

# 180 Days of READING for Fifth Grade



DATE: \_\_\_\_\_

### SPECIAL PRIZE



Denise couldn't wait to ride it. But then she saw how she would feel if Tasha had gotten a new bike first, Tasha?"

the helmet. She had a peacock. Denise d

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS** Read "A Special Prize" and then answer.

- Which purpose for reading is most appropriate for this text?
  - A to find out who won a special prize
  - B to learn how to win a special prize
  - C to learn about a famous person's special prize
  - D to make my own special prize
- Based on the title and the illustration, what would you predict the prize is?
  - A a new sweatshirt
  - B a helmet
  - C a bike
  - D money
- Why would the author use the word *longingly* to describe the way Tasha looked at the bike?
  - A to describe how big the bike was
  - B to express how much Tasha wanted a bike, too
  - C to remind the reader that Tasha is tall
  - D to share how much the sisters do not like each other
- How are Denise's parents likely feeling when she lets Tasha ride first?
  - A proud
  - B angry
  - C ashamed
  - D upset
- Why does Denise get angry quickly when Denise's dad puts the bike together at the bike shop?
  - A She is angry with her dad.
  - B She is afraid of her dad.
  - C She is in a hurry to ride her bike.
  - D She is late for school.
- What would likely have happened if Dad had put the bike together at the bike shop?
  - A The bike would break.
  - B Tasha would get to keep the bike.
  - C Denise would not need a helmet.
  - D The bike would not fit in the car.
- Everyone knows what it is like to want something. This helps readers to understand what?
  - A how to put a bike together
  - B how Tasha feels about Denise's bike
  - C why Denise needs a helmet
  - D why the family goes to the bike shop
- Which type of text would most likely reflect the theme of this text?
  - A a manual for putting together a bike
  - B a history text about how bicycles were invented
  - C a poem about the ups and downs of having a sibling
  - D an advertisement for a toy store

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PRACTICE - ASSESS - DIAGNOSE

# 180 Days of **READING** for Fifth Grade



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## INTRODUCTION AND RESEARCH

### The Need for Practice

In order to be successful in today’s reading classroom, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced in order for students to be successful. According to Marzano, “practice has always been, and always will be, a necessary ingredient to learning procedural knowledge at a level at which students execute it independently” (2010, 83). Practice is especially important to help students apply reading comprehension strategies and word-study skills.

### Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students’ comprehension and word-study skills. This is important so that teachers can adequately address students’ misconceptions, build on their current understanding, and challenge them appropriately. Assessment is a long-term process that often involves careful analysis of student responses from a lesson discussion, a project, a practice sheet, or a test. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students’ responses and to identify those areas where additional instruction may be required. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

# HOW TO USE THIS BOOK

*180 Days of Reading for Fifth Grade* offers teachers and parents a full page of daily reading comprehension and word-study practice activities for each day of the school year.

## Easy to Use and Standards Based

These activities reinforce grade-level skills across a variety of reading concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each reading lesson, or as homework.

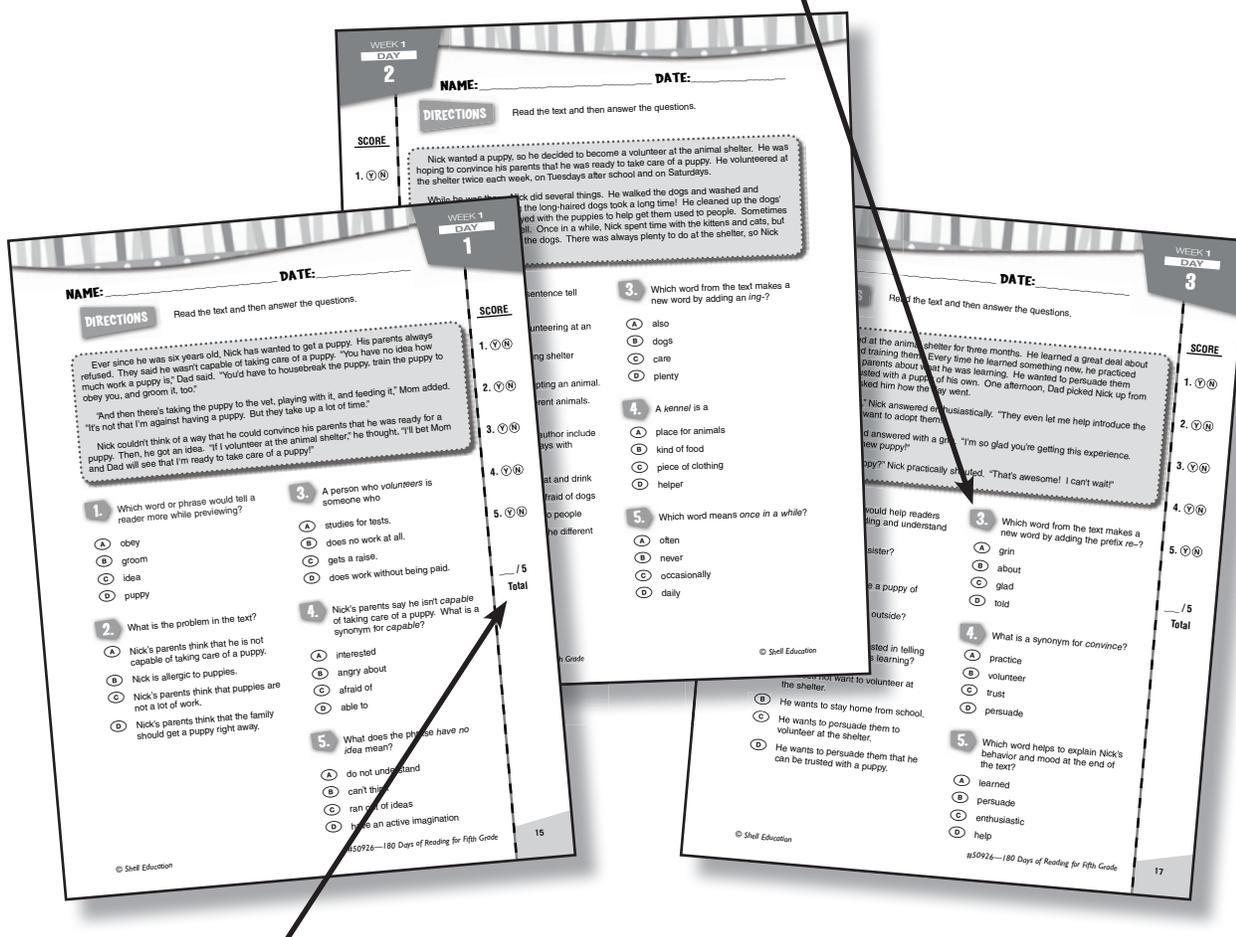
Every fifth-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

Question	College and Career Readiness Standards
<b>Days 1–3</b>	
1–2	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
3–5	<b>Reading Anchor Standard 4:</b> <i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</i> <b>or</b> <b>Reading Foundational Skills Standard 3:</b> <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>
<b>Day 4</b>	
1–2	<b>Reading Anchor Standard 10:</b> <i>Read and comprehend complex literary and informational texts independently and proficiently.</i>
3	<b>Reading Anchor Standard 6:</b> <i>Assess how point of view or purpose shapes the content and style of a text.</i>
4–6	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
7–8	<b>Reading Anchor Standard 2:</b> <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
<b>Day 5</b>	
	<b>Writing Anchor Standard 4:</b> <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>

# HOW TO USE THIS BOOK *(cont.)*

## Using the Practice Pages

Practice pages provide instruction and assessment opportunities for each day of the school year. The activities are organized into weekly themes, and teachers may wish to prepare packets of each week's practice pages for students. Days 1, 2, and 3 follow a consistent format, with a short piece of text and five corresponding items. As outlined on page 4, every item is aligned to a reading standard.

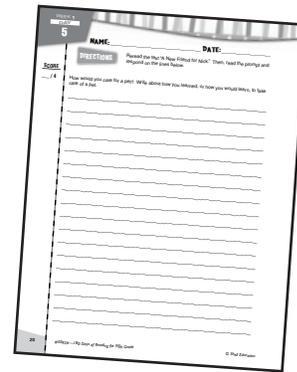
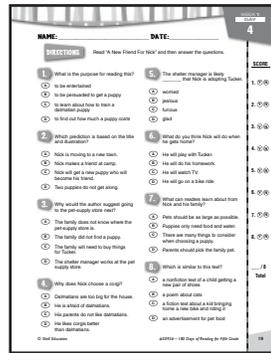


## Using the Scoring Guide

Use the scoring guide along the side of each practice page to check answers and see at a glance which skills may need more reinforcement.

Fill in the appropriate circle for each problem to indicate correct (Y) or incorrect (N) responses. You might wish to indicate only incorrect responses to focus on those skills. (For example, if students consistently miss items 2 and 4, they may need additional help with those concepts as outlined in the table on page 4.) Use the answer key at the back of the book to score the problems, or call out answers to have students self-score or peer-score their work.

# HOW TO USE THIS BOOK *(cont.)*



A longer text is used for Days 4 and 5. Students answer more in-depth comprehension questions on Day 4 and complete a written response to the text on Day 5. This longer text can also be used for fluency practice (see page 7).

## Writing Rubric

Score students' written response using the rubric below. Display this rubric for students to reference as they write (G5\_writing\_rubric.pdf).

Points	Criteria
4	<ul style="list-style-type: none"> <li>• Uses an appropriate organizational sequence to produce very clear and coherent writing</li> <li>• Uses descriptive language that develops or clarifies ideas</li> <li>• Engages the reader</li> <li>• Uses a style very appropriate to task, purpose, and audience</li> </ul>
3	<ul style="list-style-type: none"> <li>• Uses an organizational sequence to produce clear and coherent writing</li> <li>• Uses descriptive language that develops or clarifies ideas</li> <li>• Engages the reader</li> <li>• Uses a style appropriate to task, purpose, and audience</li> </ul>
2	<ul style="list-style-type: none"> <li>• Uses an organizational sequence to produce somewhat clear and coherent writing</li> <li>• Uses some descriptive language that develops or clarifies ideas</li> <li>• Engages the reader in some way</li> <li>• Uses a style somewhat appropriate to task, purpose, and audience</li> </ul>
1	<ul style="list-style-type: none"> <li>• Does not use an organized sequence; the writing is not clear or coherent</li> <li>• Uses little descriptive language to develop or clarify ideas</li> <li>• Does not engage the reader</li> <li>• Does not use a style appropriate to task, purpose, or audience</li> </ul>
0	Offers no writing or does not respond to the assignment presented

# HOW TO USE THIS BOOK *(cont.)*

## Developing Students' Fluency Skills

### What Is Fluency?

According to the National Reading Panel Report, there are five critical factors that are vital to effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension (2000). Rasinski (2006) defines fluency as “the ability to accurately and effortlessly decode the written words and then to give meaning to those words through appropriate phrasing and oral expression of the words.” Wolf (2005) notes that the goal of developing fluency is comprehension rather than the ability to read rapidly. Becoming a fluent reader is a skill that develops gradually and requires practice. Reading text repeatedly with a different purpose each time supports the development of fluency in young children (Rasinski 2003).

### Assessing Fluency

Fluent readers read accurately, with expression, and at a good pace. A Fluency Rubric along with detailed instructions for scoring and keeping oral reading records is included in the digital resources (*G5\_fluency.pdf*).

The table below lists fluency norms by grade level (Rasinski 2003):

Student Fluency Norms Based On Words Correct Per Minute (WCPM)			
Grade	Fall	Winter	Spring
1	—	—	60 wcpm
2	53	78	94
3	79	93	114
4	99	112	118
5	105	118	128
6	115	132	145

# HOW TO USE THIS BOOK *(cont.)*

## Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can see at a glance which reading concepts or skills students may need to target in order to develop proficiency.

After students complete a practice page, grade each page using the answer key (pages 231–237). Then, complete the Practice Page Item Analysis for the appropriate day (pages 10–11) for the whole class, or the Student Item Analysis (pages 12–13) for individual students. These charts are also provided in the digital resources (filenames: *G5\_practicepage\_analysis.pdf*, *G5\_student\_analysis.pdf*). Teachers can input data into the electronic files directly on the computer, or they can print the pages and analyze students' work using paper and pencil.

### To complete the Practice Page Item Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of the form may be needed, or you may need to add rows.
- The item numbers are included across the top of the charts. Each item correlates with the matching question number from the practice page.
- For each student, record an *X* in the column if the student has the item incorrect. If the item is correct, leave the item blank.
- Count the *Xs* in each row and column and fill in the correct boxes.

### To complete the Student Item Analyses:

- Write or type the student's name on the top row. This form tracks the ongoing progress of each student, so one copy per student is necessary.
- The item numbers are included across the top of the chart. Each item correlates with the matching question number from the practice page.
- For each day, record an *X* in the column if the student has the item incorrect. If the item is correct, leave the item blank.
- Count the *Xs* in each row and column and fill in the correct boxes.

# HOW TO USE THIS BOOK *(cont.)*

## Using the Results to Differentiate Instruction

Once results are gathered and analyzed, teachers can use the results to inform the way they differentiate instruction. The data can help determine which concepts are the most difficult for students and which need additional instructional support and continued practice. Depending on how often the practice pages are scored, results can be considered for instructional support on a daily or weekly basis.

## Whole-Class Support

The results of the diagnostic analysis may show that the entire class is struggling with a particular concept or group of concepts. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. If these concepts have not been taught in the past, this data is a great preassessment and demonstrates that students do not have a working knowledge of the concepts. Thus, careful planning for the length of the unit(s) or lesson(s) must be considered, and extra frontloading may be required.

## Small-Group or Individual Support

The results of the diagnostic analysis may show that an individual or small group of students is struggling with a particular concept or group of concepts. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. Consider pulling aside these students while others are working independently to instruct further on the concept(s). Teachers can also use the results to help identify individuals or groups of proficient students who are ready for enrichment or above-grade-level instruction. These students may benefit from independent-learning contracts or more challenging activities. Students may also benefit from extra practice using games or computer-based resources.

