning nearby,” Jenny explained.	176 186
“We don’t want to take any chances.” Ray carried in the blanket, and Jenny followed behind with a basket of toys as their mother held the door open for them. Just at that moment, the sky seemed to open up, so their mother helped them get into the house with all their things. She remarked that she couldn’t remember the last time it had rained so hard—the clouds were like water factories!	198 210 223 236 247 259
The house lit up as a lightning bolt flashed, followed quickly by a crack of thunder. The clouds lined up like columns in the sky.	272 284
Ray jumped and huddled close to Jenny. “Don’t worry, Ray. Thunderstorms are usually over quickly, and, sometimes, they are followed by something beautiful,” she said.	294 303 309
Soon, the storm ended, the sun breaking through the clouds and revealing a rainbow that arched across the entire sky.	320 329

- 1 How is Jenny’s understanding of clouds different from Ray’s?
- A Jenny’s is right, and Ray’s is wrong.
 - B Ray’s is factual, and Jenny’s is playful.
 - C Ray’s is correct, and Jenny’s is incorrect.
 - D Jenny’s is scientific, and Ray’s is imaginative.
- 2 Which detail best shows how Jenny takes care of her little brother?
- A *Jenny pointed out some fluffy white clouds.*
 - B *“I think a storm might be coming,” she said and told Ray that they should start cleaning up the toys.*
 - C *She felt a raindrop on her head as she helped Ray clean up.*
 - D *Ray carried in the blanket, and Jenny followed behind with a basket of toys as their mother held the door open for them.*
- 3 The way Jenny most likely feels about her little brother is —
- A tired of picking up all his toys
 - B annoyed that she has to care for him
 - C amused that he says such silly things
 - D pleased that she can teach him things

4 Read the sentence from the selection.

Ray jumped and huddled close to Jenny.

The author probably included this sentence to show that Ray —

- A is just a silly child
 - B sees Jenny as his protector
 - C has scared himself with his imagination
 - D is unreasonably afraid of thunderstorms
- 5 Is Mother’s reaction to the storm more like Jenny’s or more like Ray’s? Use details from the story to explain your response.

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

A Fair Start

Amelia, Jonah, and Mike had gathered at the school track. They were about to practice for the relay race they were participating in on Field Day.	11 23 26
They took a slow jog around the track, breathing in oxygen to fill their lungs and finding the places where they each needed to start their portion of the race. Mike would go first, then he'd pass the baton to Amelia, who would hand it off to Jonah, the fastest runner, to finish the race.	39 51 64 77 81
As they finished their warm-up jog, Amelia waved to her dad sitting in the bleachers. She told the others he'd sound the horn for the practice relay.	93 106 108
"Speaking of the starting horn, I was thinking about a way that would guarantee us a win," Jonah announced.	120 127
"Yeah, we'll practice so we're not only fast, but coordinated enough to pass the baton without dropping it," Mike replied.	137 147
"I was reading about this racing secret called 'jumping the horn.' When the announcer yells <i>Get set</i> , Mike will start to run. By the time the horn sounds, he'll already be ahead of the other runners," Jonah explained.	158 171 183 185
"I'm not going to do that—it's against the rules," Mike said.	197
Jonah's resolve wavered, but he insisted that no one would notice. He turned to Amelia for support.	208 214
"Don't look at me," she said, shaking her head. "I'd rather take the chance that we lose than win in a dishonest way."	227 237
Amelia's dad saw the trio talking and called out, "Hey, I don't see any practicing—what are you chatting about?" Amelia and Mike looked at Jonah.	250 260 263
"We were just talking about how Mike needs to wait until after the horn has sounded to start running," Jonah said, and they took their starting positions on the track.	276 288 293

- 1 What action of Amelia’s shows how she feels about “*jumping the horn*”?
- A She shakes her head.
 - B She waves to her father.
 - C She takes her starting position.
 - D She jogs slowly around the track.
- 2 Amelia’s dad asks what the children are talking about. What is the effect of his action?
- A It embarrasses all three of the children.
 - B It forces Mike and Amelia to lie for Jonah.
 - C It prompts Jonah to make a good decision.
 - D It causes the children to delay making a decision.
- 3 The conflict in the selection is between —
- A Jonah and himself
 - B the boys and Amelia
 - C the children and Amelia’s father
 - D Jonah and the members of his team
- 4 Contrast Mike’s and Jonah’s ideas to guarantee the team a win. Explain your answer with details from the selection.

- 5 How are Mike’s and Amelia’s reactions to Jonah’s suggestion alike? Explain your answer with details from the selection.

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

On with the Show

Cori stepped back and admired the garden scenery she had finished painting for their show, <i>Molecules in Motion</i> . Preparations were underway for the school’s annual fundraiser. Cori’s class was selling tickets to the public for a one-act play, and she was in charge of the set decorations.	10 19 28 42 47
“Cori, you have done excellent work, and I think this will be a great event,” said Ms. Hanover, the drama teacher.	61 68
“Thank you, Ms. Hanover. Everyone has been so excited about the event. I think it will be an amazing opening night,” said Cori. Then she remembered—opening night was tonight!	79 92 98
“Cori, where is this supposed to go on the set?” asked Jay, as he walked over to her with a large wooden object.	112 121
Cori stared at the wooden object Jay was holding, and she asked, “What is that?”	133 136
“It is a coat rack for the second scene about oxygen,” Jay explained.	148 149
“There is no coat rack. We are supposed to have a big tree!” Cori exclaimed, her voice rising. Cori took a deep breath. “Okay, we can fix this, but we have to think of a good idea, and now!”	163 174 188
“How about we fasten some branches to the rack, and then we can trace and cut out leaves?” offered Jay. “Then the branches could be put on with wire, and the leaves would cover the wires.”	200 211 224
“Jay—you are so smart!” cried Cori.	231
That night as the curtain rose, Cori and Jay watched from the side of the stage. Jay had worked marvels—the little coat rack was now disguised as a mighty tree!	244 257 262
“Jay,” said Cori, “What is the plural of <i>bravo</i> ?”	271
“Bravos?” asked Jay.	274
“Whatever they are, you have earned them,” Cori grinned.	283

- 1 Which event is part of the rising action?
- A Jay makes the coat rack into a tree prop.
 - B Cori talks with her teacher about the play.
 - C Cori congratulates Jay on his quick thinking.
 - D Jay sets the coat rack tree prop onto the stage.
- 2 Which excerpt gives the story’s conflict, or problem?
- A *“Cori, you have done excellent work, and I think this will be a great event,” said Ms. Hanover, the drama teacher.*
 - B *“Thank you, Ms. Hanover. Everyone has been so excited about the event. I think it will be an amazing opening night,” said Cori.*
 - C *“There is no coat rack. We are supposed to have a big tree!” Cori exclaimed, her voice rising.*
 - D *“Okay, we can fix this, but we have to think of a good idea, and now!”*
- 3 How are the characters able to solve the problem?
- A They turn the coat rack into a tree.
 - B Jay creates a second wooden coat rack.
 - C They raise the curtain up an hour later than planned.
 - D Jay brings in real tree branches and paints the leaves.
- 4 Which details help you infer how Cori feels about solving the problem?

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

A Group of Three

Tim, Miguel, and Noah were spending the day at the zoo, and after lunch, the boys decided to visit the chimpanzee area. They had heard it had been built to look like the grasslands in Africa. As they walked into the chimpanzee area, they read a sign saying that, in the wild, as many as 50 chimps could live together in a group. The group in this zoo included three young chimps who could often be found playing together.	13 24 38 50 64 76 79
“Hey, a group of three, just like us,” Miguel said as they walked up to the fence surrounding the area.	93 99
“Look, there’s one on that rock back there, and he’s looking right at us!” Tim said, pointing. “Make that plural,” he said as another chimp came to join the first one.	111 123 130
Suddenly, one chimp pointed back at Tim, and the boys looked at each other, amazed.	142 145
“Nod your head up and down, Tim,” said Miguel.	154
The chimp then began nodding his head up and down, and soon, all three of the chimps were nodding their heads up and down!	166 178
Then Noah suggested that the boys do a lot of silly things at the same time to see if the chimps would copy them.	192 202
All three boys started shaking their heads back and forth, then they each began hopping on one foot, and finally, they made funny faces.	214 226
The chimps were watching them curiously, but they were no longer copying the boys’ motions.	237 241
“We came to observe the chimps, but it looks like they are observing us instead,” Miguel said with a smile.	253 261

- 1 The most important event in the rising action is when the boys —
- A walk up to the fence
 - B see a group of three chimps
 - C hear that a zoo area looks like Africa
 - D discover that 50 chimps live together
- 2 Which detail gives the story’s climax?
- A *They had heard it had been built to look like the grasslands in Africa.*
 - B *As they walked into the chimpanzee area, they read a sign saying that, in the wild, as many as 50 chimps could live together in a group.*
 - C *“Hey, a group of three, just like us,” Miguel said as they walked up to the fence surrounding the area.*
 - D *...and soon, all three of the chimps were nodding their heads up and down!*
- 3 What do the chimps do after the story’s climax?
- A They hop on one foot.
 - B They make funny faces.
 - C They stop imitating the boys.
 - D They shake their heads back and forth.
- 4 Which action shows how Miguel feels during the resolution of the story?
- A He acts like the chimps.
 - B He observes the chimps.
 - C He smiles as he is speaking.
 - D He looks at his friends in wonder.
- 5 Which details help you infer how the chimps reacted to the boys during the climax?

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

Gotcha!

Sarah had been waiting all week to watch her favorite television show, so she looked around and breathed a sigh of relief when she saw that her brother was nowhere in sight.	11 24 32
<i>I love my brother, Sarah thought, but when Peter is not around, things are so much quieter. I understand why Mom says it is sometimes hard to believe we are twins—we are so opposite!</i>	44 56 67
She heard the familiar music of her show start, when suddenly the channel changed to a hockey game! Sarah thought maybe the batteries were bad on the remote, and she took them out so she could replace them. They were new, but she figured that factories probably made batteries that didn't work well once in a while. Then the channel changed again, this time to a cooking program. Sarah watched the cook stir a pot of jam while speaking to the audience: "Did you know that the plural of <i>fruit</i> is <i>fruits</i> , but only when you are talking about different kinds . . ."	78 89 102 113 125 136 149 164 168
"What?" said Sarah.	171
Then she heard muffled laughter coming from outside—Peter! He was standing in the backyard, waving the spare remote control.	181 191
"Sarah, did you not check the calendar today?" he asked with a huge grin.	203 205
That's when she realized—it was April Fool's Day, her brother's favorite day. He always loved playing pranks on the family.	216 226
"Thanks, Peter. I didn't want to have a relaxing afternoon," Sarah said with a sigh.	237 241
"Okay, Sarah, I'll leave you alone now. So, where's Noah?" Noah was their little brother.	252 256
"No, you cannot play a prank on Noah," said Sarah. "Now you have 30 seconds to hand me the remote, or I am going to play a joke on you, and it will begin with talking to Mom."	268 283 294
"Okay, okay, but you have to admit, I really got you," laughed Peter as he handed over the remote.	307 313

- 1 What is the most important event in the rising action?
- A Sarah’s brother is holding a TV remote.
 - B Sarah is not having a relaxing afternoon.
 - C Sarah is excited to watch her favorite TV show.
 - D Sarah’s mom says it’s hard to believe they’re twins.
- 2 Which sentence shows the story’s conflict, or problem?
- A *She heard the familiar music of her show start, when suddenly the channel changed to a hockey game!*
 - B *Sarah thought maybe the batteries were bad on the remote, and she took them out so she could replace them.*
 - C *Sarah watched the cook stir a pot of jam while speaking to the audience.*
 - D *Then she heard muffled laughter coming from outside—Peter!*
- 3 How is Sarah able to solve her problem?
- A Her mom comes out and talks to Peter.
 - B She is able to have a relaxing afternoon.
 - C Her brother Noah tells her what happened.
 - D She hears Peter laughing and then talks to him.
- 4 Which details help you infer how Sarah feels about what Peter did?

- 5 Which details help you infer how Peter feels about his prank?

Directions: Read the selections and answer the questions that follow.

The Mule Egg

Many years ago, a husband and wife moved to the country, and the wife said, “Now you will be working as a farmer, so why don’t you get a mule to help you?”	12 26 33
The man agreed, so he asked his neighbor if he should advertise in the newspaper for a mule.	46 51
The neighbor said, “I have a better solution—you should raise a mule the country way.” The neighbor sold the man a “mule egg,” but it was really a coconut.	63 75 81
Weeks later, the egg hadn’t hatched, so the man tossed the coconut away, and just then a rabbit burst from the bushes.	92 103
“It’s our baby mule!” yelled the wife.	110
The man chased the rabbit, but it got away.	119
“I wouldn’t have been able to control a high-speed mule, anyhow!” exclaimed the man.	130 133

Operation Dog Rescue

Scene I: Cruz home	137
SAMUEL (<i>urgently</i>): Diego, grab your cave exploring equipment!	145
DIEGO : What’s the mission? Did you stumble upon a cave?	155
SAMUEL : I didn’t, but Mr. Andrews’s dog Charlie is stuck!	165
Scene II: The Andrews’ property	170
MR. ANDREWS : Diego, I’m glad you were available. Charlie was walking behind me, and then he disappeared. He’s down in that hole.	179 190 192
DIEGO : Let me set up this pulley system, and I’ll scale down. I’ll get Charlie and hoist him up.	205 211
Scene III: Veterinarian’s office	215
VETERINARIAN (<i>smiling</i>): Charlie’s sore paw should feel better soon.	224
DIEGO : Then Operation Dog Rescue was a howling success!	233

- 1 What is the situation in “The Mule Egg”?
- A The egg is really a coconut.
 - B The rabbit disappeared into a hole.
 - C A neighbor needs to learn about animals.
 - D A man does not know about mules or farming.
- 2 In “The Mule Egg,” which detail marks a turning point in the story?
- A *Weeks later, the egg hadn’t hatched.*
 - B *...so the man tossed the coconut away, and just then a rabbit burst from the bushes.*
 - C *“It’s our baby mule!” yelled the wife.*
 - D *“I wouldn’t have been able to control a high-speed mule, anyhow!” exclaimed the man.*
- 3 In “Operation Dog Rescue,” the play is divided into three scenes because —
- A there are three separate plots
 - B there are three characters with names
 - C the actors have their choice of three scenes
 - D the action happens in three different locations
- 4 In “Operation Dog Rescue,” which details tell the reader how each character should behave on stage?

Directions: Read the selections and answer the questions that follow.

Paul Bunyan Tames the River

Giant lumberjack Paul Bunyan was forever completing superhuman tasks. Once, he visited the Whistling River in Minnesota.	8 17
“The river breaks apart entire rafts as soon as we construct them,” said a logger.	29 32
Just then, the river splashed Bunyan, and he yelled, “I’m going to tame this river!”	44 47
Bunyan traveled to the North Pole with his ox, Babe. There they captured six blizzards.	59 62
“Stand clear,” shouted Bunyan as he placed blizzards on opposite sides of the river to freeze it. Next, Bunyan took out a chain. “Babe, help me wrap this chain around the river,” Bunyan said. The two pulled so hard that the frozen river straightened and stayed straight forever.	72 86 97 108 110

Frustration Rising

Scene I: <i>Martin garage</i>	114
LUCAS (<i>frustrated</i>): Grandpa, the tire is flat again, and I’ve inflated it three times.	125 128
GRANDPA: There must be a hole in the tire.	137
Scene II: <i>Martin house, later that day</i>	144
GRANDPA (<i>frustrated</i>): Lucas, bring some rags! The paint can toppled on the nightstand while I was painting the wall.	153 163
Scene III: <i>Home improvement store</i>	168
GRANDPA: Lucas, did you find a patch kit?	176
LUCAS: Yes. Did you grab paint remover?	183
GRANDPA: Yes. These <i>should</i> be the solution to our problems. Now, let's get some pizza for dinner!	193 200

- 1 Which of the following best describes the problem Paul Bunyan wants to solve in “Paul Bunyan Tames the River”?
- A His ox will not help him.
 - B There are too many blizzards.
 - C The river keeps splashing him.
 - D The river is breaking the loggers' rafts.
- 2 Which sentence from “Paul Bunyan Tames the River” lets the reader know that the selection is a folktale?
- A *“The river breaks apart entire rafts as soon as we construct them,” said a logger.*
 - B *Bunyan traveled to the North Pole with his ox, Babe.*
 - C *There they captured six blizzards.*
 - D *Next, Bunyan took out a chain.*
- 3 In “Paul Bunyan Tames the River,” how is the conflict in the plot resolved?
- A Paul Bunyan freezes and straightens the river.
 - B The river splashes him and he takes out a chain.
 - C Paul Bunyan travels to the North Pole with his ox.
 - D Paul Bunyan tells the loggers to stand clear of the river while he works.
- 4 In “Frustration Rising,” the play is divided into three scenes because —
- A there are three separate plots
 - B there are three characters with names
 - C the actors have their choice of three scenes
 - D the action happens in three different locations
- 5 In “Frustration Rising,” which details tell the reader how each character should behave on stage?

Directions: Read the selections and answer the questions that follow.

My Grandfather's Stories

My grandfather loves to tell stories about his great-uncle, Febold Feboldson, an inventor known as “the most inventingest inventor.”	10 19
“He was the hero during the Year of Many Rains when all the chickens sank into the mud to the tops of their skinny legs. He put webbed feet on them and flattened their bills so they could wade and eat,” Grandpa boasts.	32 46 58 62
According to Grandpa, one year it was so hot that all the farmers’ corn began popping. Then the rain soaked syrup out of the sugarcane stalks. The result was one enormous ball of popcorn!	75 86 96
“No one wanted to eat that dirty popcorn ball. Febold invented a solution,” tells Grandpa. He says Febold brought in grasshoppers to eat the popcorn ball!	108 117 122

Unexpected Friendship

Scene I: <i>Smith home</i>	126
LILLIAN (<i>grumbling</i>): Whose house are we having dinner at tonight?	136
MRS. SMITH: Mr. and Mrs. Scavo are going to grill for us!	148
LILLIAN: I hope they have kids I can play with.	158
Scene II: <i>Scavo kitchen</i>	162
MRS. SCAVO: Welcome, Lillian! Would you mind helping me?	171
LILLIAN: Okay, but cooking isn’t my talent.	178
MRS. SCAVO: Just pour these ingredients into the ice cream maker.	189
Scene III: <i>Scavo backyard</i>	193
MR. SCAVO: Would you like to play an outdoor paddle game?	204
LILLIAN: Okay, but sports aren’t my talent.	211
MR. SCAVO (<i>after playing</i>): You scored 20 points first. You win!	222
MRS. SCAVO: Lillian and I have a dessert surprise.	231
LILLIAN (<i>whispering to her parents</i>): Dinner with the Scavos was not what I expected!	241 245

- 1 What was the problem during the Year of Many Rains?
- A The chickens sank into the mud.
 - B All the corn in the fields popped.
 - C The syrup ran out of the sugarcane.
 - D Grasshoppers ate all the popcorn.
- 2 In “My Grandfather’s Stories,” which detail shows how the author resolves a conflict in the story?
- A *The chickens sank into the mud to the tops of their skinny legs.*
 - B *Rain soaked syrup out of the sugarcane stalks*
 - C *No one wanted to eat that dirty popcorn ball*
 - D *Brought in grasshoppers to eat the popcorn ball*
- 3 In “Unexpected Friendship,” the play is in three scenes because —
- A there are three separate plots
 - B there are three characters with names
 - C the actors have their choice of three scenes
 - D the action happens in three different locations
- 4 In “My Grandfather’s Stories,” what descriptive language is used to show how the setting shapes the characters’ actions?

- 5 In “Unexpected Friendship,” which details determine how each character should behave on stage?

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

Our Puppies

by Evaleen Stein

Little ears as soft as silk,	6
Little teeth as white as milk,	12
Little noses cool and pink,	17
Little eyes that blink and blink,	23
Little bodies round and fat,	28
Little hearts that pit-a-pat,	32
Surely prettier puppies never	36
Were before nor can be ever!	42

- 1 The author uses a simile to compare the ears to —
- A fur
 - B food
 - C color
 - D cloth
- 2 Which words are an example of onomatopoeia?
- A *Little ears*
 - B *round and fat*
 - C *pit-a-pat*
 - D *prettier puppies*
- 3 The poet uses the simile “*white as milk*” to show —
- A where the puppies are
 - B what the puppies drink
 - C where the puppies live
 - D what the puppies look like
- 4 Which words and details from the poem help the reader imagine the puppies? Choose at least three details to support your answer.

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

The Voice of Spring

by Mary Howitt

I am coming, I am coming!	6
Hark! the honey bee is humming;	12
See, the lark is soaring high	18
In the blue and sunny sky,	24
And the gnats are on the wing	31
Wheeling round in airy ring.	36
Listen! Newborn lambs are bleating,	41
And the cawing rooks are meeting	47
In the elms—a noisy crowd.	53
All the birds are singing loud,	59
And the first white butterfly	64
In the sunshine dances by.	69
Look around you, look around!	74
Flowers in all the fields abound,	80
Every running stream is bright,	85
All the orchard trees are white,	91
And each small and waving shoot	97
Promises sweet autumn fruit.	101

Hark: Listen

Rooks: Crows

- 1 An example of onomatopoeia used in this poem is a sound made by the —
- A sky
 - B gnats
 - C butterfly
 - D honey bee
- 2 Which line from the poem is an example of a metaphor?
- A *See, the lark is soaring high/In the blue and sunny sky*
 - B *And the gnats are on the wing/Wheeling round in airy ring.*
 - C *Listen! Newborn lambs are bleating,/And the cawing rooks are meeting*
 - D *And the first white butterfly/In the sunshine dances by*
- 3 An example of imagery in this poem is —
- A *the honey bee*
 - B *birds are singing*
 - C *all the fields abound*
 - D *small and waving shoot*
- 4 Which of the following words from the poem are examples of onomatopoeia?
- A *Waving and coming*
 - B *Singing and running*
 - C *Humming and cawing*
 - D *Wheeling and meeting*
- 5 Which words and details from the poem help to explain the name of the poem? Give three details to support your answer.

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

Winter Landscape

By Sandi Leibowitz

The white horse surveys the white hill.	4 7
Warm in her red blanket, she wonders at the wet tickle of frozen stars melting on her muzzle.	12 18 21 25
She stomps— once, to wake a wearied leg, a second time to interrupt the long quiet.	27 33 38 41
She snorts and the cloud of her breath rises like white flies.	43 49 53
Sparkling molecules of cold drift skyward and vanish into the night sky.	57 61 65

- 1 The example of onomatopoeia used in this poem is a sound made by the —
- A flies
 - B horse
 - C snow
 - D stars
- 2 Which words are examples of imagery used in the poem?
- A *She wonders at the wet tickle*
 - B *Once, to wake a wearied leg*
 - C *A second time to interrupt*
 - D *Her breath rises*
- 3 The poet uses the figurative expression “*frozen stars*” to emphasize the —
- A stillness and quiet of winter
 - B unexpected cold of the field
 - C shine of snowflakes on her nose
 - D distance to the warmth of the barn
- 4 What is an example of a simile in this poem? What is it describing?

- 5 Who is the speaker in “Winter Landscape”? Explain your answer.

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

Something Broken

Riley watched as her sister Gina tossed the softball toward her.	11
Riley’s bat connected with a whack. Both girls watched the softball crash into the garage door window.	22
“Don’t worry, I’ll explain it to Dad,” Riley said, but she knew that their father would be upset that they were playing near the garage. Then, she had an idea—they could tell Dad that Gina did it, and he’d be easier on them because of Gina’s age. She presented the plan to Gina, who protested but ended up giving in.	28
The sisters went inside to face their father. “Gina didn’t mean to do it; she’s so little,” fibbed Riley while Gina remained silent. Dad started questioning Riley about the incident, and though she tried to keep her story straight, she kept getting her lies confused. She could see Gina’s eyes watering, and before long, Gina burst into tears.	41
Riley felt terrible and confessed, saying, “It was me—I didn’t want Gina to be scared if I hit the ball toward her, so that’s why I aimed the opposite way—at the garage,” Riley said.	53
“Why did you lie, Riley?” asked Dad.	67
Riley wondered why she hadn’t told the truth; she knew lying was wrong. “I was trying to avoid a punishment for both of us, and I’m sorry,” Riley said, her voice shaking.	79
“No one got hurt, Riley,” said Dad. “I’ll be able to fix the broken glass, but let this be a lesson about being careful with softballs.”	89
Riley nodded, embarrassed but grateful to be given a chance to learn a lesson.	101
	113
	124
	136
	147
	159
	175
	183
	190
	202
	216
	222
	236
	248
	259
	262

- 1** What happened after the softball broke the window?
- A** The sisters were not worried.
 - B** Gina wanted to take the blame.
 - C** Riley wanted to tell Dad that Gina did it.
 - D** The sisters played farther away from the garage.
- 2** Which details tell the reader how the girls reacted to their decision?
- A** Riley fibbed, and Gina remained silent.
 - B** Riley felt terrible, and Gina burst into tears.
 - C** Riley prepared herself, and Gina’s eyes watered.
 - D** Riley kept her story straight, and Gina didn’t mean to do it.
- 3** What is a theme of the selection?
- A** It is wrong to lie to try to avoid blame.
 - B** It is good to protect your younger sister.
 - C** If you break something, you must fix it yourself.
 - D** As long as no one gets hurt, it is fine to play with softballs.
- 4** Which words or sentences provide a message or piece of advice?