## Digital Resources

Reference page 239 for information about accessing the digital resources and an overview of the contents.







# STUDENT ITEM ANALYSIS DAYS 4-5

**Directions:** Record an *X* in cells to indicate where the student has missed questions. Add up the totals. You can view the following: (1) which items the student missed; (2) the total correct score per day; and (3) the total number of times each item was missed.

Student Name: <b>Sample Student</b>										
	Day 4								Day 5	
Item	1	2	3	4	5	6	7	8	# correct	Written Response
Week										
1		X			X	X			5/8	3
<b>Total</b>										
										<b>Written Response Average:</b>

# STANDARDS CORRELATIONS

Shell Education is committed to producing educational materials that are research and standards based. In this effort, we have correlated all of our products to the academic standards of all 50 United States, the District of Columbia, the Department of Defense Dependent Schools, and all Canadian provinces.

## How To Find Standards Correlations

To print a customized correlation report of this product for your state, visit our website at [www.tcmpub.com/shell-education](http://www.tcmpub.com/shell-education) and follow the on-screen directions. If you require assistance in printing correlation reports, please contact Customer Service at 1-877-777-3450.

## Purpose and Intent of Standards

Legislation mandates that all states adopt academic standards that identify the skills students will learn in kindergarten through grade twelve. Many states also have standards for Pre-K. This same legislation sets requirements to ensure the standards are detailed and comprehensive.

Standards are designed to focus instruction and guide adoption of curricula. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each level. Standards are also used to develop standardized tests to evaluate students' academic progress. Teachers are required to demonstrate how their lessons meet state standards. State standards are used in the development of all of our products, so educators can be assured they meet the academic requirements of each state.

## College and Career Readiness

The activities in this book are aligned to the college and career readiness (CCR) standards. The chart on page 4 lists each standard that is addressed in this product.

## TESOL and WIDA Standards

The activities in this book promote English language development for English language learners.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Ever since he was six years old, Nick had wanted to get a puppy. His parents always refused. They said he wasn't capable of taking care of a puppy. "You have no idea how much work a puppy is," Dad said. "You would have to housebreak the puppy, train the puppy to obey you, and groom it, too."

"And then there's taking the puppy to the vet, playing with it, and feeding it," Mom added. "It's not that I'm against having a puppy. But a puppy takes up a lot of time."

Nick couldn't think of a way that he could convince his parents that he was ready for a puppy. Then, he got an idea. "If I volunteer at the animal shelter," he thought, "I'll bet Mom and Dad will see that I'm ready to take care of a puppy!"

**1.** Which word tells a reader most about the text while previewing it?

- (A) obey
- (B) groom
- (C) idea
- (D) puppy

**2.** What is the problem in the text?

- (A) Nick's parents think that he is not capable of taking care of a puppy.
- (B) Nick is allergic to puppies.
- (C) Nick's parents think that puppies are not a lot of work.
- (D) Nick's parents think that the family should get a puppy right away.

**3.** A person who *volunteers* is someone who

- (A) studies for tests.
- (B) does no work at all.
- (C) gets a raise.
- (D) does work without being paid.

**4.** Nick's parents say he isn't *capable* of taking care of a puppy. Which word or phrase means *capable*?

- (A) interested
- (B) angry about
- (C) afraid of
- (D) able to

**5.** What does the phrase *have no idea* mean?

- (A) do not understand
- (B) can't think
- (C) ran out of ideas
- (D) have an active imagination

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Nick wanted a puppy, so he decided to become a volunteer at the animal shelter. He was hoping to convince his parents that he was ready to take care of a puppy. He volunteered at the shelter twice each week, on Tuesdays after school and on Saturdays.

While he was there, Nick did several things. He walked the dogs and washed and brushed them. Grooming the long-haired dogs took a long time! He cleaned up the dogs' kennels, too. He also played with the puppies to help get them used to people. Sometimes he gave them baths as well. Once in a while, Nick spent time with the kittens and cats, but he preferred working with the dogs. There was always plenty to do at the shelter, so Nick was never bored.

1. What does the first sentence tell about this text?

- (A) This text is about volunteering at an animal shelter.
- (B) This text is about taking shelter during a storm.
- (C) This text is about adopting an animal.
- (D) This text is about different animals.

2. What detail does the author include to explain why Nick plays with the puppies?

- (A) to help them learn to eat and drink
- (B) so he can stop being afraid of dogs
- (C) to help them get used to people
- (D) so he can learn about the different breeds of dog

3. To which word can the suffix *-ing* be added?

- (A) also
- (B) dogs
- (C) care
- (D) plenty

4. What is a *kennel*?

- (A) place for animals
- (B) kind of food
- (C) piece of clothing
- (D) helper

5. Which word means *once in a while*?

- (A) often
- (B) never
- (C) occasionally
- (D) daily

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Nick volunteered at the animal shelter for three months. He learned a great deal about raising puppies and training them. Every time he learned something new, he practiced it. He also told his parents about what he was learning. He wanted to persuade them that he could be trusted with a puppy of his own. One afternoon, Dad picked Nick up from volunteering and asked him how the day went.

“Oh, it went great,” Nick answered enthusiastically. “They even let me help introduce the dogs to people who want to adopt them!”

“That’s terrific!” Dad answered with a grin. “I’m so glad you’re getting this experience. You’ll need it for our new puppy!”

“We’re getting a puppy?” Nick practically shouted. “That’s awesome! I can’t wait!”

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. Which question would help readers monitor their reading and understand the text?

- (A) Does Nick have a sister?
- (B) What do cats eat?
- (C) Will Nick get to have a puppy of his own?
- (D) What is the weather outside?

2. Why is Nick so interested in telling his parents what he is learning?

- (A) He does not want to volunteer at the shelter.
- (B) He wants to stay home from school.
- (C) He wants to persuade them to volunteer at the shelter.
- (D) He wants to persuade them that he can be trusted with a puppy.

3. Which word from the text makes a new word by adding the prefix *re-*?

- (A) grin
- (B) about
- (C) glad
- (D) told

4. Which is a synonym for *convince*?

- (A) practice
- (B) volunteer
- (C) trust
- (D) persuade

5. Which word helps to explain Nick’s behavior and mood at the end of the text?

- (A) learned
- (B) persuade
- (C) enthusiastic
- (D) help

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## A NEW FRIEND FOR NICK

Nick's parents had finally given him permission to get a puppy. Nick was so excited about it that he could hardly wait to bring his puppy home. The family had decided that they would adopt a shelter puppy, so one Saturday, Nick and his parents visited the shelter where Nick volunteered. When they arrived, Nick told the shelter manager why they were there.

"That's wonderful!" said the manager. "We have two litters of puppies that are waiting for good homes. One is a litter of dalmatians, and the other is a litter of corgis."

Nick and his parents looked at one another for a moment. Then, Nick said, "I'm pretty sure we don't have enough room in our home for a dalmatian. Could we look at the corgi puppies?"

"That sounds sensible," Mom said. "I like corgis, and I've heard that they're good family pets."

The manager escorted Nick and his parents to the room where the puppies lived. Within a moment, Nick had found the corgi puppy he wanted. "Look," he pointed. "That's the one I want!" Everyone looked at the puppy Nick had found. He was the smallest of the litter, but he looked healthy and friendly. The manager let Nick and his family cuddle the puppy and play with him for a few minutes. Then Nick said, "I'm absolutely sure about him, Mom and Dad."

Mom and Dad agreed that he was a good choice. Dad asked, "What's his name going to be?"

"How about Tucker? He looks like a Tucker, doesn't he?" Nick asked.

"Tucker it is," said the manager as she printed out the adoption papers. Mom and Dad signed the papers, and then the manager handed Nick and his parents a leash, a bag of food, and three dog toys. "Here are some important things you'll need," she said, handing Nick a list.

Nick looked at the list. They would need a kennel or crate, food and water dishes, and a lot more. "We'll have to go to the pet-supply store next," he told his parents.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "A New Friend for Nick" and then answer the questions.

1. Which prediction is based on the title and illustration?

- (A) Nick is moving to a new town.
- (B) Nick makes a friend at camp.
- (C) Nick will get a new puppy who will become his friend.
- (D) Two puppies do not get along.

2. Why does Nick choose a corgi?

- (A) Dalmatians are too big for the house.
- (B) He is afraid of dalmatians.
- (C) His parents do not like dalmatians.
- (D) He likes corgis better than dalmatians.

3. What is the purpose of this text?

- (A) to entertain
- (B) to persuade someone to get a puppy
- (C) to learn about training a puppy
- (D) to find out how much a puppy costs

4. Why would Nick suggest going to the pet-supply store next?

- (A) The family does not know where the pet-supply store is.
- (B) The family did not find a puppy.
- (C) The family will need to buy things for Tucker.
- (D) The shelter manager works at the pet-supply store.

5. How does the shelter manager probably feel about Nick adopting Tucker?

- (A) worried
- (B) jealous
- (C) furious
- (D) glad

6. What do you think Nick will do when he gets home?

- (A) He will play with Tucker.
- (B) He will do his homework.
- (C) He will watch TV.
- (D) He will go on a bike ride.

7. What can readers learn from Nick and his family?

- (A) Pets should be as large as possible.
- (B) Puppies only need food and water.
- (C) There are many things to consider when choosing a puppy.
- (D) Parents should pick the family pet.

8. Which text would have a similar theme?

- (A) a nonfiction review of a video game
- (B) a poem about cats
- (C) a fictional story about a child choosing a new bike at a toy store
- (D) an advertisement for pet food

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

The U.S. government has three branches. One branch is the *executive branch*. That branch is in charge of running the government. The president of the United States is the head of the executive branch. Another branch is the *legislative branch*. That branch is in charge of taxing. It also makes laws, prints money, and does other important jobs. Congress heads the legislative branch. The third branch of government is the *judicial branch*. That branch is in charge of making sure that laws are fair. It also interprets the most important set of laws, the Constitution. The judicial branch is also in charge of making sure that anyone accused of a crime gets a fair trial. The Supreme Court is the head of the judicial branch.

1. Which word best summarizes what the text is about?

- (A) running
- (B) accused
- (C) government
- (D) trial

2. Which branch of government is in charge of making sure laws are fair?

- (A) the president of the United States
- (B) the executive branch
- (C) the legislative branch
- (D) the judicial branch

3. Why is *Constitution* capitalized?

- (A) It is the last word in a sentence.
- (B) It is the first word in a sentence.
- (C) *Constitution* is a proper noun.
- (D) The president is the head of the executive branch.

4. What is the meaning of the word *head* in this text?

- (A) the leader
- (B) the mind
- (C) the start of something
- (D) a part of the body

5. What does it mean to be *in charge* of something?

- (A) to push
- (B) to be responsible for
- (C) to work together
- (D) to write

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Why does the U.S. government have three branches? Each branch of government has special powers and jobs that the other branches do not have. And each branch *checks*, or stops, the other branches from having too much power. This system is called *checks and balances*. Here is an example of how checks and balances work: Congress creates bills, but bills do not become laws until the president signs them. Congress is the head of the legislative branch. The president is the head of the executive branch. The executive branch checks the power of the legislative branch. But the judicial branch checks both other branches. If a law is not fair, the judicial branch has the power to stop the law.

1. The government has a system of checks and balances so that

- (A) the president is the head of the executive branch.
- (B) Congress can create bills.
- (C) no branch has too much power.
- (D) there are three branches of government.

2. How does the executive branch check the power of the legislative branch?

- (A) Congress is the head of the legislative branch.
- (B) The president is the head of the executive branch.
- (C) Congress creates bills.
- (D) Bills do not become a law until the president signs them.

3. In this text, what is the definition of *checks*?

- (A) stops
- (B) marks
- (C) pieces of paper used to pay bills
- (D) examines

4. What is the tone of this text?

- (A) playful
- (B) guilty
- (C) somber
- (D) formal

5. *Bills do not become laws until the president signs them.* In this sentence, the word *them* refers to what?

- (A) until
- (B) the president
- (C) bills
- (D) signs

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

How does the judicial branch decide whether a law is fair? This branch uses the Constitution. The *Constitution* is the most important set of laws in the United States. The Constitution tells how the government will work. It also tells what each branch will do and the powers each branch has. It tells what the states are allowed to do and what the federal government is allowed to do. The Constitution has been *amended*, or changed, twenty-seven times. The first ten amendments are called the *Bill of Rights*. The Bill of Rights explains the rights that we have. For example, we have the right to give our opinion. The government cannot make a law stopping us from stating our opinions. If a law goes against the Constitution, it is unfair. If a law is not fair, the judicial branch stops that law.

1. What would a reader learn after skimming the first few sentences?

- (A) The judicial branch uses the Constitution to decide if a law is fair.
- (B) The judicial branch uses other laws to decide if a law is fair.
- (C) The judicial branch makes changes to decide if a law is fair.
- (D) The judicial branch uses the federal government to decide if a law is fair.

2. What is one main idea about the Bill of Rights?

- (A) It is the judicial branch of government.
- (B) It tells how the government will work.
- (C) It tells what the states can do.
- (D) It tells the rights we have.

3. Which word has the same root word as *allowed*?

- (A) low
- (B) wed
- (C) allowance
- (D) lower

4. Which is a synonym for *change*, as it is used in the text?

- (A) money
- (B) amend
- (C) law
- (D) power

5. What does it mean when the Bill of Rights says that it is legal to *give our opinions*?

- (A) People can do anything they want.
- (B) People must stop an unfair law.
- (C) People can make laws.
- (D) People can say what they think.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5  
**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## THE SUPREME COURT

The Supreme Court is the head of the judicial branch of the United States government. It is made up of a group of nine judges called *justices*. The head justice is called the *chief justice*. The president nominates, or names, justices. The Senate votes on the justices. Justices cannot be on the Supreme Court until the Senate votes for them. The Senate is part of the legislative branch of government. The president is the head of the executive branch. Those branches check the power of the judicial branch.