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

Zero Shots on Goal

Cameron wrapped his soccer award in newspaper, and then Anthony placed it carefully into the box.	9 16
“We won that award at the end of fall season,” Anthony remembered. The two boys had been on the same soccer team since they were pee wees just learning to pass, but now Cameron’s family was moving to a new town.	27 38 50 57
“You’ll be here for the send-off, right?” Cameron asked.	66
“I wouldn’t miss it,” replied Anthony.	72
Later that afternoon, at practice, the coach sat the team down and announced the starters for the first game of the season, and, to Anthony’s surprise, he was listed as starting forward.	84 95 104
Anthony grabbed the season’s schedule. He glanced down at the paper in his hands and saw in big, bold letters: “First game, this Saturday!” Anthony didn’t know what to do—he’d never been a starter before, so this was his big chance, but how could he miss Cameron’s moving day?	114 127 138 151 154
On moving day, Cameron watched the movers haul boxes from the house until it was empty, and then he sat down on the curb. It was going to be hard to leave this place. Then he saw a bike in the distance—it was Anthony coming to wish him farewell.	164 178 193 204
“What’s wrong? You’re missing the first game of the season,” said Cameron.	214 216
“Joseph is taking my place as a starter today. How could I not say good-bye?”	229 231

- 1 Which detail helps the reader infer how Anthony feels about Cameron moving away?
- A *Anthony placed it carefully into the box.*
 - B *“We won that award at the end of fall season.”*
 - C *“I wouldn’t miss it,” replied Anthony.*
 - D *Anthony grabbed the season’s schedule.*
- 2 When his coach announced the starters, Anthony felt —
- A bold
 - B jealous
 - C startled
 - D upset
- 3 When Anthony read the soccer schedule, he felt —
- A confused
 - B excited
 - C hopeful
 - D sad
- 4 What is a theme of the selection?
- A Friends understand if you can’t say goodbye.
 - B You must sacrifice your goals for your friends.
 - C It’s okay to be jealous of your friend’s success.
 - D Friendship is more important than personal gain.
- 5 How does Cameron react in the second-to-last paragraph? How does his reaction support the theme of the selection?

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

New Girl

Emily was upstairs reading a book when her mom knocked on the door and asked her how the first few days of school had been.	12 25
“Everything’s fine,” replied Emily. The truth was that she dreaded leaving the house because ever since they had moved, everything was wrong. Emily thought about Alexa, her best friend back home, and she welled up in tears. She looked at her skateboard, which seemed to be standing like a column in the corner. Emily put a pillow over her head and took a nap. She was awakened by laughter and looked out her window, where she saw two girls walking on the sidewalk.	35 45 55 67 79 92 104 108
Suddenly the doorbell rang, and Dad called Emily downstairs where the two girls were waiting. They introduced themselves as Delia and Jasmine, and they explained that they were homeschooled, which was why Emily hadn’t seen them at school.	117 126 136 146
“So you stay home all day studying?” asked Emily.	155
“Part of the time, but Jasmine participates in band, and I’m in the chess club with our homeschool group,” explained Delia. “What activities are you in, Emily?” Emily looked down at her shoes.	168 177 188
“Your school has a chess club, too, and I can teach you how to play,” said Delia.	202 205
“Emily, what do you think?” asked her dad. Emily thought she’d like to run upstairs and be alone because it was better than taking a chance and being rejected, but she managed a smile and replied, “Sure.”	216 228 240 242
Emily later learned that, in chess, some pieces move one square forward at a time. That day, by taking Delia up on her offer, Emily had taken her own first move forward.	253 267 274

- 1 Which detail helps the reader infer how Emily feels about moving to a new town?
- A *Emily was upstairs reading a book.*
 - B *“Everything’s fine,” replied Emily.*
 - C *The truth was that she dreaded leaving the house...*
 - D *She was awakened by laughter and looked out her window.*
- 2 Which detail tells you how Emily feels about meeting new people?
- A *She looked at her skateboard, which seemed to be standing like a column in the corner.*
 - B *...which was why Emily hadn’t seen them at school.*
 - C *Emily thought she’d like to run upstairs and be alone...*
 - D *Emily had taken her own first move forward.*
- 3 What is a theme of the selection?
- A Moving to a new town is easy.
 - B It’s difficult to make new friends.
 - C It’s safer to stay inside with books.
 - D Sometimes it is good to push yourself.
- 4 Which detail shows Emily thinking one thing but doing something different?

- 5 How do Emily’s reactions help the reader understand the story’s theme?

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

Children of the Dust Bowl

The morning sun rose, and it appeared to be red. By now, Timothy knew this was a sign that a dust storm was coming. A drought had hit the plains during the 1930s. There seemed to be no end to the strange world it left behind.	13 26 39 46
Before his family and others began farming wheat, grasses kept the land together. Their roots held the topsoil in place. But the buffalo grass was plowed over. Without rain, the winds blew the loose soil into great dust storms. The McGraws tried to protect the small crop field they had left.	56 68 79 90 97
Timothy knew he must work quickly today, before dark dirt began blasting their home.	108 111
His father joined him outside. Soon, his sister Susan was beside them, too. “Today, we harvest the tumbleweed,” Father explained.	122 131
Tumbleweed the only plant that could live through the tough conditions. Mother was experimenting with tumbleweed because Mrs. Allen told her it could be eaten. They had to brine it, or soak it in salty water, first. But today they were not gathering tumbleweed to feed themselves.	141 148 163 174 178
Without crops, farmers harvested tumbleweed to feed their stock. The three McGraws bent over again and again to dig up or gather tumbleweed and chop it.	187 200 204
“I’m proud of you both for shouldering your tasks and carrying on,” said Father.	216 218
“Will we make it, Father?” asked Timothy.	225
“Once the rains come, we will increase our milk cow herd along with our wheat,” shared Father. “The other farmers and I are talking about lessening this blowing soil. Strip farming, contour plowing — these are all fancy names for new ways of farming.”	237 249 258 268
“Take care of the land,” whispered Timothy. They all nodded, and returned to harvesting tumbleweed.	279 283

- 1 What is one lesson that Father wants Susan and Timothy to learn?
- A Good crops can be grown even in bad conditions.
 - B Tumbleweeds are a good type of food for animals.
 - C If they take care of the land, it will take care of them.
 - D If they take care of the land, they will have tumbleweeds.
- 2 How does Timothy feel about their situation?
- A He is worried that they might not live.
 - B He is tired of always eating tumbleweeds.
 - C He is content to be spending time with his family.
 - D He is bored by the tasks of taking care of the farm.
- 3 Which best describes Father's relationship with Susan and Timothy?
- A He is a stern parent who wants his children to work instead of talk.
 - B He is a concerned parent who wants to know how his children feel.
 - C He is a lazy parent who wants his children to do the work so he does not have to.
 - D He is a distressed parent who is too worried about the crops to talk to his children.
- 4 How does Father make Susan and Timothy feel better?

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

How Whittington Made His Fortune

Some people say that Dick Whittington made his fortune as a mercer. A mercer deals with valuable cloth, such as beautiful silks.	11
Others state that he was not a mercer at all!	22
	32
The first story shows Dick earning his money himself. “Dick, you know that you were well loved. But it is I, as the older son, who will now own our family’s property,” claimed Dick’s brother. The year was 1358, and their father, Sir William Whittington, had just died.	43
	59
	69
	80
“Perhaps I can find work in London,” said Dick. Fortunately for Dick, he was able to become an apprentice mercer and bought cloth from around the world.	91
	102
	107
“Where did you find this cloth of gold?” King Henry IV asked his tailor.	121
The king’s tailor told him that Whittington was the supplier. From that day on, Whittington supplied large amounts of cloth to the king. He became a rich man.	132
	143
	149
But some Londoners say it was a cat that made Whittington famous. According to this story, Whittington began life as a poor boy who walked from his hometown to London. He began working for a merchant named Fitwaryn. As a servant, Whittington slept in the attic of the house, and he kept a cat to chase mice away.	160
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	207
One day, Fitwaryn prepared to leave for a sailing voyage. He invited his staff to help pay for the trip, telling them that if it were successful, they would earn more money on it. However, Whittington didn’t have any money, so he gave his cat to the captain instead.	219
	234
	245
	256
When the ship returned, the crew gathered around Fitwaryn. “We arrived in a foreign land where the king’s court was overrun . . . by rats! Dick, your cat drove out the rats, all of them. The king was so grateful that he paid this gold to buy the cat,” laughed Fitwaryn, pointing to a chest full of gold bars.	266
	278
	293
	305
	313
Needless to say, Fitwaryn shared the gold with Whittington, and that’s how the poor lad became rich.	323
	330

- 1 Which sentence best describes Dick Whittington?
- A He is lazy because he wanted to have been given his fortune.
 - B He is stingy because he kept a chest of gold that was given to him.
 - C He is mysterious because people do not agree about how he made his fortune.
 - D He is carefree because his family could take care of him if they needed to.
- 2 What is Dick Whittington’s main problem in the selection?
- A He has to find fine cloth that the king would like to have for his clothing.
 - B He has to find a way to get his cat back from his friend who borrowed it from him.
 - C He has to find a way to escape working for a merchant so he can be on his own.
 - D He has to find a way to make money because he was not given a family fortune.
- 3 The fact that there are two stories about Dick Whittington’s life most likely means that people —
- A thought that he would not tell them his story if they asked
 - B did not know him well enough to ask him to tell his own story
 - C did not like him well enough to want to talk to him about his life
 - D thought that he would not be honest about his life if they asked him
- 4 Which sentence best describes Dick’s relationship with Fitwaryn?
- A Fitwaryn is kind to Dick even when Dick is unkind.
 - B Fitwaryn feels grateful for Dick and shares his gold with him.
 - C Dick is jealous of Fitwaryn and all the gold he made on his journey.
 - D Dick is angry with Fitwaryn after he takes his cat away for a long time.
- 5 Which story of Dick Whittington’s life is most likely true? Why?

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

Watching the First Kentucky Derby

Perched atop a chestnut-colored horse, the race horse rider Oliver Lewis raced for over one mile around the track. John was being held firmly atop his father’s shoulders to see through the crowds. He could not take his eyes off the sporting event.	10 22 33 43
John’s older sister, Anna, was also watching. She worked for one of the families who owned race horses. “The grounds of Churchill Downs are a vast improvement over racing in abandoned fields,” she had explained to John. “History is going to be made with this running of the first Kentucky Derby.”	54 65 75 88 94
Before the race, Anna told John about the different jockeys and horses taking part in it. She told him that Lewis, with his saddle and crop, was just 19 years old. John wondered what it would be like to face 10,000 fans on a horse that wasn’t expected to win.	105 118 131 144
Now he would find out. The starter tapped a drum, and the crowd cheered wildly. John was dazzled by the breathtaking feeling of the quick race and the surprising result. Down by the finish line, he saw the horse’s owner wave forward the jockey on the little chestnut horse. The nearest other racer had challenged Lewis’s horse, but could not catch him.	157 167 179 191 200 206
After the race, Anna walked to the grass in the middle of the track and tapped her father’s arm. She searched for the right adjective to describe the race. “The track was fast; did you notice how hard and compact the dirt was?”	220 231 244 249
“Can we go and see the champion colt?” asked John.	259
“Yes, let’s make our way to the winner’s circle,” replied Father. There, John saw Lewis on his horse, posing for a picture taker.	270 282
John heard Lewis say, “What an experience! I’m the happiest person in the world!”	292 296

- 1** How does John feel during the race?
- A** He is worried about the outcome.
 - B** He is excited to see what will happen.
 - C** He is happy that his sister is having a good time.
 - D** He is bored because he does not care who wins.
- 2** Anna knows a lot about horses because —
- A** she works for one of the families that has horses
 - B** she has been talking to the jockeys before the race
 - C** she has a friend who has told her all about the races
 - D** she studies every book about horse racing she can find
- 3** Which sentence best describes John’s relationship with his sister?
- A** She thinks he is too young to understand what is happening.
 - B** She makes an effort to help him understand what is happening.
 - C** He thinks that she does not know as much as she acts like she knows.
 - D** He thinks that she is only being nice to him because their father is there.
- 4** From Anna’s dialogue with her father at the end of the story, what conclusion can be drawn about their relationship? Why?