The Supreme Court also checks the power of the other two branches. Congress makes laws, and the president signs them. But if a law is unfair, the Supreme Court can stop the law. The justices look at the law carefully. They read the Constitution. They decide whether the law goes against it. If it does, then the justices can stop the law.

The Supreme Court also has other duties. If two states are having a disagreement, the Supreme Court decides the case. The Supreme Court is the top court in the country. So it also hears some cases from other courts. Sometimes, people do not think they got a fair trial. People who do not think they got a fair trial can *appeal*. That means they can ask another court to hear their case. Sometimes, people appeal to the Supreme Court. The justices hear some of those cases. There are a lot of cases, so the Supreme Court does not hear all of them. When the Supreme Court hears a case, it makes a decision. That decision is final and cannot be appealed.

The Supreme Court meets in a special building in Washington, DC. When people want their cases to be heard, all of the information on the case is sent to the justices. They decide whether to hear the case. If the justices decide to hear a case, the people involved in that case go to the Supreme Court Building. They state their points of view. Then the justices make a decision. Some decisions are *unanimous*. That means that all of the justices agree. Other decisions are not. When the justices do not agree, the Supreme Court rules the way that the majority of the justices vote.



*The Supreme Court Building*

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "The Supreme Court" and then answer the questions.

**1.** Who is the head of the Supreme Court?

- (A) the president
- (B) the chief justice
- (C) the Senate
- (D) Congress

**2.** What do justices read in order to decide whether a law is fair?

- (A) newspapers
- (B) the Internet
- (C) textbooks
- (D) the Constitution

**3.** What is the author's purpose?

- (A) to write about unfair laws
- (B) to write about the Supreme Court
- (C) to explain how to get to the Supreme Court Building
- (D) to get people to visit Washington, DC

**4.** The Supreme Court probably has an odd number of members so that

- (A) votes will not end in a tie.
- (B) the justices will hear cases.
- (C) the Supreme Court will be larger.
- (D) the president will nominate justices.

**5.** Which happens first?

- (A) Justices decide to hear a case.
- (B) The people in a case go to DC.
- (C) The justices get the case information.
- (D) The justices make a decision.

**6.** What is a real-life example of something that is *unanimous*?

- (A) A soccer team wins a game.
- (B) A kid eats all the cookies in a jar.
- (C) A class votes on a celebration, and all the students want a movie day.
- (D) The library has already checked out your favorite book.

**7.** Which is a summary of the text?

- (A) People can appeal to the Supreme Court if they did not get a fair trial.
- (B) The president nominates justices.
- (C) The Supreme Court is made up of nine justices.
- (D) The Supreme Court checks the powers of the other branches and hears some cases.

**8.** How does the Supreme Court check the power of the other branches?

- (A) It nominates the president.
- (B) It votes on justices.
- (C) It decides whether a law is unfair.
- (D) It meets in the White House.

**SCORE**1.  Y  N2.  Y  N3.  Y  N4.  Y  N5.  Y  N6.  Y  N7.  Y  N8.  Y  N

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Mrs. Curtis said, "Make sure you write this assignment down, everyone. It's important."

"Mrs. Curtis," Linda said, raising her hand. "I can't see the assignment clearly."

Mrs. Curtis suggested, "Come up to the front of the room to copy it, Linda."

Linda moved to the front of the room, copied the assignment into her notebook, and returned to her seat. When class was over, Mrs. Curtis asked Linda to remain. "I'm concerned, Linda, because it seems you're having trouble seeing the board. Am I right?"

"Sometimes," Linda admitted.

"The school nurse will be checking everyone's vision tomorrow. You should probably tell her about it," Mrs. Curtis said.

**1.** Which title would best fit this text?

- (A) School Day
- (B) A Problem in Class
- (C) Assignment Time
- (D) Mrs. Curtis's Day

**2.** Why does Linda move to the front of the room?

- (A) She cannot hear Mrs. Curtis.
- (B) She cannot see the board.
- (C) She lost her pen.
- (D) She spilled water on her desk.

**3.** What does *remain* mean in this text?

- (A) to leave
- (B) to stay behind
- (C) to be left over
- (D) to be important

**4.** Which is a synonym for *assignment*?

- (A) task
- (B) board
- (C) notebook
- (D) paper

**5.** Which word describes Mrs. Curtis and her feelings?

- (A) important
- (B) checking
- (C) unsympathetic
- (D) concerned

**SCORE**1.  (Y)  (N)2.  (Y)  (N)3.  (Y)  (N)4.  (Y)  (N)5.  (Y)  (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Linda sat quietly in the school nurse's office. She had her vision checked. Now the nurse was writing the results on a form. "Do you think I need glasses?" Linda inquired.

"You're definitely having difficulty seeing objects that are far away," the nurse answered. "You'll want to give this form to your parents. Ask them to take you to an optometrist, who will check your vision. If you do need glasses, the optometrist will be able to help you find the right ones for you."

"That doesn't sound so bad," Linda said with relief.

"It's not bad at all," the nurse explained. "Eye exams aren't painful, and you could end up seeing much more clearly."

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** Which best summarizes the text?

- (A) The school nurse checks Linda's vision.
- (B) The teacher insists that Linda sit in the front of the classroom.
- (C) Linda's teacher gives a surprise test to the class.
- (D) Linda is told to come back to the nurse's office tomorrow.

**2.** What is the setting?

- (A) at an optometrist's office
- (B) at Linda's home
- (C) in the school nurse's office
- (D) in the cafeteria

**3.** Which definition of the word *form* is used in this text?

- (A) a shape
- (B) a piece of paper
- (C) to create
- (D) to come together

**4.** What is a doctor who checks vision and prescribes glasses called?

- (A) an architect
- (B) a geologist
- (C) a school nurse
- (D) an optometrist

**5.** If a character says something with *relief*, how is he or she likely feeling?

- (A) at ease
- (B) worried
- (C) angry
- (D) proud

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

The nurse at Linda's school noticed that Linda was having difficulty seeing objects that were far away. So she suggested that Linda get her vision checked. Linda took the nurse's report home and showed it to her parents.

"It looks as though we should make an appointment for you with an optometrist," her dad said with concern.

"I think so, too," her mom agreed. "We need to make sure that you can see clearly."

"The nurse told me that eye exams aren't painful," Linda said.

"She's right," her dad reassured her. "And if you need glasses, you will get to choose frames that you like. There are lots of styles, so you will have plenty of options."

1. What does the first paragraph of the text tell the reader?

- (A) The text is about sunglasses.
- (B) The text is about a quiz.
- (C) The text is about how our eyes work.
- (D) The text is about an eye exam.

2. Which statement is **not** included in the text?

- (A) There are not many styles of frames.
- (B) Eye exams do not hurt.
- (C) Linda will have plenty of options.
- (D) Linda can choose frames she likes.

3. What does *options* mean in the text?

- (A) frames
- (B) glasses
- (C) choices
- (D) optometrists

4. Which is an antonym of *concern*?

- (A) fear
- (B) indifference
- (C) anger
- (D) worry

5. What does the text tell the reader about Linda's parents?

- (A) They are frustrated with Linda.
- (B) They do not trust the school nurse.
- (C) They are calm and reassuring.
- (D) They are worried but trying to hide it.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## ANOTHER WAY OF SEEING THINGS

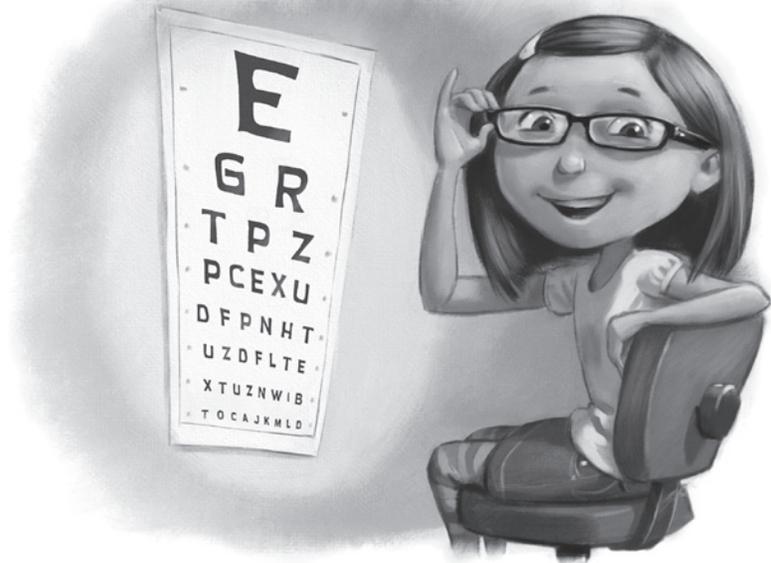
Linda and her parents went to the optometrist's office. Linda was having trouble seeing objects that were far away. Her mom and dad wanted the doctor to check Linda's vision. Her mom gave their name to the person at the front desk. Then the family took seats in the waiting room and her mom filled out some forms. After a few minutes, it was Linda's turn.

First, the doctor took special pictures of Linda's eyes. Then, he asked Linda some questions about her eyes. He asked if Linda's eyes ever hurt her. He also wanted to know if her eyes ever got very tired. Linda answered the doctor's questions. She told him that her eyes didn't hurt. But she also told him she had trouble seeing the board in class.

Then, it was time to check Linda's vision. The doctor showed Linda several rows of letters. He asked her to read the letters in each row. She had trouble reading the small letters. Then the doctor put special lenses in front of Linda's eyes. All of a sudden, the letters were clear! For a while, Linda and the doctor worked to find the best lenses for her. The doctor would ask which lens made the letters easiest to see, and Linda would tell him. He showed her several lenses that didn't work well, and some that worked, but not well enough. Finally, they chose the lenses that were best for Linda. The doctor wrote down which lenses they chose, and then he told Linda, "Please give this form to the opticians in the front office. They will help you pick out frames for your glasses."

Linda and her family went to the front office and took seats. When it was her turn, Linda handed the paper the doctor had given her to the optician. Then, the optician said, "It's time to pick out the frames you want to have. How about if you tell me what colors you like, and we'll get to work." Linda agreed, and soon she began trying on frames.

After a while, Linda found exactly the frames she wanted. Linda thought they looked very good on her, and her mom and dad thought so, too. "Now I'll be able to see everything," Linda said with a smile.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Another Way of Seeing Things" and then answer the questions.

1. How does Linda feel about getting new glasses?

- (A) She is happy.
- (B) She is miserable.
- (C) She is afraid.
- (D) She is furious.

2. Which is a prediction for what will happen after Linda gets glasses?

- (A) She will sit in the front of the room.
- (B) She will need new glasses.
- (C) She will be able to see the board.
- (D) She will not be able to see anything.

3. Which purpose for reading is most appropriate for this text?

- (A) to learn about choosing eyeglasses
- (B) to understand why some people wear glasses
- (C) to form an opinion about why a family argues
- (D) to understand what happens when a person has an eye exam

4. Linda has trouble reading small letters. What is the solution?

- (A) The doctor moves the letters closer.
- (B) The doctor shows her lenses that make the letters clear.
- (C) The doctor shines light on the letters.
- (D) The doctor makes the letters bigger.

5. What happens after the doctor asks Linda questions?

- (A) The family goes to the optometrist.
- (B) He takes pictures of Linda's eyes.
- (C) Her mom fills out the forms.
- (D) He shows her rows of letters.

6. How does the doctor feel about Linda?

- (A) He wants her to be afraid of glasses.
- (B) He hopes that she is late for her appointment.
- (C) He wants her to see clearly.
- (D) He hopes that she loses her glasses.

7. What is a theme of this text?

- (A) Doctors do not always have the answers.
- (B) Asking questions is foolish.
- (C) Getting help for a problem can make you feel better.
- (D) Headaches require taking medicine.

8. Which text would have a theme similar to this text?

- (A) a poem about doctors
- (B) an advertisement for sunglasses
- (C) a story about a boy getting an X-ray to determine if he has a broken bone
- (D) a diagram of the brain

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

What do you eat for breakfast? A good breakfast is an important part of staying healthy and active. Your body requires the energy you get from food. It uses that energy to help you grow, move, and think. When you eat a healthy breakfast, your brain works better. You can focus in class, learn more, and do better in school. A healthy breakfast also helps you to avoid feeling hungry. You can make better food choices when you eat lunch and have snacks later in the day. When you eat a healthy breakfast, you have more energy. This way you can enjoy doing more things. A healthy breakfast also helps your hands and eyes work together better, making it easier for you to play sports. So don't skip breakfast! It's a very important meal.

1. Which type of image would tell a reader more about this text?

- (A) a picture of a hand
- (B) a picture of a healthy breakfast
- (C) a fast-food menu
- (D) a calendar showing the day's schedule

2. What does the text tell a reader about why it is important to eat breakfast?

- (A) Your body needs the energy you get from food.
- (B) Your brain does not work well if you eat breakfast.
- (C) You get very hungry if you eat breakfast.
- (D) It is hard to make good food choices if you eat breakfast.

3. Which word from the text does **not** make a new word by adding the prefix *re-*?

- (A) think
- (B) uses
- (C) works
- (D) brain

4. How many adjectives are in the following sentence: *A good breakfast is an important part of staying healthy.*

- (A) four adjectives
- (B) five adjectives
- (C) two adjectives
- (D) three adjectives

5. What do people do when *avoiding* something?

- (A) buy it
- (B) like it
- (C) make it
- (D) stay away from it

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5  
Total

There are many healthy choices for breakfast. One good choice is eggs. Eggs have a lot of protein, and protein helps your body grow. Protein is also important for making your muscles strong. It helps to stop hunger, too, so you feel more satisfied when you eat. Some people prefer fresh fruit for breakfast. Fresh fruit is very good for you, too. For example, a banana and yogurt make a tasty and healthy breakfast; so does a fruit smoothie. It is best to avoid high-fat breakfast foods such as doughnuts. They are not good for you, and they do not really satisfy your hunger. It is wiser to choose a breakfast that has whole grains, fruit, and protein. What will you have for breakfast tomorrow?

1. Which prediction is most accurate after previewing the first sentence of the text?

- (A) The text is about health class.
- (B) The text is about diets.
- (C) The text is about eating healthy food.
- (D) The text is about skipping breakfast.

2. According to the text, why is it best to avoid *high-fat breakfast foods such as doughnuts*?

- (A) They include healthy fruit and whole grains.
- (B) Eggs have a lot of protein.
- (C) They are not good for you, and they do not really satisfy your hunger.
- (D) They are much more expensive than healthy foods are.

3. Which word has the same vowel sound as *feel*?

- (A) red
- (B) wet
- (C) hear
- (D) knew

4. Which means the opposite of *wiser*?

- (A) smaller
- (B) more foolish
- (C) better
- (D) smarter

5. What does it mean if something *satisfies your hunger*?

- (A) It takes a long time to eat.
- (B) It tastes delicious.
- (C) It makes you feel more hungry.
- (D) It stops your hunger.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

One very popular food choice for breakfast is cereal. Cereal is convenient because it is easy to make and does not take long to eat. Some kinds of cereal are very good for you; for example, cereals with whole grains help to keep your heart healthy. They give you energy, too. Some cereals have fruit and nuts in them, and those are also very good for you. Choosing your cereal carefully is important. Some cereals have lots of sugar but not many whole grains. Those cereals are not good for you. That is why it is best to choose a cereal that does not have a lot of sugar. But it is also important to decide on a cereal that tastes good. So look for cereals that have crunchy nuts, fruits you like, and a good, toasty flavor. You will have a tasty breakfast that is also good for you.

1. Which word tells a reader more about this text while previewing it?

- (A) whole
- (B) healthy
- (C) flavor
- (D) nuts

2. How can cereals with whole grains help your body?

- (A) They help you to hear better.
- (B) They help your bones to grow.
- (C) They help you to see better.
- (D) They help keep your heart healthy.

3. What is the root word in *choosing*?

- (A) hose
- (B) choose
- (C) sing
- (D) choice

4. Which word is an adverb?

- (A) carefully
- (B) cereal
- (C) choosing
- (D) your

5. Which of these is an example of alliteration?

- (A) *good, toasty flavor*
- (B) *crunchy nuts*
- (C) *heart healthy*
- (D) *cereal carefully*

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## THE CEREAL MAN

Did you have cereal for breakfast this morning? If you did, you're not alone. Millions of people eat cereal for breakfast every day. In fact, cereal is popular all over the world. It all started with one man, Will Keith Kellogg.

Will was born on April 7, 1860, in Battle Creek, Michigan. His first job was as a stock boy at the Battle Creek Sanitarium. A sanitarium is a special kind of place that is a little like a hospital. A *sanitarium* is meant for people who are ill for a long time or who are getting over a serious illness. Will had other jobs as he got older. But when he grew up, he became manager of the sanitarium. His brother, John, was the chief doctor there.



*Will Keith Kellogg*

One big problem at the sanitarium was the patients' diets. The patients needed healthy diets, but it was also important for the food to taste good. Will was trying to find a good food choice to take the place of bread, but it wasn't going very well. Then, by accident, Will found something even better. He left some wheat to cook too long. When it was rolled out, it formed large, thin flakes. He asked his brother to serve it to the patients, and they loved it! In fact, they liked it so much that they wanted breakfast flakes sent to them even after they left the sanitarium. So Will started a new business in 1884: selling packaged breakfast flakes. Before long, Kellogg's breakfast cereal was popular in other countries, too. Today, there are many kinds of breakfast cereals. But it all started with one man and one idea.

Will did more than just create breakfast flakes. His company made a lot of money. But he did not keep it. He used much of his money to help children. He also used his money to help in several other charities. Will Kellogg died in 1951. But his most famous invention is as popular as ever.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "The Cereal Man" and then answer the questions.

1. Which paragraph gives Will Kellogg's date of birth?

- (A) the first paragraph
- (B) the second paragraph
- (C) the third paragraph
- (D) Will's date of birth is not provided.

2. What did Will do before he became manager of the sanitarium?

- (A) He used his money to help children.
- (B) He started a new company.
- (C) He invented breakfast flakes.
- (D) He was a stock boy.

3. What is the author's purpose?

- (A) to describe Will Kellogg and his invention
- (B) to get the reader to buy cereal
- (C) to explain how to make cereal
- (D) to explain where Battle Creek is

4. What might have happened if Will's brother had not served breakfast flakes to his patients?

- (A) People would not know about cereal.
- (B) The patients would love breakfast flakes.
- (C) Will Kellogg's company would have become very successful.
- (D) Will would have invented breakfast flakes.

5. Which of these would be a good word to describe Will Kellogg?

- (A) selfish
- (B) nervous
- (C) lazy
- (D) generous

6. Which is probably **not** a way that people learned about cereal in 1884?

- (A) by talking to people about it
- (B) on the Internet
- (C) by reading about it
- (D) by seeing it in stores

7. Which lesson does this text teach about inventions?

- (A) It is too hard to invent new things.
- (B) Healthy food can never taste good.
- (C) Inventing new things can be dangerous.
- (D) Great inventions can be accidental.

8. Why was it so important for the patient food to taste good?

- (A) People could not find unhealthy food.
- (B) People wanted to eat food that did not taste good.
- (C) People would not eat healthy food that didn't taste good.
- (D) People needed to eat more food.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Doug and his family had just moved to a new house. The new house was bigger than the house the family had been living in, and that made Doug very happy. It meant that he would have his own room, and wouldn't have to share a room with his little brother, Jake, any more.

One day his dad said, "It's time we started to put your room together, Doug. How about we start looking for the right bed and desk and other things you will need?"

Doug said with a laugh, "I had exactly the same idea. Can we do it this weekend?"

"That's an excellent idea," his dad replied. "We'll measure your room so that we'll know exactly how much space we'll have, and then we'll start looking for what you will need."

1. Which statement is most accurate?

- (A) Doug is getting his own room because he wants new furniture.
- (B) Doug is getting his own room because his brother Jake has moved out.
- (C) Doug is getting his own room because Dad needs more space to do his work.
- (D) Doug is getting his own room because his family has moved to a bigger house.

2. Why does Doug's dad want to measure Doug's room?

- (A) to know how large it is
- (B) to buy a new house
- (C) to build Doug a new room
- (D) to find a new house

3. Which word describes how Doug feels about his new room?

- (A) worried
- (B) excited
- (C) wishful
- (D) thoughtful

4. Which shows the correct pronunciation of *measure*?

- (A) mee-SURE
- (B) MEH-zhure
- (C) MEH-zu
- (D) meh-sin

5. Which is a synonym for *replied*?

- (A) dreamed
- (B) wondered
- (C) questioned
- (D) answered

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Doug and his father were getting ready to buy new furniture and other things that Doug would need for his room. The first thing they needed to do was measure Doug's room. His dad got a tape measure out and told Doug, "I'll measure the walls and the floor space, and you write down what I say, okay?" Doug agreed, and the two excitedly began measuring. Doug's dad called out the length of each wall, and Doug recorded the numbers.

When they were finished, Doug had a list of all of the measurements. Doug's dad looked at the list and said, "This looks great, Doug. Now, let's start thinking about what sort of furniture you'll want. You'll need a bed, a desk, and a good, strong chair, so we'll start with those." Doug couldn't wait to see what his room would look like when it was finished.

1. Which does Doug's dad use to measure the walls and floor space?

- (A) furniture
- (B) tape measure
- (C) desk
- (D) project

2. Why do Doug and his father measure Doug's room?

- (A) Doug will be moving his things to another room.
- (B) They are going to move to a new house.
- (C) They are going to buy new furniture for Doug.
- (D) They are going to add a room to the house.

3. Which is **not** an example of *furniture*?

- (A) a desk
- (B) a bed
- (C) a chair
- (D) a wall

4. What does it mean to *measure* an object?

- (A) find out the size
- (B) paint
- (C) buy furniture
- (D) write down sizes

5. If Doug *couldn't wait* for his new room, how does he feel about it?

- (A) worried
- (B) bored
- (C) excited
- (D) angry

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

One afternoon, Doug's parents took him to the furniture store. Doug finally had his own room, and he needed a dresser, a bed, a desk, and some other things. The family looked around for a while until they finally found the right department. When they got there, Doug immediately noticed a loft bed he wanted. "If I have this loft bed," he told his parents, "I'll have room underneath it for a desk and bookshelves."

"That sounds sensible," his mom replied. "Let's see how big the loft bed is." She checked the information on the price tag and said, "I think it will fit perfectly in your room."

Once they had picked out the loft bed, Doug and his parents chose a comfortable chair, two bookshelves, a dresser, and a desk. "Is there anything else you need?" his dad asked.

"I can't think of anything," Doug answered. "We've got everything I'll need now."

- 1.** Why does Doug want a loft bed?
- (A) Loft beds are bigger than other beds.
- (B) Loft beds are less expensive than other beds.
- (C) He will not have to have a desk or bookshelves.
- (D) He will have room underneath for a desk and bookshelves.

- 2.** What is the setting?
- (A) in a furniture store
- (B) in Doug's room
- (C) at school
- (D) at Doug's friend's house

- 3.** Which word does *perfectly* tell about in the sentence: "*I think it will fit perfectly in your room.*"

- (A) think
- (B) fit
- (C) room
- (D) your

- 4.** Which of these is **not** an adverb?

- (A) finally
- (B) perfectly
- (C) comfortable
- (D) immediately

- 5.** Which phrase describes how Doug found the loft bed?

- (A) in the furniture store
- (B) after a long time
- (C) very quickly
- (D) in the wrong department

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## DOUG'S NEW SPACE

Doug was excited because his new furniture was going to be delivered the next day. Before the furniture came, though, he and his parents would paint his room. Doug had picked out a light tan for the walls and a darker brown for the closet doors. He and his parents put on old clothes and got out paint rags and cleaner to get ready for the big job.

They used rollers to paint the walls. Rollers made the paint go on evenly and quickly. But they used brushes for the corners and the edges. That way, paint wouldn't get on the ceiling or the floor. After a few hours, the first coat of paint was getting dry. Doug's dad said that they could put the second coat on after dinner. Doug wanted to put the second coat on right away but his dad explained that the paint would dry better if they waited. When dinner was over, Doug hurried back to his room and got started.

The next morning, the paint in Doug's room was finally dry. The furniture was delivered right after lunch, and Doug couldn't wait to see what it looked like. Doug and his parents assembled the furniture. Doug looked around. "This is great!" he exclaimed.

"And we're not even done yet," Mom said. "Wait until you see what it looks like when your posters and other things are up."

Doug and his parents spent the afternoon putting up posters and shelves. Doug also put his books on the bookshelves and his clothes in his new dresser. It took a very long time to put everything away, and Doug and his parents were exhausted when they were finished. But everyone agreed that Doug's room looked great. "I don't think I'd want to do this all the time," Doug said. "But I'm glad we did it."



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Doug's New Space" and then answer the questions.

1. Which alternate title best fits this text?

- (A) A Brand-New Room
- (B) How to Paint Your Room
- (C) Goodbye Old Furniture
- (D) The Best Furniture in Town

2. Which prediction is most probable?

- (A) Doug will be proud of his room.
- (B) Doug will be worried about his room.
- (C) Doug will be jealous of his room.
- (D) Doug will be ashamed of his room.

3. What is the author's point of view?

- (A) Getting a new room ready is a lot of work.
- (B) Furniture delivery is unpredictable.
- (C) Hiring experts to help with projects is always a good idea.
- (D) Children do not know how to help set up a room.

4. This text is told chronologically. Which event happens first?

- (A) Doug puts his clothes in his new dresser.
- (B) The furniture is delivered.
- (C) Doug and his parents put up posters and shelves.
- (D) Doug and his parents paint his room.

5. Why does Doug's family paint before the furniture is delivered?

- (A) The paint will be very hard to find after the furniture is delivered.
- (B) The furniture will not fit.
- (C) The furniture would get in the way of painting.
- (D) There will be no time to paint after the furniture is delivered.

6. Why do Doug and his parents put on old clothes before they paint?

- (A) Their other clothes have not been delivered yet.
- (B) They have no other clean clothes.
- (C) They do not want to get messy.
- (D) Their old clothes fit them best.

7. What would likely happen if Doug used brushes to paint the walls?

- (A) The paint would go on only partially.
- (B) The paint would not dry.
- (C) The paint would go on very evenly.
- (D) The paint would not look even and it would take a long time to do.

8. Why is Doug's family so exhausted?

- (A) It is very hard to do laundry.
- (B) Organizing Doug's room is hard work.
- (C) They are going on vacation.
- (D) They are not feeling well.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

How do people hear? Look in a mirror, and you will see that your ears are shaped a little like a funnel. That shape *amplifies* sounds you hear, which means it makes them louder. Those sounds travel in waves from your outer ear (the part that you can see) into a tiny tube called the *ear canal*. At the end of the ear canal is your eardrum.

When sounds reach your eardrum, they make it *vibrate*, or move back and forth. On the other side of your eardrum are the three smallest bones in your body. They are in your middle ear. When your eardrum vibrates, those three bones also vibrate. One of them pushes on the *oval window*. That is a special covering for your inner ear. When the oval window gets pushed in and out, it causes vibrations in a special fluid in your inner ear. That vibration is sent to special nerve cells. Those nerve cells tell your brain what you are hearing.

1. What is this text about?

- (A) It is about bones in the human body.  
 (B) It is about how people hear.  
 (C) It is about eardrums.  
 (D) It is about the human brain.

2. Which of these happens first when a person hears something?

- (A) The oval window gets pushed in and out.  
 (B) The eardrum vibrates.  
 (C) Nerve cells tell your brain what is heard.  
 (D) Sound is amplified in the outer ear.