- 5** How does John most likely feel about horse racing after his first race? Why?

Directions: Read the selections and answer the questions that follow.

Nicolo, the Master Craftsman

It was the 1630s, and Nicolo’s father had just died. Nicolo would now have to carry on the Amati family business. <i>Without my father to help me, how can I continue making violins?</i> he thought. <i>There is too much work!</i> But people heard that Nicolo was an especially patient and caring teacher of the art of violin making. Soon, Nicolo had a houseful of students living, learning, and working with him, and each appreciated being taught by the master. They marveled at touching such quality wood, and they enjoyed learning the skills he taught them.	11 22 34 45 57 67 78 88 95
Looking around, Nicolo smiled. He was training many apprentices who would gain lifelong jobs as important instrument builders. Nicolo’s workshop was producing beautiful instruments that could make a strong sound. His heart sang like . . . a violin!	104 113 121 131

The Importance of Cleanliness

Jane learned that her mother was going to assist in a Civil War hospital. “The wounded soldiers have many needs,” explained Mrs. Carrington. Jane begged to come along.	144 152 159
When they arrived at the Robertson Hospital, Jane met the director, Ms. Tompkins, in her office. “We have food, medicine, and supplies to deal with,” explained Ms. Tompkins.	169 179 187
“Jane, your duty will be cleaning,” said Ms. Tompkins.	196
<i>Cleaning?</i> thought Jane. No adjective could describe how much she disliked cleaning. Sweeping wasn’t exciting, and it didn’t seem like it would help wounded soldiers very much. Later, Jane actually learned that the patients of Robertson Hospital continued to live at a higher rate than patients did at any other hospital.	205 214 225 234 247
“It is Ms. Tompkins’s sternness about cleanliness that has saved so many lives,” Mrs. Carrington told Jane.	257 264
After that, Jane attacked her duties with eagerness, and she decided right then to study to become a trained nurse.	274 284

Directions: Read the selections and answer the questions that follow.

The River Ran Backward

In 1811, steamboat <i>New Orleans</i> set sail on the Mississippi River.	11
It was a test trip for the steamboat, and the adventure of its voyage makes a grand story.	25
Nicholas Baker, the engineer for the trip asked, “Are all the deck hands on board?” The steamboat’s captain, Andrew Jack, told him that they were ready. Shortly after they entered the Mississippi, a fearsome earthquake hit, which suddenly changed the course of the river. “What’s happening? The river is running . . . backward!” Jack cried. Due to the earthquake, sections of shore had dropped into the river, which confused Jack—he couldn’t tell where they were.	29
Although it was a difficult, dangerous, and scary situation, the <i>New Orleans</i> eventually arrived at its safe harbor.	41
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	114
	121

All in a Day’s Run

In the cities, home mail delivery began in 1863, but folks in rural areas still visited the post office to get mail. Daniel Eldred aimed to change that.	134
“I think people here in Climax Prairie, Michigan, would enjoy having carriers outside of town,” said Eldred, who happened to be the town’s postmaster. “Let’s start the state’s first Rural Free Delivery service!” He explained his plan to Lewis Clark and Willis Lawrence. The two agreed to deliver mail to farms along a rural route, and so they were hired.	147
“Is it okay if I use my bicycle?” questioned Clark. Eldred agreed, and Lawrence delivered the mail by the usual horse and buggy. The two men made their daily rounds, even during the cold winter months.	149
One day, as Eldred popped a sugar candy into his mouth, he thought, <i>You know, Climax Prairie is a long name.</i> He decided it should be shortened to Climax for the ease of rural mail delivery. Postmaster Eldred was indeed a force. With him around, folks felt certain their settlement would become a village, and it did!	160
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- 1 Which detail helps you predict a theme, or central message, in the first selection?
- A *It was a test trip for the steamboat.*
 - B *“Are all the deck hands on board?”*
 - C *The steamboat’s captain, Andrew Jack, told him that they were ready.*
 - D *He couldn’t tell where they were.*
- 2 Which detail helps you predict a theme, or central message, in the second selection?
- A *“Let’s start the state’s first Rural Free Delivery service!”*
 - B *“Is it okay if I use my bicycle?” questioned Clark.*
 - C *The two men made their daily rounds.*
 - D *Postmaster Eldred was indeed a force.*
- 3 Which detail supports the theme “trying something new to make people’s lives better is a great idea”?
- A *The steamboat’s captain, Andrew Jack, told him that they were ready.*
 - B *A fearsome earthquake hit, which suddenly changed the course of the river.*
 - C *He explained his plan to Lewis Clark and Willis Lawrence.*
 - D *He decided it should be shortened to Climax.*
- 4 What is a theme in both selections?
- A Progress happens no matter what.
 - B Traveling by water is fastest and easiest.
 - C One must be prepared for natural disasters.
 - D Making big changes is hard but can be helpful.
- 5 How does each selection approach and support the theme of “humans battling nature face challenges”? Use details from both selections in your response.

Directions: Read the selections and answer the questions that follow.

An Invention for the People

George's eyes couldn't take in all the buildings workers had constructed in St. Louis for the 1904 World's Fair. Mr. Highland had brought George on a mission to visit the Palace of Electricity, exclaiming, "This is a must-see for those of us concerned with progress!" Inside the Palace of Electricity exhibit was new electrical machinery that George had never seen.	10 21 33 44 54 60
Many people wandered around the room. All the while, George looked with curiosity at the dozens of lights lit up all around. Before he could get a question out, a guide asked, "You want to know how all of this electrification is actually possible?" As George nodded, the guide pointed to an invention. "It's a simple plug and socket," she explained. George soon noticed that the sockets were everywhere. "Electricity is the lifeblood of the twentieth century! Thomas Edison will be wiring your home next, if you're lucky!" she teased, and George felt electrified.	70 83 97 108 120 129 139 151 154

Up on the Mountain

Carol craned her neck because the enormous rock carving on Mount Rushmore showed faces nearly 60 feet high! Grandpa Robert said this day in 1941, today, was special because Carol was among the first members of the public to see the monument. Later, people from all over the world would come visit Mount Rushmore.	11 22 34 46 54
Carol's uncle, James, had earned \$8 per day running a jackhammer on the mountain. He had climbed 700 stairs to the top to begin working each day.	65 78 81
Grandpa and Carol studied the faces of U.S. Presidents Washington, Jefferson, Roosevelt, and Lincoln.	91 95
As they were leaving, Carol heard a visitor asking, "How can I get a rock?"	108 110
Grandpa and Carol smiled. They already had a piece of history, for Uncle James had given them each a piece of granite for themselves.	122 134

- 1 Which detail helps you predict a theme, or central message, of the story in the first selection?
- A *Many people wandered around the room.*
 - B *George looked with curiosity at the dozens of lights.*
 - C *As George nodded, the guide pointed to an invention.*
 - D *"It's a simple plug and socket," she explained.*
- 2 Which detail from the second selection helps you infer that progress is challenging?
- A *Grandpa Robert said this day in 1941, today, was special.*
 - B *People from all over the world would come visit Mount Rushmore.*
 - C *He had climbed 700 stairs to the top to begin working each day.*
 - D *Carol heard a visitor asking, "How can I get a rock?"*
- 3 What is a theme in both selections?
- A *It's important to keep souvenirs.*
 - B *Progress is exciting and satisfying.*
 - C *The original form is always the best one.*
 - D *Progress always makes people nervous.*
- 4 Which details from both selections support the theme that people can be amazed by very large things?

- 5 In which ways are the selections different in how they explore the theme of the importance of achievement?

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

Hoop Games

Every day, children can be found playing games at recess. The history of some games may be unknown, but we know the story of hoop games, which started long ago.	11 24 30
Thousands of years ago, ancient Greeks and Romans used hoops for fun and exercise. These early hoops were made out of metal. Artwork from that time shows children and adults rolling hoops. In these games, people would hit a hoop with a stick to get it rolling, and then they would run after it, trying to keep the hoop going.	40 52 63 77 91
In the 1400s, hoop rolling was popular in England. In fact, it was so popular that the colonists brought the game with them to America, and children in colonial times would have hoop contests. They would play to see how far and fast they could push the hoop with sticks. Some children would play a game called “graces,” in which a child would hold a hoop on two crossed sticks, then toss the hoop to another person. This person would try to catch it with one of the sticks.	105 116 126 140 151 164 177 180
In the 1800s, hoop rolling became more popular than ever. Many paintings of children from this time include hoops. Children began to play some different games, such as trying to knock objects over with the rolling hoops and using the hoops for skipping. Many of these games were played on city streets. The hoops were made from both metal and wood, but wooden hoops were more popular.	190 200 211 222 233 244 247
In the late 1800s and early 1900s, children continued to play similar hoop games. However, city streets started to become more crowded, and the children were in the way of other people. The popularity of hoop rolling games came to an end. Today, people still play with hoops, but in different ways.	258 268 280 291 299

- 1 What is the overall structure of this selection?
- A Chronological
 - B Cause and effect
 - C Problem and solution
 - D Compare and contrast
- 2 Which detail from the selection gives clues about the overall structure?
- A *In the 1400s, hoop rolling was popular*
 - B *how far and fast they could push the hoop*
 - C *hoop rolling became more popular*
 - D *children were in the way*
- 3 What do most Greek and Roman hoop games have in common with English and American ones?
- A The hoops were made of metal.
 - B The games needed sticks to play.
 - C They knocked objects over with the hoops.
 - D They brought the games with them to the colonies.
- 4 What does the order of the information of the selection help the reader understand?

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

Controlling the River

<p>Until the early 1920s, the Colorado River caused serious problems for those who lived nearby. Melting snow in the mountains caused floods in southern California and Arizona. But by midsummer, the river’s flow was barely enough to provide water for farm fields. In 1922, it was decided that engineers had to control the river by building a large dam. A dam is a structure made to hold back water.</p>	<p>10 21 30 42 55 69</p>
<p>By 1928, there was a plan to build the Hoover Dam in Nevada. However, damming the Colorado River wouldn’t actually be easy. The engineers would have to contain a powerful flow of water. Yet, building a big dam would help them reach several goals: it would help prevent flooding, it would provide water for crops, and cities would get a source of electric power.</p>	<p>82 91 103 115 126 133</p>
<p>Engineers had never built a concrete dam as large as the Hoover Dam. It needed to be both strong and safe. Also, how would builders make enough concrete? They needed an amount equal to that of a 4,000-mile highway. Thousands of workers would be needed to work on the dam. After the dam was built, the Colorado’s waters would need to be stored. To achieve this, the engineers decided to plan and construct an enormous lake.</p>	<p>145 157 166 176 189 200 209</p>
<p>In 1931, several companies joined the effort to build Hoover Dam. The dam would be taller than any dam in the world. Millions of tons of concrete were mixed on site and moved by railroad cars. To make the concrete dry faster, a new process was developed using ice water to cool the concrete.</p>	<p>220 234 246 257 263</p>
<p>The Hoover Dam was completed in 1935. It was hard to find an adjective to describe this amazing achievement. The Colorado River was now controlled. This gave nearby areas electricity and water. Los Angeles, Phoenix, and Las Vegas had the resources they needed. Farmers had water for their crops.</p>	<p>276 284 294 304 312</p>
<p>Today, millions of people visit Hoover Dam. It is a symbol of the daring and achievements of American builders.</p>	<p>325 331</p>

- 1 Which two details show a cause and effect?
- A *Melting snow in the mountains and floods in southern California*
 - B *Would help prevent flooding and would provide water for crops*
 - C *Both strong and safe and waters needed to be stored*
 - D *Millions of tons of concrete were mixed and ice water to cool the concrete*
- 2 Which detail helps show the overall organization of the selection?
- A *Until the early 1920s*
 - B *A dam is a structure made to hold back water*
 - C *Thousands of workers*
 - D *Several companies joined the effort*
- 3 Which sentence shows an effect of building the Hoover Dam?
- A *The engineers would have to contain a powerful flow of water.*
 - B *To achieve this, the engineers decided to plan and construct an enormous lake.*
 - C *The dam would be taller than any dam in the world.*
 - D *This gave nearby areas electricity and water.*
- 4 By using the overall text structure, the author is able to —
- A help the reader understand the steps taken to control the river
 - B show the reader how Los Angeles and Phoenix developed
 - C help the reader understand how dams were built around the world
 - D show the reader how visitors to the dam created similar ones at home
- 5 How does the information in the first paragraph connect to the information in paragraph 5?

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

Why Aren't All Robots Alike?

There are many different kinds of robots. Mobile robots and stationary robots have many similarities and differences. Both types of robots perform work, so they could be confused for one another. Let's find out more about each type of robot.	10 18 30 40
Locomotion is the power to move from place to place. Mobile robots have locomotion, moving with wheels or legs. Some change position by swimming or flying. Stationary robots may also move. However, unlike mobile robots, stationary robots move from a fixed base and do not leave their location. For example, a stationary robot could be fastened to the ground.	51 61 71 81 92 99
One type of stationary robot can grab boxes and place them on the floor. However, it always stays in the same spot. Wheeled robots, on the other hand, change positions by rolling. These robots can help delivery drivers carry packages. They can follow a person around.	112 124 135 145
While stationary robots are helpful, some people believe that, someday, mobile robots will have more uses. For example, stationary robots that paint aircraft cannot reach everywhere, but mobile robots can.	154 163 172 175
Stationary and mobile robots come in many sizes. Their size depends on their function. A Mars explorer is a large mobile robot because it was built to roam over a wide area. It needs to hold equipment and roll over uneven terrain. A vacuuming robot in the home is a smaller mobile robot. An even smaller stationary robot can seal letters in envelopes.	185 197 211 222 233 238
Furthermore, both types of robots are designed for their tasks. Mobile robots that need to walk over rocky ground have six or more legs. They can keep balance and do not tumble. A stationary surgery robot allows doctors to perform procedures. It might have an arm that the surgeon controls.	248 260 272 282 288
So, while stationary and mobile robots may have different uses and futures, they are similar, too, because they both help people perform tasks.	298 309 311

- 1 Which detail is an example of how the selection is structured overall?
- A *Mobile robots and stationary robots have many similarities and differences.*
 - B *Locomotion is the power to move from place to place.*
 - C *One type of stationary robot can grab boxes and place them on the floor.*
 - D *A stationary surgery robot allows doctors to perform procedures.*
- 2 The author writes that “*unlike mobile robots, stationary robots move from a fixed base*” near the beginning of the selection —
- A because it shows an important difference
 - B to introduce the types of robots being discussed
 - C because his opinion is that stationary robots are best
 - D to inform the reader of the wide variety of bases robots can have
- 3 By organizing paragraph 4 as presented, the author is able to —
- A explain why stationary robots are more helpful
 - B show why mobile robots may become more helpful
 - C explain why robots are mostly used in the aircraft industry
 - D show how both types of robots benefit from smart systems
- 4 Describe how the author organizes the information in paragraphs 2–6.

- 5 What does the organizational style of paragraphs 2–6 allow the author to tell the reader?

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

Jos Vincent: An Ordinary Hero

The flood of Montreal, Canada, in 1886 affected about 20,000 families. The banks of the St. Lawrence River overflowed, trapping in high waters. In the middle of the devastation, people noted the kindness of a stranger. Jos Vincent focused on what needed to be done, and he did the right thing.	10 20 32 44 51
The water rose to six feet above street level. Desperate to escape, workers gathered lumber from wooden sidewalks to make rafts. The city's streets were now waterways.	63 72 78
During the worst of the flood, people became trapped inside buildings and some of those buildings caught on fire. The situation was desperate.	88 99 101
Some people decided to profit from the disaster by becoming instant ferrymen. They rowed to the districts where water was deepest. These ferrymen made people pay a lot of money so their families could be rescued.	111 121 133 137
One man wasn't interested in making money while lives were in danger. Local boatman Jos Vincent offered his fleet of 40 small boats to aid flood victims.	148 159 164
This was the same Jos Vincent who, as a boy, lost one of his skates on a frozen pond. R.W. Johnson remembered how Jos decided that he couldn't get any wetter, so he waded in to find his missing skate. The other boys stood by in case he needed help, but Jos was able to solve his own problem.	178 188 202 214 223
A reporter said the flood victims "applauded the arrival of the brave boatman" when Jos Vincent came to the rescue.	235 243
The city's mayor declared the boatman a hero. "Whatever you do, Jos, you do it well," the mayor told the boatman.	254 264

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

Stephanie Kwolek: Facing Uncertainty

Stephanie Kwolek certainly did not want to look foolish, especially in front of her bosses and coworkers, but she was working on a new type of fiber that would be stronger and more durable. She resisted the urge to be fearful as she worked. Instead, she focused on the information she had to keep herself on track. The result was Kwolek’s groundbreaking invention, first named Fiber B, which improved our world by making it safer, easier, and more convenient.

Stephanie Kwolek was born in 1923 to working-class Polish immigrants. In 1946, she earned an undergraduate degree in chemistry. She did this instead of becoming a doctor because she couldn’t afford the cost of medical school. Afterward, Kwolek joined a large chemical company during a time when few women worked in industrial chemistry.

She began working on new synthetic fibers. Ultimately, she invented a “miracle” technology. Kwolek’s invention is best known for its use in car tires, boots for firefighters, canoes, gloves, hockey sticks, and other similar types of materials.

The invention didn’t happen instantly. In fact, Kwolek struggled with a thin liquid form of her fiber. Even her peers thought her creation was disappointing. Kwolek tried having the liquid “spun” in a machine, and her idea worked. The spinning produced a fiber of unusual stiffness. Still, it was lightweight and durable. In fact, when tested in 1965, the fibers were discovered to be five times as strong as steel. They were also fire resistant. The company developed many uses for the tough but lightweight fabric.

Kwolek eventually became a leading researcher. She once said, “All sorts of things can happen when you’re open to new ideas and playing around with things.” Can you imagine yourself in her shoes?

- 1 Which detail from the selection tells the reader the solution to Kwolek’s problem of fearfulness?
- A Kwolek became a pioneer in science.
 - B Kwolek focused on the information she had.
 - C Kwolek joined a large chemical company.
 - D Kwolek eventually became a leading researcher.
- 2 How was attaining a degree in chemistry a solution to a problem?
- A It meant that Kwolek could get a job faster.
 - B It was more affordable than medical school.
 - C It gave her the confidence she was looking for.
 - D It was what her parents thought was best for her.
- 3 Kwolek solved the problem with the liquid form of her fiber by —
- A spinning it in a machine
 - B making it unusually stiff
 - C testing it in boots for firefighters
 - D making it lightweight and durable
- 4 Kwolek deals with all the uncertainty and risk in her profession by —
- A working as a team with her bosses
 - B developing many uses for her material
 - C playing around with things until they work
 - D improving our world to make it safer and easier
- 5 In this selection, you learn about many problems Kwolek had to solve. What was the connection between Kwolek’s coworkers and her eventual success?

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

Ralph Baer: The Father of Video Games

Ralph Baer states, “I had the misfortune of being born in a horrendous situation.” His life story began in Germany in 1922. His family fled from Hitler and the Nazis, and that’s how Baer came to live in New York. Perhaps because of his difficult start, Baer went on to pioneer products that have provided hours of entertainment to the world, and his talents brought video games into the living room.	12 23 36 49 60 71
Baer’s creativity and engineering skills developed over time. When he was just 16, he learned how to repair radios and televisions, and he continued working on radios in his free time while serving in the U.S. Army. Then, Baer earned one of the first bachelor’s degrees in television engineering. This discipline and training provided the perfect qualities for an inventor.	80 93 106 117 126 131
During the mid-1960s, Baer came up with the idea of using television sets to play games. Did he know how far his concept would go? Could Thomas Edison have predicted that everyone would be walking around the street with portable phones? “No, I had no idea,” he explained, but Baer understood television sets, and he knew how transmitters worked.	142 154 163 174 184 190
Baer’s 1967 product, the “Brown Box,” is legendary. The Brown Box changed the way people interacted with their televisions. Inside the box were 24 games, including golf, checkers, ping pong, and football, and he also had components such as a joystick. The joystick allowed users to control the players in the game. He even helped develop a new type of dance pad, which matched the user’s actions to the actions of the character on the screen.	200 209 220 232 244 255 266
Baer explains why his inventions are popular. “People love video games because they do things they obviously can’t do in real life. That’s especially true with sports games because fans love to step into the shoes of their favorite athletes.”	276 288 299 306

- 1 Which detail from the selection shows how Baer was able to solve the problem of getting a game onto a screen?
- A *Creativity and engineering skills*
 - B *He learned how to repair radios*
 - C *He knew how transmitters worked*
 - D *Helped develop a new type of dance pad*
- 2 What does the author suggest as a possible reason that Baer worked to provide the world with entertainment?
- A He had a difficult start in life.
 - B He had a lot of discipline and training.
 - C His parents encouraged him to do this.
 - D He got many ideas while serving in the army.
- 3 According to the selection, what is the relationship between Baer and Thomas Edison?
- A They are army veterans.
 - B They worked to put games on TV sets.
 - C They enjoyed the work of bringing new technology to the world.
 - D They couldn't have predicted how their inventions would evolve.
- 4 What is the connection between video games and sports fans?

- 5 How do the joystick and the dance pad provide a solution to a problem?

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

An Immigrant's Journey

Anita moved away from Italy when she was seven years old. The year was 1901, and the trip aboard an ocean steamer would be filled with many first-time experiences. She and her mother boarded the ship in Naples, Italy, where she had her last full meal and sugary pastries for quite a while. The trip to America was crowded, and Anita felt immediately seasick due to the ship's violent motions.	12 23 33 46 58 68 70
One day, Anita decided to explore the ship to pass time during the long journey. Fortunately, children were allowed on the ship's deck, and this was where she met Antonio and Jenica. "The food on the ship is awful," complained Antonio. Anita wouldn't know, because she could hardly eat.	83 93 106 115 119
Suddenly, people began crowding along the deck. "There she is, the Lady Liberty!" they yelled. Anita nearly ran out of her shoes to get her mother, who was napping.	129 142 148
"We have arrived in America, Mama," Anita announced. Back on deck, people cheered. Anita and her new friends hugged one another. Women and men alike began crying with joy. Anita received hugs from complete strangers—women in scarves and men in hats—and she didn't mind at all. Anita looked at the Statue of Liberty's uplifted torch, and the Lady seemed to say, "Welcome to the land of your dreams."	157 167 178 187 201 212 218
While waiting on Ellis Island, Anita ate some delicious soup and white bread from the Ellis Island staff. She had arrived at the immigrant processing station, at last. America was their new home. People continued walking through the gates of Ellis Island, one at a time. Each had come for a different reason, but all sought a better life. The flutter of people speaking in a dozen different languages surrounded her. They had all accomplished something to remember: completing the journey to a new home.	228 240 250 260 274 286 294 303

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

Marveling at the Giant Bridge

<p>Ever since George could remember, the bridge had been under construction. Now he was 15 years old, and today, in 1883, the bridge would be unveiled, connecting the great cities of Brooklyn and New York for the first time. He waited along with thousands of other curious people from Brooklyn and Manhattan to experience the unveiling ceremony. The longest suspension bridge ever built to date was a big deal indeed.</p>	<p>10 22 32 45 54 63 70</p>
<p>The great bridge looked stable enough, but still, George had to wonder. How would it hold up to strong winds or heavy loads? The thought was surely on others' minds as well.</p>	<p>81 94 102</p>
<p>The president of the United States and the governor of New York both made opening statements during the ceremony. Onlookers heard the story of John Roebling, the engineer who led construction of the bridge until his son, Washington, took over. "If you wonder why we chose John Roebling, remember that he designed and built the bridges at Niagara Falls and the Ohio River," stated Governor Cleveland.</p>	<p>114 122 133 145 156 167 168</p>
<p>"Both father and son were injured while building the bridge," whispered George's older sister, Helen. "Washington's wife, Emily, is in the first car driving over the bridge to honor and remember her husband," she explained.</p>	<p>178 186 200 203</p>
<p>It was understandable to George that such a grand project had to include risks. George and Helen stepped up the broad sidewalk above the roadway. The walkway was John Roebling's idea so that people could walk across the Brooklyn Bridge for pleasure. George watched the first car drive across the bridge from above, and he imagined that, in the coming days, the roar of car traffic would be heard.</p>	<p>215 226 237 247 260 272</p>
<p>"The views are amazing!" George shouted.</p>	<p>278</p>
<p>"It's the eighth wonder of the world," said a voice somewhere in the crowd. The chants of "New York forever!" swirled like rising birds, and it felt like a day of victory.</p>	<p>290 301 310</p>

- 1 Which phrase does the narrator use to show George is excited?
- A *A big deal indeed.*
 - B *The views are amazing!*
 - C *It's the eighth wonder of the world.*
 - D *It felt like a day of victory.*
- 2 What evidence does the author provide to show that the new bridge is important?
- A *Ever since George could remember, the bridge had been under construction.*
 - B *How would it hold up to strong winds or heavy loads?*
 - C *The president of the United States and the governor of New York both made opening statements during the ceremony.*
 - D *People could walk across the Brooklyn Bridge for pleasure.*
- 3 The governor tells the crowd, “If you wonder why we chose John Roebling, remember that he designed and built the bridges at Niagara Falls and the Ohio River.” He says this to —
- A show that Roebling has worked all over the country
 - B remind them it is difficult to construct bridges over rivers
 - C tell the importance of one person for both designing and building
 - D give them confidence that the Brooklyn Bridge is well constructed
- 4 The author wrote this selection most likely to —
- A explain how important the Brooklyn Bridge was in George’s life
 - B show the opening of the Brooklyn Bridge through a teenager’s experience
 - C share details with the reader about how the Brooklyn Bridge was built
 - D describe the Brooklyn Bridge opening from a modern teenager’s view
- 5 Why does the author include the detail about who was driving the first car over the bridge?