3. Which word means to *move back and forth*?

- (A) amplify  
 (B) pushes  
 (C) vibrate  
 (D) eardrum

4. Which is a synonym for *fluid*?

- (A) liquid  
 (B) eardrum  
 (C) oval window  
 (D) funnel

5. Which word refers to making sound louder?

- (A) vibrate  
 (B) amplify  
 (C) cover  
 (D) nerve

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Sounds can be loud or soft; they can also have a high or low pitch. So when we measure sound, we measure its loudness and its pitch. The loudness of a sound is measured in *decibels* (dB). For example, when you speak in a normal voice, the sound you make is about 60–70 dB. A rock band’s performance generates about 100–120 dB of sound. It is important not to listen for a long time to very loud sounds; they can damage your hearing.

The pitch of a sound tells us how fast the sound waves are vibrating. High-pitched sounds such as violin music make sound waves that vibrate very quickly. Low-pitched sounds such as large drums make sound waves that vibrate slowly. We measure the *frequency*, or speed, of those sound waves in *hertz* (Hz). The higher the pitch of the sound, the more quickly the sound waves move up and down. The lower the pitch, the more slowly the sound waves move up and down.

**1.** What do we know about sound based on the first sentence of the text?

- (A) It is measured in hertz.  
 (B) It is measured in decibels.  
 (C) It can damage your hearing.  
 (D) Sounds vary.

**2.** What parts of a sound can be measured?

- (A) loudness and pitch  
 (B) violin and drum  
 (C) motorcycle and voice  
 (D) waves and pitch

**3.** Which is the root word in *frequency*?

- (A) quench  
 (B) freckle  
 (C) free  
 (D) frequent

**4.** Which word is a sound measurement?

- (A) violins  
 (B) frequency  
 (C) vibrate  
 (D) decibels

**5.** Which is a synonym for *damage*?

- (A) improve  
 (B) harm  
 (C) measure  
 (D) create

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Have you ever had your hearing tested? Hearing tests let you know the range in the volume of sounds you hear. They also let your doctor and your parents know if you have difficulty hearing. Here is how a hearing test works: The school nurse or a doctor has you wear a special set of headphones. Then, you hear a series of *tones*, or sounds. The nurse or doctor directs you to raise your hand or press a button whenever you hear a sound. Some of the sounds are very soft, and some are louder. That helps to measure the decibel levels you can hear. Some of the tones are low-pitched, and some are high-pitched. That helps to measure the frequencies you can hear. If you cannot hear sounds that you should be able to hear, the hearing test will show that. Then you, your parents, and your doctor can decide what to do for your hearing.

**1.** Which picture would tell a reader more about this text?

- (A) a picture of an ear
- (B) a picture of a musical note
- (C) a picture of a person taking a hearing test
- (D) a picture of a raised hand

**2.** What is the main idea?

- (A) Hearing tests let your doctor and parents know if you have trouble hearing.
- (B) During a test, you hear a series of tones.
- (C) Some sounds are low-pitched, and some are high-pitched.
- (D) Hearing tests require people to wear a special set of headphones.

**3.** Using context clues, which word is the measurement of volume?

- (A) frequencies
- (B) decibel
- (C) headphones
- (D) tones

**4.** Which word refers to low-pitched or high-pitched tones?

- (A) decibels
- (B) headphones
- (C) buttons
- (D) frequencies

**5.** What is a *series*?

- (A) a hearing test
- (B) a tone
- (C) a group of things in order
- (D) a number

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## A DIFFERENT KIND OF LANGUAGE

When you use language, you say words and the person you are speaking to hears what you say. Then, that person can respond to you. But some people do not hear very well—some people cannot hear at all. People who do not hear are deaf. Because they are unable to hear sound, they don't use spoken language. Instead, they use sign language. In the United States, the sign language many deaf people use is called *American Sign Language* (ASL). ASL is a very common language. In fact, in America, only English and Spanish are more common. Deaf children learn ASL just as children who can hear learn a spoken language.

ASL is a language just as English and Spanish are languages, but ASL uses hand signs and facial expressions instead of spoken words. For example, when you want to say the words *please* or *yes*, you pronounce them aloud, but in ASL, there are special signs for these words. You can learn these signs yourself. To say *please* in ASL, put the palm of your hand on your chest. Now, keeping your hand flat, make a circle with your palm. You have just made the ASL sign for *please*. To say *yes* in ASL, make a fist and then gently move your fist up and down as if it were a head nodding. You have made the ASL sign for *yes*.

Are you interested in learning more ASL? You have several options for learning. Some schools offer ASL classes. There are also online ASL classes that can help you to acquire the language. You can ask your parents about signing up for classes. There are also online ASL dictionaries and pictures. If you decide to learn ASL, you will want to practice every day. That way, you will get better and better at using signs. If you do, you will learn to communicate in a whole new way!



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "A Different Kind of Language" and then answer the questions.

**1.** How do ASL and English compare?

- (A) They are both languages.
- (B) They both use spoken words.
- (C) They both use signs and facial expressions instead of words.
- (D) They are both languages without sounds.

**2.** Which is **not** a fact about ASL?

- (A) It is offered in classes.
- (B) It is a common language.
- (C) It is not very common.
- (D) It uses hand signs and facial expressions.

**3.** Which could be a purpose for reading this text?

- (A) to learn about new languages
- (B) to become an expert in ASL
- (C) to learn facts about ASL
- (D) to learn about deafness

**4.** What inference can be made about online ASL dictionaries?

- (A) They are guides to pronouncing ASL signs.
- (B) They have pictures of people using ASL signs.
- (C) They offer a way to hear ASL.
- (D) They include syllable guides to ASL signs.

**5.** Which of the following is likely the author's opinion?

- (A) ASL is too hard to learn.
- (B) ASL is an interesting language.
- (C) ASL is exactly like English.
- (D) ASL is boring.

**6.** Which would be the most helpful way to practice ASL signs?

- (A) Practice with people who know ASL.
- (B) Listen to people using ASL.
- (C) Use a sound recorder and then listen to it yourself.
- (D) Read about the history of ASL.

**7.** Why do people with deafness need a language with hand signs?

- (A) They cannot learn ASL.
- (B) They cannot see facial expressions.
- (C) They need a language that they can hear.
- (D) They cannot hear spoken words.

**8.** A person can learn ASL signs if they understand

- (A) how to ride a bike.
- (B) how to write.
- (C) how to walk.
- (D) how to use words.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

One Monday after school, Cindy and her friend, Julie, were talking about their weekends. Julie had gone camping with her family, and she told Cindy all about her trip.

“It sounds like you had an amazing time!” Cindy said.

“We really did,” Julie answered enthusiastically. “Camping is so much fun, and you feel like a real pioneer when you do it.”

“But isn’t it dangerous?” Cindy wanted to know.

“Well, you have to be careful, and you shouldn’t camp by yourself. But if you’re safe, it’s the best,” Julie said.

“I think I’m going to ask my parents if they’ll take me camping,” Cindy said.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

**1.** Which question about the text would help monitor reading?

- (A) How big is the camp?
- (B) Where is the school?
- (C) How does Julie feel about camping?
- (D) What color is the tent?

**3.** The word *enthusiastically* tells you that Julie

- (A) thinks that camping is boring.
- (B) is afraid to go camping again.
- (C) loves camping.
- (D) has never gone camping.

**2.** Where does Cindy get the idea to go camping?

- (A) from her friend Julie
- (B) from her brother
- (C) from her parents
- (D) from her teacher

**4.** Which of these words is an adjective?

- (A) time
- (B) amazing
- (C) camping
- (D) sounds

**5.** Which phrase is a simile?

- (A) *But isn’t it dangerous?*
- (B) *It sounds unbelievable!*
- (C) *... she told Cindy all about her trip.*
- (D) *...you feel like a real pioneer...*

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

Total

Cindy wanted to go camping. Her friend, Julie, had a wonderful time camping. That had gotten Cindy very excited about the idea, so she decided to ask her parents if they would take her. Her mom and dad hadn't gone camping in a long time, so at first, they weren't positive they wanted to go. But Cindy kept asking them, and finally they gave in.

"You won't regret it," Cindy promised them. "And I'll do my share of the work, too. Julie told me that camping can be a lot of work, but I won't be lazy."

"The first thing we ought to do, then," said Mom, "is find a safe campground nearby."

"Right," Dad agreed. "And then we'll need to decide what to bring with us."

Cindy was so eager to get started that she immediately began making lists.

1. What makes Cindy's mom and dad change their minds about camping?

- (A) They start to make lists.
- (B) They talk to Cindy's friend, Julie.
- (C) Cindy keeps asking them to take her.
- (D) Cindy is lazy.

2. What is the first thing that Cindy and her parents will do before they go camping?

- (A) write about camping
- (B) tell Julie what it is like to go camping
- (C) go camping
- (D) find a safe campground

3. Which definition of *positive* is used in the first paragraph?

- (A) excited
- (B) sure
- (C) charged
- (D) told

4. What is the definition of *immediately*?

- (A) neatly
- (B) very slowly
- (C) after a long time
- (D) right away

5. How else could you tell someone *you won't regret it*?

- (A) You won't be sorry.
- (B) You'll wish you had said "no."
- (C) You won't be happy about it.
- (D) You should learn more about it.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Cindy and her parents went shopping at a camping-supply store. They were planning a camping trip, and they were going to need several things. Cindy's dad consulted the list they had made and said, "Let's look for a tent first. We'll want one that's big enough for all of us, and we also need to make sure it's waterproof. We don't want to get wet if it rains."

After they found the tent they wanted, they looked at sleeping bags. They needed a camp stove, an extra blanket, and a first-aid kit, too, so they also got those things.

"I think we're nearly done except for the food," Cindy's mom said when they had finished choosing everything.

"We're only forgetting one thing," said Cindy. "We need to bring bug spray!"

1. Which object is not mentioned in this text?

- (A) a tent
- (B) a lantern
- (C) sleeping bags
- (D) a camp stove

2. What is the setting?

- (A) in a store
- (B) at home
- (C) at school
- (D) at a campground

3. Which word or phrase means *will not get wet*?

- (A) bug spray
- (B) a camp stove
- (C) waterproof
- (D) consulted

4. Which is a synonym for *consulted*?

- (A) wrote
- (B) yelled
- (C) shredded
- (D) checked

5. Which other type of text is most similar to this text?

- (A) a social studies textbook
- (B) a book of jokes
- (C) a menu
- (D) a book about vacation spots

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

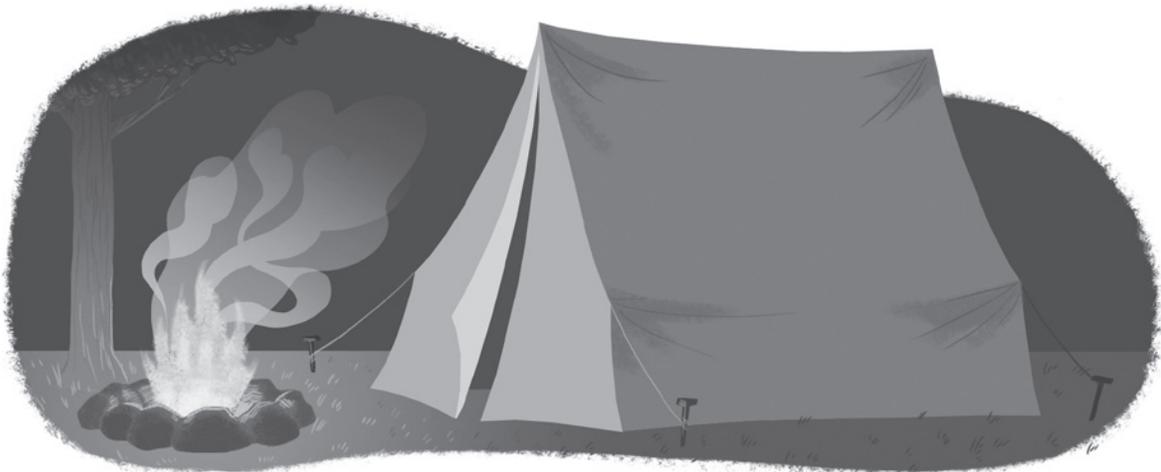
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## A CAMPING ADVENTURE

Cindy had wanted her parents to take her camping ever since her friend, Julie, had told her how much fun camping was. They had researched campgrounds and found a good one. They had also gotten the camping supplies they needed. Now, they were at the campground settling in.

Cindy and her father set up the tent while her mother got the camp stove ready. It was hard work to get all the tent poles up, and twice, the tent fell down while they were working on it. But finally, the tent was in place. Cindy unrolled the sleeping bags, and her mom checked the tent and the area around it for snakes. Cindy thought her mom was awfully brave to do that. While Cindy and her mom got the camp area ready, her dad got some small twigs and sticks and started the campfire. When the fire was ready, Cindy and her parents got out the hot dogs, rolls, and other food they had packed. They roasted hot dogs, and later, they cooked marshmallows. Cindy thought it was delicious!

It began to get late, so everyone settled down for the night. For a long time, it was very quiet, and Cindy started to fall asleep. It was so peaceful! Then, all of a sudden, Cindy heard a strange noise. It sounded like splashing, but it wasn't raining, so Cindy knew that what she was hearing wasn't rain. The noise stopped and then started again. Now Cindy began to get scared. At first she didn't know what to do, but then she took a deep breath and crawled out of her sleeping bag. She crept to the door of the tent and peeked out. It was only her dad pouring extra water on the fire! "I'm not going to be scared of anything again," Cindy promised herself as she curled back up in her sleeping bag.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "A Camping Adventure," and then answer the questions.

**1.** What is the first thing Cindy and her family do at the campground?

- (A) cook the food
- (B) set up the tent
- (C) go to sleep
- (D) put out the fire

**2.** What is the setting?

- (A) indoors
- (B) a campground
- (C) a camping store
- (D) home

**3.** In which point of view is the story told?

- (A) first-person
- (B) second-person
- (C) third-person
- (D) There is no point of view.

**4.** How does Cindy feel about camping?

- (A) She hates it.
- (B) She enjoys it.
- (C) She is scared to camp again.
- (D) She dislikes the food.