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

Paving Public Streets

Una had no idea that her small colony of New Amsterdam was ahead of its time. During the 1640s, to be an independent woman was rare, and yet, Una’s mother was in business. Mrs. Rutten especially enjoyed helping do business with various Native American tribes in the region.	12 24 35 43 48
Many times, Mrs. Rutten liked to manage her business from her home office because she could watch her children, including Una.	59 69
Mrs. Rutten’s family was well run, and Una was fortunate to live in a fine stone house. “A sturdy house will last,” said Mrs. Rutten, and she slowly added on to the original home, which began with one room and a loft above.	82 95 107 112
“We have seen growth since we first settled here; now, there are over 9,000 people in New Amsterdam!” exclaimed Mrs. van Twiller.	124 134
“Yes, and what a fine mess they make—the streets are full of garbage,” sighed Mrs. Rutten as she filled the sugar bowl. Una knew what would come next, for her mother was known for her cleanliness.	147 159 171
“Una, please sweep the street in front of the house because the dust and mud are caking the floor,” Mrs. Rutten said.	183 193
Una didn’t know it yet, but it would be the last time she would sweep for a while because the next day, thanks to Mrs. van Twiller, mothers along the street were keeping watch over a mass project. The roads were being covered with cobblestone.	207 219 229 238
“Well, I’ll be,” stated Una, as she gazed down the street. “Paved streets in New Amsterdam!” These Dutch women were full of purpose. “Next, you ladies will be trying to get everyone to keep their chimneys cleaner!” laughed Una.	250 260 272 277
“Una, that is a fine next project,” considered Mrs. Rutten. “We don’t need any uncontrolled fires. Perhaps we should add a citizen’s watch to give alarm in case of fire, to patrol the streets at night, to . . .”	289 300 314
Una guessed she had inherited the knack for thinking up improvements!	325

- 1 Which idea from the selection shows the author’s central message?
- A Paved streets are better.
 - B Helping do business is easy.
 - C Messiness leads to great ideas.
 - D Thinking up improvements is useful.
- 2 Which detail shows that Una’s home situation was not common for the time?
- A *She could watch her children*
 - B *Una’s mother was in business*
 - C *The dust and mud are caking the floor*
 - D *We have seen growth since we first settled here*
- 3 The author wrote this selection most likely to —
- A describe various types of families from colonial times
 - B show how difficult it used to be to complete big projects
 - C describe the process of paving streets with cobblestones
 - D show the importance of what women have given to colonial society
- 4 What evidence does the author use to support the central message of the selection?

- 5 What evidence does the author provide to support the idea that the characters accomplish many tasks?

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

Cars of the Present and Future

In 20 years, a car won't need an electric plug. Instead, it will use hydrogen. But will a hydrogen-powered car be for everyone?	14 23
What Are Hydrogen Cars?	27
Hydrogen cars are fuel cell vehicles. In a fuel cell, hydrogen gas reacts with oxygen to make electricity. The hydrogen goes in the vehicle's fuel tank, where it reacts with oxygen in the air to make the car's motor run.	39 50 63 67
Pros of Hydrogen	70
One of the most important benefits of hydrogen cars is that they do not make pollutants. Hydrogen is easy to produce, so drivers will always be able to get it. Hydrogen cars fill up fast, just as gasoline cars do. Also, since fuel cells run silently, owners get a quiet ride.	82 93 107 119 121
Cons of Hydrogen	124
Filling up a tank with hydrogen costs about \$75, which is much higher than a gas fill-up. Owners need hydrogen stations to refuel their cars, and there aren't many such stations at this time. Also, hydrogen cars can only go about 200 miles on a full tank. Gasoline cars can usually go farther on a tank of gas. As a result, long trips are costly and hard to plan.	136 147 159 172 187 193
Other Disadvantages	195
The vehicles speed up slowly. Also, the cars are expensive—about \$58,000. That's about double the average new car price.	206 215
Ready or Not?	218
Many problems need to be solved, such as getting car and fuel costs down and adding a network of filling stations, before hydrogen cars can move forward.	229 240 245

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

A Bright Future

Lighting technology has come a long way in the last 20 years. LED lights offer great benefits and lighting quality. Yet they cost more than regular light bulbs. Are they worth it?

Electricity and Light

Americans use an average of 40 light bulbs in their homes and keep each one on about three hours per day. Since bulbs use electricity to make light, it's important to choose the most efficient type. Many people are switching to LED bulbs in their households to lower their electricity costs.

Benefits of LEDs

LEDs create bright light using very little electricity. This makes them energy-efficient in addition to being pleasant to view. Plus, they last a long time. LED bulbs can last 10 years—a longer lifetime than most light bulbs.

LEDs are also safer than most other bulbs. The glass in regular bulbs can reach 300 degrees Fahrenheit. An LED bulb is still hot, but the surface is usually about 100 degrees, making much less heat while also making more light than regular bulbs.

The Future of Light

Certainly, more options in lighting are coming forward. One idea, which uses laser technology, may produce hundreds of times as much light as LED bulbs. This could reduce the cost of light even more. Companies are also combining LED lighting, wireless communication, and smart devices. They believe people will enjoy the ability to control the color and brightness of their lights with a mobile phone. There are many bright possibilities for lighting in the future.

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- 1 What is the main idea of the section “Electricity and Light”?
 - A Light bulbs use electricity to create light.
 - B Americans use a lot of light bulbs every year.
 - C LED light bulbs are more efficient than regular light bulbs.
 - D People are using LED light bulbs instead of regular bulbs.

- 2 What is the purpose of including the section “Benefits of LEDs”?
 - A To list the pros and cons of using LED technology in making light bulbs
 - B To list the benefits of LED bulbs and argue that they are not worth the cost
 - C To explain that LED light bulbs are safer and more efficient than other light bulbs
 - D To set up the description of what types of energy will be used to create light in the future

- 3 Which section gives information about how much the average household uses light bulbs?
 - A The introduction
 - B *Electricity and Light*
 - C *Benefits of LEDs*
 - D *The Future of Light*

- 4 The selection “A Bright Future” is mostly about —
 - A different light technologies that will be used in the future
 - B reasons why LEDs are not as good as regular light bulbs
 - C what LED light bulbs are and whether they are worth the cost
 - D why LED light bulbs use less electricity than regular light bulbs

- 5 How does the section “The Future of Light” contribute to the main idea of the selection?

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

Reshaping New York

Each year, tens of millions of people visit New York City. What they may not realize is that this beautiful city was a result of very careful planning. This planning was so successful that New York City became a model for other cities across the nation.	13 27 37 46
During much of the twentieth century, many government-funded construction projects sprang up in New York. Most of these projects were built under the direction of Robert Moses. Although Moses was not trained as a city planner or engineer, he had a vision in mind to improve the city and bring its brilliance to a whole new level.	54 65 76 91 103
Robert Moses's Vision	106
Moses held many different positions within the city government. During this time, he had more and more influence in the city's building projects. Moses made major changes to the city's parks, highways, bridges, and tunnels. He had two important goals in mind. These were to expand existing parks and to make the parks easier to reach by car since many more people were driving them.	115 128 138 149 162 171
Path to Success	174
First, he expanded the Central Park Zoo. Then he directed the construction of a bridge to connect three of the areas of New York City. This was followed by the construction of other bridges. He built highways in the suburbs, or less populated areas, outside the city. He could see that the rising use of cars and the ability to get into the city easily were important to people living there.	185 198 209 220 235 245
Master Builder	247
Moses built some of New York's finest buildings, such as the Lincoln Center for the Performing Arts. Shea Stadium, another of Moses's projects, was home to the New York Mets baseball team. Moses also used his influence to convince the United Nations to make its headquarters in Manhattan instead of Philadelphia, as first planned. His project development and planning was so effective that other cities around the nation adopted his ideas.	258 268 279 290 300 309 318

- 1 What is the section “Robert Moses’s Vision” mostly about?
- A Robert Moses’s different jobs with the government
 - B Some of the cities that appreciated Robert Moses
 - C Some of the buildings Robert Moses is famous for
 - D Robert Moses’s goals in making changes in the city
- 2 Which section contains information about the bridges Robert Moses helped build?
- A The introduction
 - B *Robert Moses’s Vision*
 - C *Path to Success*
 - D *Master Builder*
- 3 The selection “Reshaping New York” is mostly about —
- A the types of buildings and public works Robert Moses built
 - B what made Robert Moses the “Master Builder” of New York City
 - C the importance of Robert Moses’s building work in New York City
 - D how Robert Moses helped expand parks and make them easy to access
- 4 How does the section “Master Builder” contribute to the main idea of the selection?

- 5 How do the sections contribute to the idea in the introduction that Robert Moses had a vision to improve the city?

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

Linking the United States from East to West

A Great Need

By 1830, railroad tracks linked many eastern cities. However, people traveling west had to endure long distances by horse or carriage.

The Plan

The Pacific Railroad Act signed by Abraham Lincoln changed everything. The Central Pacific Railroad Company would build the railroad from Sacramento to the Sierra Nevada, and the Union Pacific Railroad would work westward from Omaha, Nebraska. The tracks would meet in the middle in Utah.

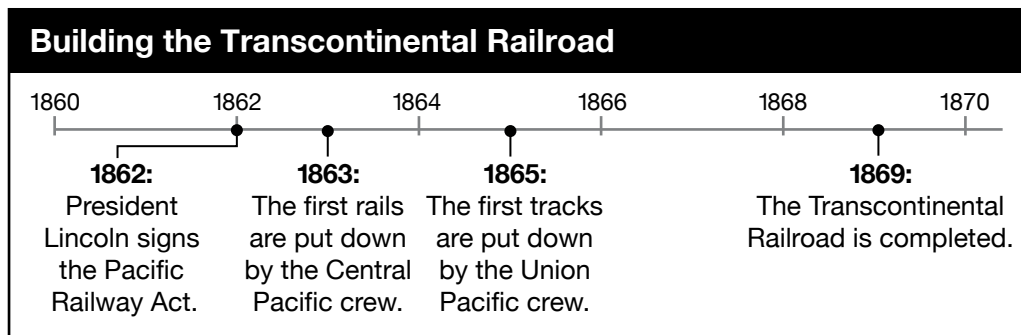
Great Risk

The work was difficult. They worked days and evenings. Risks included fierce storms, freezing temperatures, and avalanches. Finding people to build the railroad was hard because the work was dangerous.

Results of the Railroad

When the railroad was completed, the cost to travel from coast to coast dropped significantly. People from distant cities could now work together. The American economy grew.

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To the teacher: Text that appears in the time line is not included in the word count for the selection.

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

What Happened to Amelia Earhart?

American aviator Amelia Earhart is famous for being the first woman to fly alone across the Atlantic Ocean. Later, during an attempt to fly around the world, she disappeared. What happened to Amelia Earhart?

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Earhart Disappears

In 1937, Earhart and her navigator, Fred Noonan, left Miami in her airplane. During the flight, the aviators radioed that they were low on fuel. That was the last anyone heard from them.

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The Official Theory

Rescuers searched for Earhart by air and sea. The official theory was that Earhart and Noonan ran out of fuel, crashed, and died. Their airplane likely sank.