**5.** How does Cindy likely feel when she finds out what the noise is?

- (A) relieved
- (B) excited
- (C) bored
- (D) jealous

**6.** Which of these objects is **not** necessary for a camping trip?

- (A) a first-aid kit
- (B) food
- (C) skis
- (D) sweatshirts

**7.** What is an important skill that Cindy learns in this text?

- (A) how to set up a tent
- (B) how to cook hot dogs outdoors
- (C) how to cook marshmallows outdoors
- (D) how to swim

**8.** Which theme does this text best represent?

- (A) Families often argue when they are away from home.
- (B) Vacations cost a lot of money.
- (C) Camping is too much work.
- (D) Camping is an adventure.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

When was the last time you visited the mall? Malls can be very convenient places to shop and relax. You can purchase clothes, shoes, books, and computers all in the same place. Malls often have many interesting restaurants, too.

Most malls have large department stores called *anchor stores*. The anchor stores are the main stores in the mall. Malls also have smaller stores that usually carry one type of product. For example, jewelry stores, video-game stores, and gift shops are often smaller stores.

Malls often have *kiosks* (KEE-osks), too. Kiosks are small stands, often placed in the middle of the mall. Kiosks sell many different things. They sell hats, watches, and T-shirts. Many malls also have beauty salons and barbers; you can get your hair cut at the same place where you buy movies! Which stores are in your favorite mall?

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. Which word or phrase would tell a reader the most about this text?

- (A) kiosks
- (B) anchor stores
- (C) gift shops
- (D) malls

2. What are the main stores in many malls called?

- (A) kiosks
- (B) anchor stores
- (C) malls
- (D) gift shops

3. How does a kiosk relate to an anchor store?

- (A) They are the same size.
- (B) A kiosk is bigger.
- (C) A kiosk is smaller.
- (D) A kiosk is inside an anchor store.

4. Which word best describes malls?

- (A) convenient
- (B) tiny
- (C) limited
- (D) sharp

5. What could be described as *convenient*?

- (A) a drive-through window at a restaurant
- (B) a six-page menu
- (C) a commercial on television
- (D) a line at the post office

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

There are many malls now, but this wasn't always true. Many years ago, most stores were in downtown areas, and people went into the main part of the city to shop. But in the early 1950s, many people began to move out of cities. They moved to *suburbs*, or small towns outside the city. Those people wanted to have stores near them; they did not want to take long trips into the city to go shopping. Malls were built so that people could shop near their homes. The idea of the mall was to have many stores under one roof so that people would want to spend more time shopping. And because malls were covered, people could shop even if it was cold or raining. By the 1980s, malls were so popular that people did not just shop there. Malls became social gathering places; people went to malls to spend time with their friends.

1. Which fact can be found in the text?

- (A) Malls have been popular since the 1920s.
- (B) The idea of the mall was to have many stores under one roof.
- (C) By the 1980s, malls were no longer very popular.
- (D) Many years ago, most stores were in tiny villages.

2. According to this text, why were malls built?

- (A) so people could move out of the cities
- (B) so people could go to the movies
- (C) so people could go downtown to shop
- (D) so people could shop near their homes

3. Which of these words is a possessive pronoun?

- (A) were
- (B) people
- (C) their
- (D) that

4. What is a small town outside a city called?

- (A) suburb
- (B) mall
- (C) downtown
- (D) gathering place

5. What does the phrase *under one roof* mean?

- (A) a flat roof
- (B) a single text
- (C) different things in one place
- (D) more than one building

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Today, there are still many malls, but people now have other ways to shop. Many people shop online. They don't have to go to malls to find what they want. So, malls have to offer things that people cannot find online. Many malls offer *entertainment*, or fun things to do. For example, some malls have movie theaters, and others have bowling alleys. Many malls have play areas with toys and rides for little children. There are even malls that offer fitness centers and doctors' offices. Malls have changed a great deal since they were first built in the 1950s. But they are still important parts of many people's lives. They are good places to meet with friends and shop for almost anything.

1. Which of the following is **not** mentioned in this text?

- (A) movie theatres
- (B) play areas
- (C) schools
- (D) fitness centers

2. According to the author, which is one reason why malls have changed?

- (A) People can find what they want at malls.
- (B) People can meet with friends.
- (C) Malls now offer movie theaters.
- (D) People can find what they want online.

3. Which of these words is possessive?

- (A) doctors'
- (B) 1950s
- (C) don't
- (D) they

4. Which of these means *fun things to do*?

- (A) fitness centers
- (B) entertainment
- (C) a mall
- (D) bowling

5. Which word describes the tone of this text?

- (A) factual
- (B) angry
- (C) funny
- (D) persuasive

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## A WORLD OF SHOPPING

Some malls are not very big. But there are a few malls that are so big that they almost seem like cities. One of the biggest malls in the world is the Mall of America near St. Paul, Minnesota. Just how big is the Mall of America? Thirty-two Boeing 747 airplanes could fit inside!

What can you find in the Mall of America? There is a flight simulator, a mirror maze, and miniature golf. The Mall of America has a huge aquarium, too. It also has a full-size theme park. There is a large movie theater at the Mall of America, with fourteen screens.

Many people go to malls to shop, and you can certainly shop at the Mall of America. There are more than 520 stores at the mall. They sell everything from clothes and jewelry to groceries. You can even make your own stuffed bear there. If you spent only ten minutes at each store at the Mall of America, it would take you eighty-six hours to get to each one.

The Mall of America is very big, but it is not the largest mall in the world. The largest mall in the world is the Dubai Mall. Dubai is located in the United Arab Emirates. The Dubai Mall has over 1,000 stores. It also has a skating rink and a large movie theater. There is an aquarium, too.

If you're hungry, the Dubai Mall has 150 restaurants. Some are fast-food restaurants, and some are fancy restaurants. There are family restaurants at the mall, too. After you eat, you can shop for anything you might want.

The Dubai Mall is so big that you cannot visit the whole mall in one day. So, there is a hotel connected to the mall. People who want to spend several days visiting the mall can stay at that hotel.



*Dubai Mall*

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "A World of Shopping" and then answer the questions.

1. What does the fourth paragraph give facts about?

- (A) the United Arab Emirates
- (B) the Mall of America
- (C) the Dubai Mall
- (D) St. Paul, Minnesota

2. Which structural pattern is used in this text?

- (A) cause and effect
- (B) compare and contrast
- (C) chronological order
- (D) sequential order

3. What is the author's purpose?

- (A) to get readers to visit the aquarium at the Mall of America
- (B) to give directions to the Mall of America
- (C) to tell about the Mall of America and the Dubai Mall
- (D) to tell readers how to be safe when shopping at the mall

4. What is a *Boeing 747*?

- (A) a very large airplane
- (B) a small stunt airplane
- (C) a two-person airplane
- (D) an airport

5. How does the Dubai Mall compare to Mall of America?

- (A) They are the same size.
- (B) The Dubai Mall is larger.
- (C) The Dubai Mall is smaller.
- (D) The malls are next to each other.

6. Why do you think the Mall of America and the Dubai Mall are not in downtown areas?

- (A) People do not want to shop there.
- (B) They are too big for downtown areas.
- (C) Cities do not want people to shop at malls.
- (D) They are too small for downtown areas.

7. What do the Mall of America and the Dubai Mall have in common?

- (A) They are very small malls.
- (B) They are located in the United States.
- (C) They both have skating rinks.
- (D) They both have movie theaters.

8. Which words in the text would most help a reader summarize the text?

- (A) *Mall of America and Dubai Mall*
- (B) *eighty-six hours and ten minutes*
- (C) *jewelry and groceries*
- (D) *hungry and restaurants*

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Mr. Larson was telling his students about their next task. "We've been talking about how to share information in a presentation, and now you're going to get the chance to do that. I want each of you to choose a book. Then, you'll read that book and tell the class about the book you've chosen."

Ryan slumped down in his seat when he heard Mr. Larson. He was really worried about this assignment. He had never made a speech before, and he was very nervous about speaking in public. He felt absolutely miserable as he left the classroom; he knew that Mr. Larson wouldn't let him get away with not doing the assignment.

1. Which question about the text would help you as you monitor your reading?
- (A) Why doesn't Ryan like Mr. Larson?
- (B) Why is Ryan nervous about making a speech?
- (C) Why doesn't Ryan like to read?
- (D) Why didn't Ryan hear the assignment?

2. What is the setting of this text?
- (A) the library
- (B) a store
- (C) Ryan's home
- (D) Ryan's classroom

3. Which two words tell you that Ryan is not happy about the assignment?
- (A) *assignment* and *doing*
- (B) *heard* and *felt*
- (C) *share* and *presentation*
- (D) *worried* and *nervous*

4. Which is a synonym for *slumped*?
- (A) slept
- (B) stood
- (C) sank
- (D) jumped

5. Which descriptive phrase helps the reader understand Ryan in this text?
- (A) absolutely miserable
- (B) next task
- (C) share information
- (D) choose a book

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5  
Total

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Ryan was very anxious about an assignment Mr. Larson had given the class. Everyone in the class was going to have to make a speech about a book, but Ryan had never made a speech before. Ryan's sister, Tracey, asked him what was wrong.

"I've never made a presentation before," Ryan explained. "I have no idea how to do it."

Tracey said, "Everybody gets nervous before a presentation. But you can do it. First, you need to write down what you want to say. Then, practice until you really know it. Then, practice in front of someone so you are really ready."

"I guess I could try doing it that way," Ryan said doubtfully. "It's better than not doing anything and embarrassing myself."

1. Which is an important statement to understand in this text?

- (A) Tracey tells Ryan to stop worrying and say anything he wants.
- (B) Tracey tells Ryan to forget about the assignment.
- (C) Tracey tells Ryan to tell Mr. Larson he can't make a speech.
- (D) Tracey tells Ryan to write what he wants to say and practice.

2. Who is the main character?

- (A) Tracey
- (B) Mr. Larson
- (C) Ryan
- (D) Ryan's father

3. Which part of speech is *nervous*?

- (A) noun
- (B) adverb
- (C) verb
- (D) adjective

4. Which definition of *speech* is used in this text?

- (A) dialogue
- (B) presentation
- (C) words
- (D) language

5. What does the word *doubtfully* tell the reader in the last paragraph?

- (A) Ryan is not sure whether Tracy is right.
- (B) Ryan really wants to make a speech.
- (C) Ryan is angry with Tracey.
- (D) Ryan is convinced that Tracey is right.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Ryan's teacher, Mr. Larson, had assigned the class to choose a book, read it, and then make a speech about the book. Ryan didn't want to do the assignment because he was nervous. But he had to do the assignment. So he decided to take his sister Tracey's advice. After he read his book, Ryan wrote down the things he wanted to say about it. Then, he organized what he wanted to say. Next, he started practicing. He practiced every day. Finally, he was ready to practice his speech in front of someone. He asked Tracey if she would listen to his speech. She agreed to let him practice in front of her. When Ryan finished his speech, Tracey said, "I know you're nervous about giving a speech, Ryan, but I really think you're ready."

1. Which of these actions is **not** included in the text?
- (A) Ryan puts his speech on tape.
- (B) Ryan writes down the things he wanted to say.
- (C) Ryan practices every day.
- (D) Ryan practices in front of Tracey.

2. What is Ryan's assignment?
- (A) to watch a television show
- (B) to do a set of worksheets
- (C) to read a book and give a speech
- (D) to read a book and write a report

3. How many syllables are in the word *organized*?
- (A) four syllables
- (B) three syllables
- (C) one syllable
- (D) two syllables

4. Which is a synonym for *advice*?
- (A) practice
- (B) organize
- (C) speech
- (D) suggestion

5. What does it mean to *organize*?
- (A) practice
- (B) put in order
- (C) write down
- (D) choose

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## RYAN'S BIG SPEECH

It was a very important day for Ryan—he was about to make his first public speech. His teacher, Mr. Larson, had assigned the class to choose a book, read it, and then make a speech about it. Ryan had chosen a book he liked. He had read it carefully. Then, he had written down what he wanted to say about the book and prepared a speech. He had practiced his speech many times, but he was still nervous. Ryan didn't know whether he would be successful. He didn't want to embarrass himself in front of the entire class.

Finally, Mr. Larson said the words Ryan had been dreading: "Okay, Ryan, let's hear what you have to say. Come up and give us your presentation." Ryan gulped a few times. He couldn't help still feeling somewhat anxious. Then, he gathered his notes, straightened up and walked slowly to the front of the room. Mr. Larson sat down in one of the front-row seats and gave Ryan an encouraging smile as he nodded for him to begin. Ryan cleared his throat, glanced at his notes, and plunged into his presentation.

For a moment or two, Ryan still felt very nervous. But as he went through his speech, he felt less and less like running away. He had practiced often enough so that nothing in his speech was new to him anymore. It wasn't long before he relaxed a little and was able to almost enjoy what he was doing. By the time Ryan finished his presentation, he felt almost comfortable.

When Ryan stopped speaking, everyone in the class applauded. Mr. Larson said, "That was a very well-prepared presentation, Ryan. You did an excellent job." Ryan thought about how much he had practiced to get ready for his speech, and he felt proud. He still didn't like making speeches, but now he knew he could do it.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Ryan's Big Speech" and then answer the questions.

**1.** How does Mr. Larson feel?

- (A) happy about Ryan's presentation  
 (B) afraid of Ryan's presentation  
 (C) angry about Ryan's presentation  
 (D) jealous of Ryan's presentation

**2.** Which statement is accurate?

- (A) Ryan's classmates make fun of him.  
 (B) Ryan is too nervous to speak.  
 (C) Ryan gives a good speech.  
 (D) Ryan forgets his speech.

**3.** What is the purpose for reading this text?

- (A) to be entertained  
 (B) to learn how to give a speech  
 (C) to understand why a person should give a speech  
 (D) There is no purpose for reading this text.