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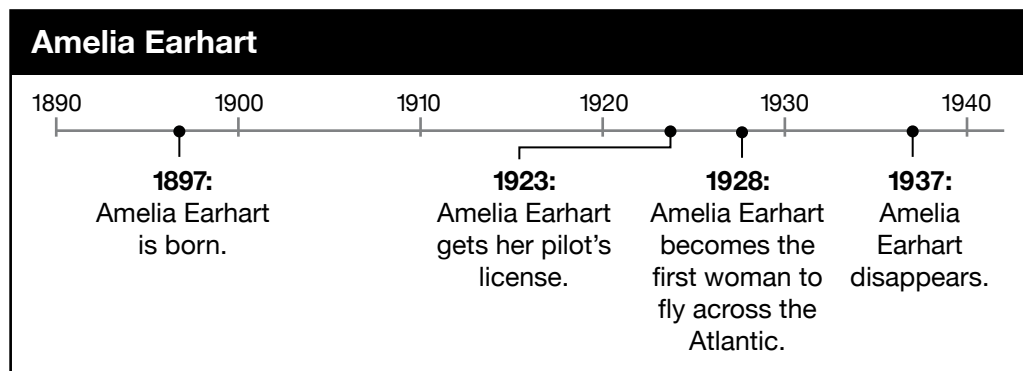
Many Theories

Not everyone believes the official theory. Some think Earhart managed to live briefly as a castaway. Their proof is a photo showing what may be landing gear from her plane. These researchers think that Earhart's plane landed on the island. They think she lived on the island until, affected by the conditions, she eventually died.

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Another theory is that Earhart was taken prisoner. People claim that a blurry photo shows Earhart alive near a ship. Since no one theory has much proof, the disappearance of Earhart remains a mystery.

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To the teacher: Text that appears in the time line is not included in the word count for the selection.

- 1** How does the information in the subheadings support you in reading the selection?
- A** It provides a fact about the topic.
 - B** It summarizes the previous paragraph.
 - C** It shows how one paragraph is connected to the others.
 - D** It gives you an idea what the paragraph is going to be about.
- 2** What information is found in the time line rather than the text?
- F** The year of Earhart’s birth
 - B** The year Earhart’s plane was found
 - C** The year of the last contact with Earhart
 - D** The year of Earhart’s departure from Miami
- 3** How does the information in the time line support your understanding of the main text?
- A** It provides a time frame for Earhart’s major life events.
 - B** It compares Earhart to other female aviators at the time.
 - C** It matches the information in the main text point by point.
 - D** It provides different theories for what may have happened to Earhart.
- 4** An overview of Amelia Earhart’s life is provided in —
- A** the time line
 - B** the subheadings
 - C** the first paragraph
 - D** the title of the selection
- 5** How might the information in the final three paragraphs change the information presented in the time line?

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

The Internet—A Leap of Imagination

Before the Internet

The birth of the Internet required a leap of imagination. During the 1960s, machines could not talk to each other, but this type of communication is the basis of the Internet as we now know it.

The Beginning

Programmers wanted people to be able to share information. They didn't need to be in the same place since computers could connect them.

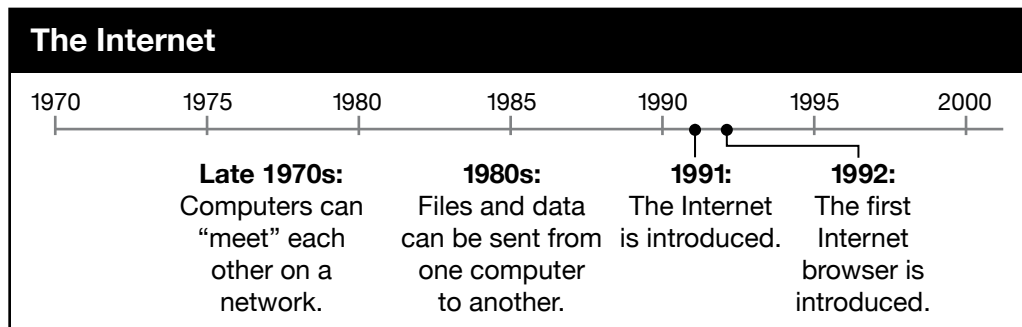
Pioneering Programmers

Major universities first became connected when programmers developed ways for information to be sent electronically. Thanks to these programmers, anyone with a computer could access the Internet by 1991, and people all over the world were affected.

Expanding over Time

The Internet has expanded to do much more. Small devices can talk to one another even if they are made by different companies. In the future, people and cities might be connected through sensors and software that track resources and more.

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To the teacher: Text that appears in the time line is not included in the word count for the selection.

- 1 Under which heading can information about the future of computing be found?
- A *Before the Internet*
 - B *The Beginning*
 - C *Pioneering Programmers*
 - D *Expanding over Time*
- 2 Where in the selection is there an independent fact about when the first web browser was introduced?
- A The time line
 - B The first paragraph
 - C The first subheading
 - D The second subheading
- 3 Which text feature provides an overview of how the Internet came to be?
- A The title
 - B The time line
 - C The subheading *Before the Internet*
 - D The subheading *Expanding over Time*

4 How does the heading “Pioneering Programmers” relate to the text that follows it?

5 Which detail from the selection could be added to the beginning of the time line?

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

Witnessing Baseball's Great Future

It was a warm June day in 1846. Rival baseball teams New York Knickerbockers and the New York Nine were scheduled to play.	13 23
Beth and Carter were headed to the game in Hoboken, New Jersey, to watch their father, who played for the Knickerbockers.	34 44
Beth found baseball boring—she would much rather play with her friend Abby.	55 57
Upon their arrival, Carter pointed out Alexander Cartwright, the man who had recently created the official rules of the game. They found their seats and sat down. They noticed a gentleman sitting next to them jotting on a pad of paper. He introduced himself as Henry Chadwick. He was a journalist for one of New York's busiest and biggest newspapers.	66 78 89 102 114 117
“I usually report on political news,” said Chadwick, “but I have a good feeling about baseball—it may just become America's national sport.”	128 138 140
“That's what my dad said!” replied Beth with pride.	149
As the game began, Beth sensed the crowd's excitement. Then their dad came to bat. He stepped forward to the plate, and he waited for the pitch and SMACK! The ball sailed through the air and out of the park! A home run! The crowd went wild, and Beth jumped and cheered right along with them. Now, Beth couldn't take her eyes off the field, and she asked Carter to explain the rules to her.	159 173 187 200 211 224
Afterwards, the siblings met up with their dad. Beth said, “We met a reporter who predicted that one day baseball will become the nation's most important pastime!”	236 247 251
“That day may already be here,” said their father, smiling. The three strolled to the ferry and continued home. Beth found herself doing a little dance along the way. She couldn't wait for the next baseball game.	262 273 286 288

- 1 Which detail is part of the rising action of the story?
- A *Beth and Carter were headed to the game in Hoboken, New Jersey, to watch their father, who played for the Knickerbockers.*
 - B *The ball sailed through the air and out of the park!*
 - C *Afterwards, the siblings met up with their dad.*
 - D *She couldn't wait for the next baseball game.*
- 2 Which detail contributes to the falling action of the story?
- A *Beth found baseball boring—she would much rather play with her friend Abby.*
 - B *Upon their arrival, Carter pointed out Alexander Cartwright.*
 - C *“That’s what my dad said!” replied Beth with pride.*
 - D *Now, Beth couldn’t take her eyes off the field, and she asked Carter to explain the rules to her.*
- 3 Read this detail from the selection.

The ball sailed through the air and out of the park! A home run! The crowd went wild, and Beth jumped and cheered right along with them.

This quotation is part of the —

- A rising action
 - B climax
 - C falling action
 - D resolution
- 4 Which details tell you how the climax resolved?

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

An Adventure for James

James was awakened by shouting. He opened his cabin door to see sailors hurrying past him. “What’s going on?” James asked.	11
The first mate answered, “The captain’s taken ill,” and continued on his way.	21
This trip to the New World had been unlucky since they had set sail some six weeks ago. The captain was upset when he learned that the ship’s owners had hired a navigator for the voyage. Mr. Thomas Harriot had attempted to explain his new method of navigation to the captain. This new method so angered the captain that he had told Mr. Harriot to stay in his cabin and not speak with the crew.	31
James served Mr. Harriot his evening meals, and the two had become friends. “James, my boy,” Mr. Harriot told him, “if you study hard, opportunities will open up to you!” Although James wanted only to be a sailor, he enjoyed hearing about Mr. Harriot’s many discoveries.	34
James hurried up a level to the quarterdeck. The officers were all arguing. The first mate took James aside. “The captain is ill and we must change direction to get him to the nearest doctor, in Martinique. The captain charted our route to Jamestown, and it will take us two weeks longer to get there. The captain must see a doctor, but the officers cannot agree on a direction.”	48
James hurried below deck and woke Mr. Harriot. When Harriot stepped onto the quarterdeck, everyone stopped speaking. Mr. Harriot smiled calmly and said, “Gentlemen, I understand we need the route to Martinique.” He spread out all of his navigation tools and charts on a table. The officers crowded around him.	60
When the new course had been set, James returned to his cabin, but he couldn’t stop thinking of Mr. Harriot. Instead of becoming a sailor, perhaps James would be the captain of his own vessel, and make his own discoveries. For that, he would have to learn many things. Eventually he fell asleep, dreaming of the worlds that were waiting for him.	72
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- 1 Which idea contributes to the rising action of the story?
- A James and the captain argue.
 - B James decides to learn many things.
 - C The captain refuses to speak with the crew.
 - D The captain orders Harriot to stay in his cabin.
- 2 Which detail contributes to the turning point, or climax, in the story?
- A *Harriot had attempted to explain his new method of navigation*
 - B *James wanted only to be a sailor*
 - C *The officers crowded around him.*
 - D *He couldn't stop thinking of Mr. Harriot*
- 3 Which detail shows the falling action, or outcome, of the climax?
- A *The first mate answered, "The captain's taken ill"*
 - B *James served Mr. Harriot his evening meals*
 - C *The officers cannot agree on a direction*
 - D *For that, he would have to learn many things.*
- 4 In the resolution of the story, James —
- A returns to the quarterdeck
 - B decides to become a captain
 - C helps set the course for Martinique
 - D becomes the captain of his own vessel
- 5 How are the details introduced at the beginning of the selection related to the resolution?

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

The Wonders of the World's Fair

Nate had been looking forward to the day he and his older brother Greg would attend the 1964 World's Fair in his hometown of Queens, New York. Advertisements had been on television for months. There would be so much to see and do! Nate was particularly anxious to visit the exhibits created by Walt Disney. The very first exhibit he wanted to visit was "It's a Small World," which had animated characters that sang and danced. He couldn't wait.	12 23 32 45 56 69 79
When the brothers arrived at the fair, Nate urged Greg to walk quickly. Nate consulted the map to locate the correct walkway, but Greg just strolled around, taking his time. He was perfectly satisfied to spend ten minutes studying a miniature model of New York in a glass case.	91 101 112 123 128
After Greg stopped at a food stand for some cotton candy, they came across another of Disney's features, "The Carousel of Progress." Here were demonstrations of the way technology had developed from the 1900s to today. Greg instantly became interested in the possibility of video telephones, while Nate scowled with impatience.	139 148 157 167 176 179
As they toured the exhibit, a small mechanical dog from one of the sets jumped toward the boys, barking loudly, and Nate leaped back, startled. Greg laughed and said, "It's not real, you know."	191 202 213
Nate took a closer look at the dog and grinned. "That's one of the animated characters I told you about! The technology is called 'animatronics,' and they use it at Disneyland!"	227 237 244
Nate was fascinated by the dog's lifelike movements, but Greg said that they should keep looking for "It's a Small World." However, Nate was now distracted by another amazing sight: a man being lifted straight up into the air, wearing a backpack with a rocket-type device. "There's so much to see," thought Nate. "We're lucky we have the whole day!"	254 265 275 288 298 304

- 1 Which detail contributes to the rising action of the story?
- A Nate is excited to see a new form of animation.
 - B A man is lifted into the air by a rocket.
 - C Nate picks up the little dog to see how it works.
 - D Greg stops at a food stand for cotton candy.
- 2 Which detail happens during the climax of the story?
- A *Advertisements had been on television for months.*
 - B *Nate consulted the map to locate the correct walkway.*
 - C *But Greg just strolled around, taking his time*
 - D *“That’s one of the animated characters I told you about!”*
- 3 Which words from the selection help you understand how the Nate feels during the climax of the story?
- A *Satisfied and strolled*
 - B *Interested and anxious*
 - C *Closer look and grinned*
 - D *Scowled and impatience*

4 What do the boys discuss in the falling action?

5 How does the way the boys feel during the rising action relate to how they feel during the climax?

Name _____

Directions: Read the selections and answer the questions that follow.

Let's Walk!

Exercising doesn't have to cost a lot of money; in fact, some ways to get exercise are free. Walking is as easy as putting one foot in front of the other. With a pair of comfortable shoes and some soft cotton socks, you can be ready to walk in just a few minutes!	13 27 40 53
Experts point to many benefits of walking. First, walking outside is fun because you get a nice view of plants, trees, buildings, and other objects around you. Walking also helps you get the amount of physical activity you need daily.	63 76 87 93
Walking reduces stress levels. Getting your blood pumping also makes it easier to concentrate in work and school, so it can help you to be successful in those parts of your life.	102 115 125
Do you want to have stronger bones and muscles? If so, start walking to get this bonus!	137 142

How Much Exercise?

Hello, students! My name is Doctor Williams, and today I'd like to talk about exercise. I'm sure you know that exercise is important for keeping you healthy, but do you know how much exercise you need?	154 165 176 178
Kids should get at least one hour of exercise each day. This will include activities that get your heart pumping, also called aerobic activities. At least three days of the week you should also include bone- and muscle-strengthening exercises.	191 201 213 217
Dancing, jumping rope, and walking are great ways to get your recommended exercises. You can also play sports such as soccer and basketball. All of these activities get your heart pumping and strengthen your bones and muscles—and they are fun, too!	228 238 249 259

- 1 Both selections say that —
- A walking reduces stress
 - B it is important to do push-ups
 - C walking is a good form of exercise
 - D you need one hour per day of exercise
- 2 What does the second selection say that the first selection does not?
- A Exercise is good for your bones.
 - B You should exercise three days a week.
 - C Experts say there are many benefits to walking.
 - D It is important to include some muscle strengthening.
- 3 What is one main **difference** between the first selection and the second selection?
- A The first selection has many expert opinions.
 - B The first selection has a variety of exercise options.
 - C The second selection has two experts talking directly to the reader.
 - D The second selection has a recommendation of how often to exercise.
- 4 What points do both selections make about the benefits of exercise?

Name _____

Directions: Read the selections and answer the questions that follow.

Brain Workout

When you think of a workout, you might think of activities that get your heart pumping, like dance. Did you know you can give your brain a workout, too? A great way to do this is by working on a variety of puzzles.	13 25 40 43
One study shows that keeping the mind active with puzzles helps you to learn and remember. When you do a puzzle, you exercise both sides of the brain at the same time, which builds connections between the two sides.	54 66 78 82
Working on a jigsaw puzzle is a good example. To solve this kind of puzzle, you must concentrate as you figure out which tiny piece goes where.	95 107 109
What are some other puzzles you can use to keep your brain active?	120 122

Puzzles—Games with Lasting Benefits

For today's news story we spoke to some people about puzzles. As we found out, puzzles are so much more than a child's game.	133 146
“When I was growing up, my family always had a jigsaw puzzle laid out on the cotton tablecloth,” says Mia Dowling. “I used to wait until the picture was almost complete to help, but then, I started to work on them more. I found out that I was able to concentrate better on other things, and my grades went up in school!”	159 171 183 197 208
“I started working on jigsaw puzzles to relax after work,” says Paul Wilson. “Focusing on one image for a long time makes me calm.”	220 232
“I have been doing puzzles for about three years now,” says Linda Porter. “I find that not only am I better at putting the puzzles together, but my memory is also a lot better.”	243 257 266

- 1 Which claim do both selections make?
- A Puzzles mostly benefit children.
 - B Doing puzzles is good for your brain.
 - C It's easier to wait until the picture is almost complete.
 - D It's best to exercise both sides of your brain at the same time.
- 2 What information does the second selection have that the first selection does not?
- A The benefits of doing puzzles
 - B Several ways to challenge your brain
 - C Interviews with people who do puzzles
 - D The reasons puzzles are good for your brain
- 3 Which detail from the second passage is also explored in the first passage?
- A *My family always had a jigsaw puzzle laid out*
 - B *I started to work on them more.*
 - C *Focusing on one image for a long time makes me calm.*
 - D *My memory is a lot better.*
- 4 Which of the following describes a **difference** between the first selection and the second selection?
- A The first selection talks to the reader directly.
 - B The first selection talks about multiple studies.
 - C The second selection describes different types of puzzles you can do.
 - D The second selection describes how students complete puzzles at school.
- 5 Which details support the message both selections are sending to the reader?

Name _____

Directions: Read the selections and answer the questions that follow.

Making Time for Play

After school, many children study and do homework or chores.	10
There is always something to do, but when do they have time to just play?	23
Play helps break up the day and gives them time to express their feelings. According to one report, play has many benefits, such as building social skills.	25
Further, play makes children ready to learn by helping them to become more alert. When they play, their minds aren't focused on learning.	38
Most researchers agree that kids who play outside have more opportunities to gain confidence, and they use their imaginations more than kids who spend a lot of time indoors.	48
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Why Play Is Part of Our School Day

In today's radio broadcast, we talk to teachers who have seen the benefits of play.	116
"The children at our school have recess even during the winter," says Mrs. Taylor, a third-grade teacher. "As they build snowmen and play, they get exercise and have fun. Their bodies are moving, their imaginations are working. They are learning to get along with friends, and they are receiving real benefits."	119
"About one-third of our school day is spent on art, music, fitness, and play," says Alex Jones, a fifth-grade teacher. "In my view, our kids are more fit. They seem happier, and their test scores have improved."	130
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- 1 Which idea is explored in both selections?
- A The benefits of play
 - B The best ways for children to relax
 - C The way teachers can best support students
 - D The importance of learning conflict resolution
- 2 Which idea is explored in one selection but not the other?
- A Children use their imaginations.
 - B Exercise is good for learning.
 - C Play helps with friendships.
 - D Test scores are better.
- 3 Which of the following describes a **difference** between the first selection and the second selection?
- A The second selection argues play is important.
 - B The first selection connects play to social skills.
 - C The first selection is from the children’s perspective.
 - D The second selection is presented as a radio broadcast.
- 4 Both selections support their arguments by sharing the opinions of experts. What point do all of the experts agree upon?

- 5 If someone were to ask you what the benefits of play are, which details from the selections would you share with them?

Name _____

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

Year-Round School—Why It Works

Everyone enjoys a break from work. Kids are no different. A year-round school calendar allows students to have numerous breaks. This type of schedule is on the rise for good reason!	12 21 32
Parents, students, and teachers are finding that the conditions of year-round school are just different, instead of being more challenging. Using a 45-15 plan, everyone is generally in school for 45 days, followed by a 15-day vacation. In addition to the 45-15 plan, there are 60-20 and 90-30 plans.	41 51 62 74 81
Some critics believe that having breaks every few weeks might be troublesome. Students gear up for learning. Then they take a break. However, students report feeling more interested when given bursts of instruction followed by short breaks.	91 101 110 118
Some schools that have converted to a year-round schedule find that it affects students' grades positively. Also, when school starts again, teachers spend less time reviewing material that students forgot over a long summer break. Thus, year-round schooling supports continuous learning. Students in year-round school have an advantage. They don't forget their lessons during short breaks.	128 138 147 156 164 174
Other schools have adopted a year-round schedule to decrease student and teacher exhaustion. Everyone's stress is reduced because of the many breaks during the year. Sick students or teachers also have time to recover when they get more time off during the year. Families get to take more vacations together, too.	183 191 202 214 225
Finally, for families where both parents work, problems such as boredom during a long summer are solved.	235 242
Improving student's grades and helping kids and teachers stay refreshed is important. Will you support year-round schooling?	251 259

- 1 What is the author’s main claim?
- A Teachers need the support of tutors.
 - B Students become bored during long breaks.
 - C Year-round schooling is generally a good idea.
 - D Year-round schooling will be difficult for families.
- 2 Which detail supports the author’s main claim?
- A *Everyone enjoys a break from work.*
 - B *Teachers are finding that the conditions of year-round school are just different.*
 - C *In addition to the 45-15 plan, there are 60-20 and 90-30 plans.*
 - D *Everyone’s stress is reduced because of the many breaks during the year.*
- 3 Read this quotation from paragraph 4 of the selection.

Some schools that have converted to a year-round schedule find that it affects students’ grades positively.

Which detail from the selection supports this idea?

- A *Students gear up for learning. Then they take a break.*
 - B *They don’t forget their lessons during short breaks.*
 - C *Other schools have adopted a year-round schedule to decrease student and teacher exhaustion.*
 - D *Sick students or teachers also have time to recover when they get more time off during the year.*
- 4 Who is the intended audience for this selection? Which details from the selection tell you that?

Name _____

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

Benefits of Dance for Kids

Dear School Board:	3
Dance as exercise can take many forms and is an important artistic form of expression in most cultures. Our school already includes forms of expression such as drawing and singing. So, why not add dance, both for its importance as a form of expression and for its physical benefits?	15 25 37 50 52
Our school could have the same experience as one Denver public school. Students there are learning many dance styles, including modern dance and hip hop. About 43 percent of students nationwide currently receive dance instruction.	63 72 82 87
There are many benefits of dance as exercise. First, there are the physical benefits. Dancers use their entire bodies for fitness. Therefore, dancing affects the development of strength and balance through the many different movements. Furthermore, mixed-ability dancing makes this form of exercise an option for students with disabilities.	98 108 116 123 133 136
A second benefit is social awareness. Dancers communicate to others through body movement. They also learn to cooperate as part of a group while mastering skills together. Dancers gain confidence, building a foundation for working together and solving problems.	145 154 165 174 175
Finally, dance is a great outlet for stress. Along with burning calories, dancers' brains release chemicals, resulting in a feeling of well-being.	186 196 197
We strongly believe our students will benefit from the positive aspects of this fun form of exercise. Please help us express ourselves through dance.	207 218 221
Sincerely yours,	223
Members, Student Council	226

- 1 What is the author’s main claim?
- A Dance should be a school activity.
 - B Dancing requires specific conditions.
 - C Dancing is a great way to reduce stress.
 - D Dance is an important form of communication.
- 2 Which detail supports the claim that all students can dance?
- A *Dance as exercise can take many forms.*
 - B *43 percent of students nationwide currently receive dance instruction.*
 - C *Mixed-ability dancing makes this form of exercise an option for students with disabilities.*
 - D *Dancers’ brains release chemicals, resulting in a feeling of well-being.*
- 3 Which detail supports the claim that dance qualifies as physical education?
- A *Dancing affects the development of strength and balance.*
 - B *Dancers communicate to others through body movement.*
 - C *They also learn to cooperate as part of a group.*
 - D *Dancers gain confidence, building a foundation for working together.*
- 4 Which detail tells you the intended audience for this selection?
- A *Dear School Board*
 - B *Denver public school*
 - C *Students with disabilities*
 - D *Members, Student Council*
- 5 Describe two details that support the author’s main claim.

Name _____

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

Starting School Later

Since school begins before 8:00 A.M., I usually struggle to wake up. I must rise early enough to prepare for the day and catch the school bus. Once at school, I don't feel alert. Why not delay school start times and avoid these harmful effects?	11 25 38 45
Biological sleep rhythms occur when the brain signals the body that it is tired. Changes in teens' bodies cause them to stay awake longer, sometimes until 11 in the evening. So, when students must wake up early for school, they don't get the nine and one-half recommended hours of sleep they need. Starting school later would allow students to wake up refreshed.	55 68 78 91 101 108
Some critics object to starting school later. They believe it may conflict with parents' schedules. Getting schools to start later could be challenging, but experts recommend having parents, teachers, students, and others look at the proven benefits.	119 128 136 145
Findings from the Centers for Disease Control show that kids who don't get enough sleep have increased risks of problems. Without nine to ten hours of sleep, for example, some students struggle to do well in their classes. The American Academy of Sleep Medicine reports that lack of sleep can affect students' ability to concentrate. Under such conditions, they are more likely to make errors. Studies suggest that students in schools with later start times get higher grades than students at schools with earlier start times.	156 166 177 188 199 209 219 229 231
What would a change to a later school start time do for children? It would teach them that sleep is as important as nutrition, exercise, studying, and free time for hobbies. Support changes in our schools to create later start times—studies show that the benefits are real.	244 255 264 275 279

- 1 What is the author’s main claim?
- A School conflicts with parents’ schedules.
 - B School should begin later than it currently does.
 - C Students are struggling to do well in their classes.
 - D Changes in teens’ bodies make them stay up later.
- 2 Which detail supports the main claim?
- A *I must rise early enough to prepare for the day and catch the school bus.*
 - B *Biological sleep rhythms occur when the brain signals the body.*
 - C *Getting schools to start later could be challenging.*
 - D *Students in schools with later start times get higher grades.*
- 3 Which detail supports the idea that kids who don’t get enough sleep have increased risks of problems?
- A *I usually struggle to wake up.*
 - B *Delay school start times and avoid these harmful effects.*
 - C *Experts recommend having parents, teachers, students, and others look at the proven benefits.*
 - D *Lack of sleep can affect students’ ability to concentrate.*

4 Which details help you infer the intended audience for this selection?

5 How does the detail “sleep is as important as nutrition, exercise, studying, and free time for hobbies” help you identify the main claim?