**4.** What makes Ryan relax while he is giving his speech?

- (A) Mr. Larson smiles at him.  
 (B) He has practiced, so nothing in his speech is new to him.  
 (C) His presentation is last, so he can listen to other students.  
 (D) Mr. Larson tells him that he will do a fine job.

**5.** Which of these describes Mr. Larson?

- (A) frightening  
 (B) supportive  
 (C) forbidding  
 (D) distracted

**6.** Who might best relate to Ryan's experience?

- (A) a teacher getting ready to give a test to her students  
 (B) a coach who won a big game  
 (C) a ballerina before a recital  
 (D) a mother taking her son to the dentist

**7.** What lesson does Ryan learn?

- (A) If you practice, you can succeed.  
 (B) Never make a speech in public.  
 (C) Teachers do not want you to make speeches.  
 (D) Practicing takes too much time.

**8.** What would Ryan likely say about making a speech?

- (A) It is easy to make a speech.  
 (B) Don't make a speech in public.  
 (C) Practicing is not very useful.  
 (D) It takes practice, but it's not so bad.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Is pizza one of your favorite foods? If it is, you're not alone. Pizza is a very popular food. Every year, about three billion pizzas are sold in the United States. And kids like pizza more than any other type of food. For lunch or dinner, kids would rather eat pizza than anything else. Why do people love pizza so much? One reason is that pizza is easy to eat. You don't even need a knife or fork. Another reason is that there are many kinds of pizza. So no matter what your taste is, you can find a pizza you like. Pizza is also inexpensive. You can have a very tasty meal without spending a lot of money. And pizza lets you eat several different kinds of food at the same time. The sauce, the crust, the cheese, and the toppings all taste a little different. But they also taste very good together.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** What is this text about?

- (A) food around the world
- (B) cheap meals
- (C) pizza
- (D) the United States

**4.** Which is a synonym for *inexpensive*?

- (A) popular
- (B) rare
- (C) costly
- (D) cheap

**2.** According to the author, what is one reason people love pizza?

- (A) Pizza is easy to eat.
- (B) Pizza is quick to make.
- (C) Pizza is small.
- (D) Pizza is spicy.

**5.** Which simile best fits this text?

- (A) as long as a snake
- (B) as tasty as pie
- (C) wet like the rain
- (D) as round as the moon

**3.** Which word is an adjective?

- (A) tasting
- (B) tastes
- (C) taste
- (D) tasty

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Pizza has been around for longer than you might think. Ancient Egyptians and Greeks used to eat flat bread topped with olive oil and other things. Early Italians baked bread under hot stones. Then they topped the bread with spices and other ingredients. The pizza we know of began in 1889. It was made by Raffaele Esposito in Naples, Italy, in honor of a visiting king and queen. Many Italians came to the United States during the 1800s. They brought pizza with them. But most people in the United States did not know about pizza. It became popular after World War II. American soldiers ate pizza in Italy. They liked it and wanted more. When they came home from the war they wanted pizza at home. Soon pizza became popular all over the country!

1. Which event in the text happened first?

- (A) Raffaele Esposito made pizza in honor of a king and queen.
- (B) Early Italians baked bread under hot stones.
- (C) Pizza came to the United States.
- (D) Pizza became popular all over the United States.

2. Which of these is **not** a fact in this text?

- (A) Ancient Egyptians and Greeks ate flat bread with olive oil.
- (B) Many Italians came to the United States. They brought pizza with them.
- (C) Soldiers liked pizza and wanted more.
- (D) Pizza has only been around for a short time.

3. Which of these phrases is a prepositional phrase?

- (A) under hot stones
- (B) baked bread
- (C) Early Italians baked
- (D) Italians baked bread

4. In this text, what does the word *visiting* mean?

- (A) The king and queen ate pizza.
- (B) The king and queen lived in that town.
- (C) The king and queen did not live in that town.
- (D) The king and queen were hungry.

5. What is the tone of the text?

- (A) sad
- (B) informative
- (C) condescending
- (D) happy

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

How do chefs make pizza? They begin by mixing the ingredients for pizza dough. Pizza dough is made with flour, yeast, and water. After the dough is mixed, the chef lets the dough rise. Then, it is rolled flat into the round shape we know so well. Then, the chef spreads some tomato sauce on the dough. Next, the chef adds the toppings and the cheese. When the ingredients are all ready, the chef puts the pizza into a special pan. Then, the chef uses a special tool called a *paddle* to put the pizza into a flat oven. When the pizza is ready, the chef pulls it out. Now, the pizza is ready to enjoy.

1. What does the pizza chef do right after adding the toppings and cheese?
- (A) The chef spreads some tomato sauce on the dough.
  - (B) The chef adds the toppings.
  - (C) The ingredients for the pizza dough are mixed.
  - (D) The pizza is put into a special pizza pan.

2. What is this text mostly about?
- (A) how pizza is made
  - (B) the history of pizza
  - (C) where to find good pizza
  - (D) different kinds of pizza

3. Which of the following is **not** an *ingredient*?
- (A) yeast
  - (B) flour
  - (C) pizza
  - (D) water

4. What do chefs use to put pizza into an oven?
- (A) an ingredient
  - (B) a paddle
  - (C) a special oven
  - (D) yeast

5. Which of these words is used in a series of steps?
- (A) adds
  - (B) cheese
  - (C) toppings
  - (D) next

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

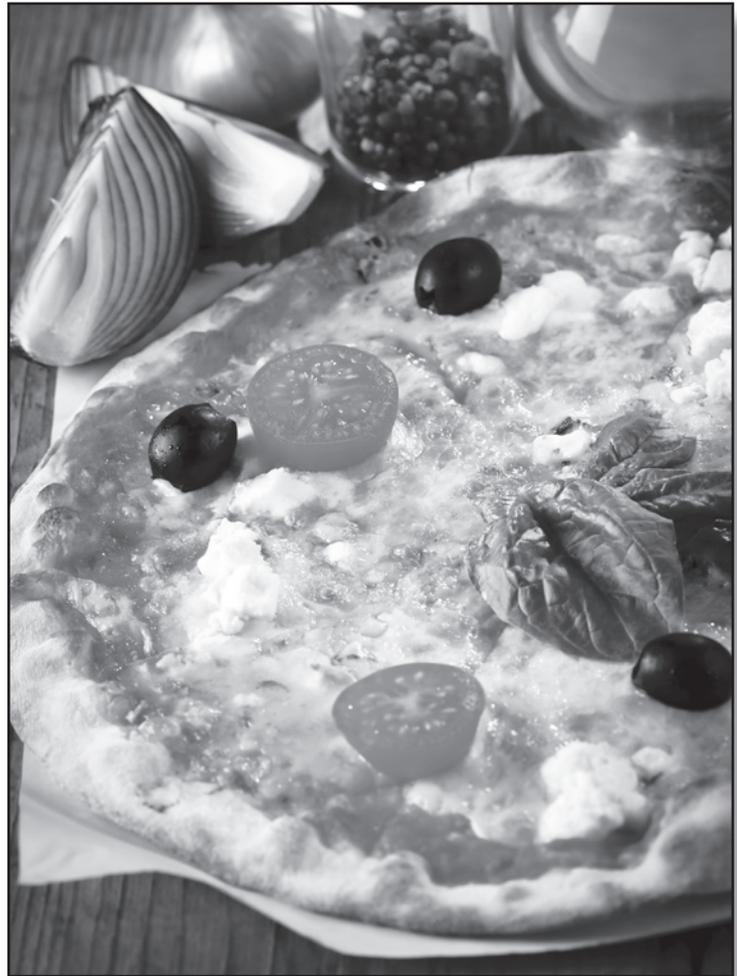
## WE LOVE PIZZA!

Pizza is very popular all around the world. People from many different countries love to eat it. And in each country, the pizza is a little different. In Japan, for instance, there are two kinds of pizza. One kind looks like the pizza you are used to seeing, but it often has seafood on it. The other kind of Japanese pizza looks more like a pancake. The ingredients in that pizza are mixed up into the batter. Then, the batter is cooked like a pancake. Finally, the pizza is cut into slices, just like the pizza you are used to eating.

Many people in India also eat pizza. Pizza is a lot like an Indian bread called *naan* (nahn). Naan is like pizza dough. It is often brushed with butter and garlic. Indians like naan. So when pizza came to India, it soon became popular. In India, you can get pizza with pepperoni. You can also get pizza topped with tandoori chicken. You can get your pizza with tofu, too. Some Indians also add chili flakes and ketchup to their pizza.

Australians also love pizza. If you go to Australia, you can get a pizza with pepperoni. But you can also get a pizza with lamb or eggs. You can get a pizza with ham and pineapple. In fact, pineapple is the most popular pizza topping. Some Australians also like cut-up pumpkin on their pizza. Others like shrimp on their pizza.

There are many different ways to eat pizza. There are many different things you can put on your pizza. But no matter what's on a pizza, it's still a pizza. And people all over the world love it! What toppings do you like on your pizza?



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "We Love Pizza!" and then answer the questions.

1. Who would be most interested in reading this text?

- (A) someone who is interested in science topics
- (B) someone who reads history
- (C) someone who likes to do math
- (D) someone who enjoys cooking

2. Which is the most accurate statement about the text?

- (A) It is about different pizzas around the world.
- (B) It explains why pizza is unhealthy.
- (C) It is about many types of foods.
- (D) It is about eating pizza in America.

3. What is the author's purpose?

- (A) to describe pizza around the world
- (B) to get you to buy a lot of pizza
- (C) to explain how to make a pizza
- (D) to explain where to find pizza in your town

4. Which is a topic sentence?

- (A) Others like shrimp on their pizza.
- (B) One kind looks like the pizza you are used to seeing, but it often has seafood on it.
- (C) Many people in India also eat pizza.
- (D) Do you like a lot of toppings?

5. Which is true for both India and Australia?

- (A) You can get pizza with pumpkin.
- (B) You can get pizza with tandoori chicken.
- (C) You can get pizza with pepperoni.
- (D) You can get pizza with lamb.

6. Pizza is similar to which food?

- (A) shrimp
- (B) naan
- (C) pineapple
- (D) ham

7. Which summarizes this text?

- (A) Pizza is a healthy food for people all over the world.
- (B) Australians sometimes have egg or lamb on their pizza.
- (C) People in India love pizza.
- (D) People all over the world love pizza.

8. Why did pizza quickly become popular in India?

- (A) Pizza was invented in India.
- (B) People in India already liked naan, which is a lot like pizza.
- (C) People in India thought pizza was too spicy.
- (D) Pizza has many different ingredients.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

“Mom,” Nicole called loudly, “I need to do my homework, and Anthony won’t get off the computer!”

Their mom came into the living room to see what was going on. “Anthony, it looks like you’re just playing a game right now. You need to let your sister do her homework.”

“And I was winning, too,” Anthony grumbled as he got up. “It’s not fair!”

“I’m sick of having to wait all the time to use the computer,” Nicole complained. “We need another computer in this house!”

“Well, at least we agree on that,” Anthony said as Nicole settled down to work. Then he added, “Mom, Nicole’s right. When can we get a new computer?”

Their mom responded, “For now, you’ll have to share. I will start looking at prices, though.”

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** Why is Nicole unhappy?

- (A) Her brother doesn’t want to share the computer.
- (B) She can’t find her homework.
- (C) She doesn’t know how to do her homework.
- (D) The computer is broken.

**2.** What do Nicole and Anthony want their mother to do?

- (A) play a computer game
- (B) help with homework
- (C) get another computer
- (D) fix the computer

**3.** Which two words from the text have the same vowel sound?

- (A) *right* and *like*
- (B) *too* and *of*
- (C) *came* and *and*
- (D) *new* and *need*

**4.** Which is a synonym for *complained*?

- (A) called
- (B) responded
- (C) grumbled
- (D) played

**5.** What does the phrase *sick of* mean?

- (A) ill
- (B) tired of
- (C) happy about
- (D) eager for

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Nicole and her brother were happy that their mom had decided to think about getting a new computer. They were both tired of sharing the computer that the family already had. Nicole asked her mom what kind of computer they were going to get.

"Before we decide that," her mom answered, "we need to decide what we want the computer to do. Once we figure that out, we'll have a better idea of the kind of computer we want."

"Maybe we should make a list of things we want," Nicole said. "Then, we can use that list to pick out a computer."

"That makes a lot of sense," her mom said. "Let's start making that list."

1. Which question about the text would help you as you monitor your reading?
- (A) How old is Nicole?
- (B) What other electronics does this family own?
- (C) How will the family decide what kind of computer to get?
- (D) What is Nicole's brother's name?

2. Which is a clue that this text is fiction?
- (A) rhyme
- (B) dialogue
- (C) imaginary creatures
- (D) facts and dates

3. Which is a prepositional phrase?
- (A) before we decide
- (B) make a list
- (C) going to get
- (D) we're both tired

4. Which is a synonym for *pick out*?
- (A) choose
- (B) pluck
- (C) indecisive
- (D) pull

5. The phrase *that makes a lot of sense* says what about Nicole's mom?
- (A) She is angry with Nicole.
- (B) She does not agree with Nicole.
- (C) She thinks Nicole is right.
- (D) She did not hear Nicole.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Nicole and her brother, Anthony, sat down with their mother. They needed to make a list of things that they wanted in a computer. Then, the family would use that list to choose the best computer for them.

"I want a computer that has lots of good graphics," Anthony said. "Those are the best kinds for playing games. And good graphics will allow me to do my assignments, too."

"Pictures are fine," Nicole said, "but I need a computer that lets me do research and write at the same time. I want a fast computer that helps me get my homework done quickly."

"Okay," their mom said as she wrote down what they were saying. "And I need a computer that lets me take care of our family finances and keep good records. I think we have our list."

**1.** Which paragraph would you reread to find what Anthony wants in a computer?

- (A) the first paragraph
- (B) the second paragraph
- (C) the third paragraph
- (D) the fourth paragraph

**2.** How will the family use the list?

- (A) to decide who gets to use the computer
- (B) to buy someone a present
- (C) to fix their computer
- (D) to choose the best computer for them

**3.** What is the word *graphics* related to?

- (A) size
- (B) sound
- (C) pictures
- (D) price

**4.** Which is a synonym for *assignments*?

- (A) television
- (B) tasks
- (C) computers
- (D) games

**5.** If Nicole's mom takes care of *family finances*, what does she do?

- (A) keeps track of money
- (B) takes care of cars
- (C) completes yard work
- (D) plans for meals

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## A NEW COMPUTER

Nicole, her brother Anthony, and their mother went to the computer store. The family had decided that one computer wasn't enough. So they were there to buy another one. They saw a lot of different computers at the store. Nicole asked, "How are we going to know which computers will do the things we need?"

"All of the computers have labels that explain what they do," Mom replied. "We'll start by reading labels. They will tell us whether a computer does the things we need it to do."

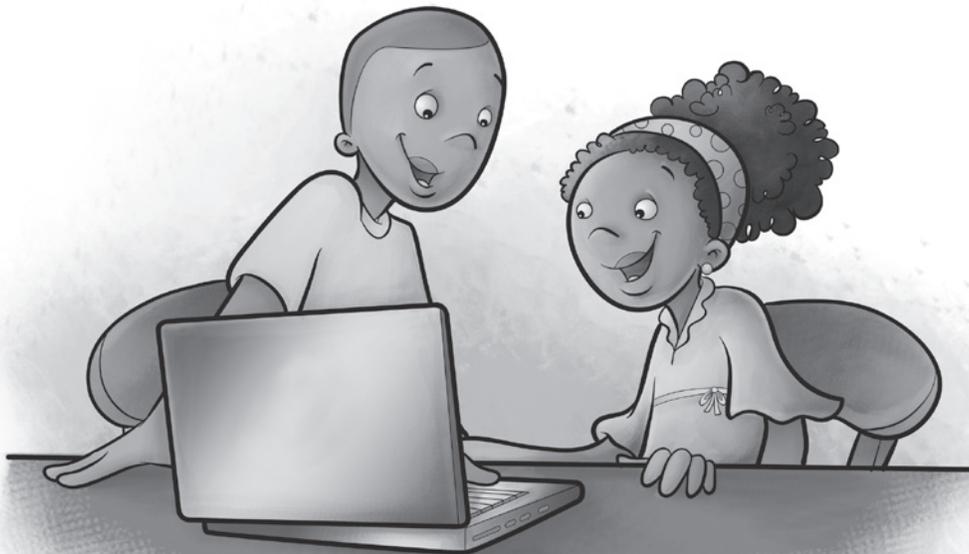
For a little while, nobody spoke much. Nicole, Anthony, and their mom read the labels on different computers. There were all sorts of models, too. After a while, the family found three computers they liked. All three would do the things the family needed. Everyone agreed on those models. Then, their mom asked a salesperson to answer some questions.

The salesperson answered her questions. She even let Nicole and Anthony try out the computers. Then, Nicole and Anthony talked with their mom. They liked all three models. But they finally agreed on the best one for them. Their mom told the salesperson which computer they wanted. Then she paid for it.

Finally, they finished buying the computer. Nicole and Anthony wanted to look around more. They liked the computer store and they wanted to see what else was there. But their mom said, "We should get going. I want to get this home and set it up. I want to make sure it will work properly."

Nicole and Anthony were eager to try out their new computer, so they didn't argue with their mom. When they got home, their mom set up the computer and everyone got to try it. It worked perfectly! Their mom said, "Now you two won't fight over the computer anymore."

"No," agreed Anthony. "Now we'll just fight over who gets to use the new one."



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "A New Computer" and then answer the questions.

1. Which of these is the first thing the family does at the computer store?

- (A) They try out a computer.
- (B) They read labels on computers.
- (C) They ask the salesperson some questions.
- (D) They bring their new computer home.

2. What does the title tell you about the topic of this text?

- (A) It's about a trip to a dairy farm.
- (B) It's about the first day in a new school.
- (C) It's about buying a new computer.
- (D) It's about a trip to the beach.

3. Which is an appropriate purpose for reading this text?

- (A) for enjoyment
- (B) to compare different computer brands
- (C) to learn about computer technology
- (D) to understand why Nicole wants a new computer

4. How do Nicole and Anthony feel about the new computer?

- (A) excited
- (B) afraid
- (C) furious
- (D) bored

5. Why doesn't their mom want Nicole and Anthony to look around the computer store?

- (A) She is angry with Nicole and Anthony.
- (B) She wants to buy more things.
- (C) She wants to get the new computer set up.
- (D) She is afraid Nicole and Anthony will get lost.

6. Which would you probably **not** find at this store?

- (A) mouse pads
- (B) printers
- (C) keyboards
- (D) sneakers

7. Which theme applies to this text?

- (A) Trust your instincts.
- (B) Gather information before you buy.
- (C) Computers are difficult to understand.
- (D) Labels make no sense.

8. Which text has a similar theme?

- (A) an article about shopping malls
- (B) a story about family vacations
- (C) a story about thinking through a big decision
- (D) a story about siblings arguing

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

The Kalahari Desert spans three African countries; it goes across Botswana, Namibia, and South Africa. The Kalahari Desert is a very special place. Like other deserts, it has sand. And like other deserts, it can get dry and very hot. But the Kalahari is not just a large, empty land. And it does not have only sand dunes. Unlike many deserts, the Kalahari gets some rainfall. There are some woodlands and some dry grasslands, too. When the summer rains come, flowers and plants bloom. Water holes fill up.

Many different kinds of animals live in the Kalahari. When it is very hot and dry, these animals find ways to stay cool. When it rains, they go to the watering holes to drink.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. On which continent would you find the Kalahari Desert?

- (A) Asia
- (B) Africa
- (C) North America
- (D) Australia

2. Which is **not** a fact about the Kalahari Desert?

- (A) Many kinds of animals live there.
- (B) It is a very large desert.
- (C) It is in three countries.
- (D) It has only sand dunes.

3. Which of these words is a preposition?

- (A) and
- (B) Kalahari
- (C) across
- (D) goes

4. What does the word *spans* mean?

- (A) goes across
- (B) is hot
- (C) rains
- (D) goes under

5. What does the phrase *different from* mean?

- (A) similar
- (B) like
- (C) unlike
- (D) empty

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5  
Total

The Kalahari Desert can get very hot. Summer is the hottest season there. The Kalahari is in the Southern Hemisphere. So, its seasons are different from the Northern Hemisphere. There, summer lasts from November to March. Winter lasts from May to August. In the summer, temperatures can rise to over 100 degrees during the day. At night, they go down to around 68 or 70 degrees. In the winter, temperatures during the day are about 77 degrees. But the nights can get very, very cold. Temperatures can drop to 14 degrees! The Kalahari is a desert, but it does get rain. The rain is usually not steady. Instead, it comes in thunderstorms. When it rains, dry water holes fill up. So do lakes. Flowers and plants bloom. Animals come to drink. The rainy season is between November and April. The rainiest month is usually April.

1. What is this text mostly about?

- (A) the climate of the Kalahari
- (B) the animals in the Kalahari
- (C) rain
- (D) the seasons

4. Which is an antonym of *bloom*?

- (A) grow
- (B) flower
- (C) wither
- (D) blossom

2. Why does the Kalahari Desert have seasons that are different from the Northern Hemisphere?

- (A) It is a dry desert.
- (B) It is very large.
- (C) It is in the Southern Hemisphere.
- (D) The rain comes in thunderstorms.

5. If the rainiest month is usually April, then the word *usually* tells you what?

- (A) April is always the rainiest month.
- (B) April is most often the rainiest month.
- (C) It never rains in April.
- (D) There is no rain in the Kalahari.

3. Which is an independent clause?

- (A) holes
- (B) dry water
- (C) when it rains
- (D) dry water holes fill up

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

The Kalahari Desert can be very hot and dry. But many kinds of animals and plants make their home there. They have found ways to stay cool and get enough water. One animal that lives in this desert is the Kalahari lion. This lion is a big cat, like other lions. But it hunts for animals smaller than the ones that other lions hunt. That is because most Kalahari animals are small. The male Kalahari lion has a black mane. Another animal that lives in this desert is the *gemsbok*. It is a large antelope. Gemsboks can live for a long time without drinking water. They get the water they need from the plants they eat. Many desert trees live in the Kalahari, too. For example, the camelthorn tree makes nutrients for other plants. Those plants become food for animals. The camelthorn tree also offers shade.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** What is a *gemsbok*?

- (A) It is a tree.  
 (B) It is a lion.  
 (C) It is a plant.  
 (D) It is a large antelope.

**4.** Which word is an adjective?

- (A) lion  
 (B) black  
 (C) also  
 (D) hunt

**2.** Which one of these does **not** live in the Kalahari Desert?

- (A) camelthorn tree  
 (B) Kalahari lion  
 (C) gemsbok  
 (D) otter

**5.** Which word describes the tone of this text?

- (A) factual  
 (B) angry  
 (C) funny  
 (D) persuasive

**3.** How many syllables are in the word *nutrients*?

- (A) one syllable  
 (B) two syllables  
 (C) three syllables  
 (D) four syllables

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## MARVELOUS MEERKATS

Living in the Kalahari Desert isn't easy, but meerkats do it very well. Meerkats are small, furry mammals about two feet long. They are members of the mongoose family. They have sharp claws that are used for digging burrows and looking for food. Meerkats have long tails; they use their tails for balance so they can stand upright. Meerkats need to stand upright so that they can watch for danger.

Meerkats are built for life in the harsh desert. They live in underground tunnels. Their eyes have dark circles that act like sunglasses. They have special patches of skin on their bellies that absorb the sunlight, which they use to stay warm during the cold desert nights.

Meerkats are social animals. They live in groups called "mobs" or "gangs." Meerkat mobs work together to stay alive. For example, meerkats look for food during the day. When they are hunting, some meerkats stand guard to watch for enemies. Hawks and eagles like to eat meerkats; so do some other animals. So, meerkats always have to be on the lookout. If there is danger, the guards call out an alert. Then, all the meerkats return to their den.

Meerkats raise their young together, too. Baby meerkats are very tiny when they are born. Their eyes are closed and they are helpless. So the adult meerkats all take turns babysitting. They all work together as a team to take care of the baby meerkats. They teach the babies how to look for food and watch out for enemies. Baby meerkats take about a year to mature into adults.

What do meerkats enjoy eating? They usually eat bugs and small rodents, such as mice. Sometimes they eat small snakes, and they can even eat the poisonous scorpion. Its poison does not make them sick. Meerkats are very well adapted for their desert life!



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Marvelous Meerkats" and then answer the questions.

**1.** Why do meerkats need sharp claws?

- (A) They use their claws for swimming.
- (B) They use their claws to dig burrows.
- (C) They use their claws to take care of the babies.
- (D) They use their claws to climb trees.

**2.** Which of these is a topic sentence?

- (A) They live in underground tunnels.
- (B) Their eyes have dark circles that act like sunglasses.
- (C) Then, they can stay warm during the cold desert night.
- (D) Meerkats are built for life in the harsh desert.

**3.** The author wants the reader to

- (A) learn about snakes and mice.
- (B) raise a meerkat.
- (C) learn about meerkats.
- (D) live in the desert.

**4.** Which inference can be made about why meerkats live in underground tunnels?

- (A) They are too large to live above ground.
- (B) They cannot see.
- (C) Tunnels help them keep warm during the cold desert night.
- (D) They do not like sunlight.

**5.** Which of these words describes meerkats?

- (A) solitary
- (B) social
- (C) huge
- (D) slow

**6.** Which statement is most likely true?

- (A) Meerkats do not need a lot of water.
- (B) Meerkats are good swimmers.
- (C) Meerkats have thick winter coats.
- (D) Meerkats lay eggs.

**7.** Which of the following is **not** a supporting detail from the text?

- (A) Adult meerkats take turns babysitting the young.
- (B) Meerkats eat bugs and small rodents.
- (C) Meerkats have short tails.
- (D) Meerkats live in underground tunnels.

**8.** Which sentence from the text is a good summary of the text?

- (A) Meerkat mobs work together to stay alive.
- (B) They live in underground tunnels.
- (C) What do meerkats enjoy eating?
- (D) Meerkats are very well adapted for their desert life!

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

There was only one week left of summer vacation. Logan was ready to go back to school, but he still wanted to have some summer fun. So he asked his father if the family could spend a day at Wet World. Wet World was a water park about two hours from where Logan lived. He had never been there, but his friends had told him that it was a lot of fun. When Logan asked his father about going, his dad responded, "That sounds like a terrific idea! If you want to, we can invite Kevin."

Kevin was Logan's best friend, so Logan was especially glad that his dad had mentioned him. "I'll call him and ask," Logan said happily. *This is going to be a great time*, he thought as he picked up the telephone.

1. In which season does the text take place?

- A winter
- B spring
- C summer
- D fall

2. How does Logan feel when his dad mentions Kevin?

- A worried
- B angry
- C jealous
- D happy

3. Which word has the same root word as *especially*?

- A species
- B espadrille
- C specialized
- D spectator

4. Which is a synonym for *responded*?

- A requested
- B answered
- C called
- D wondered

5. What is the name *Wet World* is an example of?

- A alliteration
- B a simile
- C a metaphor
- D personification

**SCORE**1.  Y  N2.  Y  N3.  Y  N4.  Y  N5.  Y  N

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Logan called his best friend, Kevin, with an invitation to a water park. "It'll be great," Logan promised Kevin. Then he added, "My dad says we'll leave in the morning and get to Wet World by about ten thirty. Then we'll have the whole day there, because the park doesn't close until eight."

"Excellent," Kevin said excitedly. "Just hang on a minute while I ask if I can go." Logan agreed; then he heard a dull thud as Kevin put the telephone down. In a few minutes, Logan heard Kevin's voice again. "They're letting me go!" he practically shouted to Logan. Logan was so happy that Kevin's parents had given him permission that he almost hung up. Just in time, he remembered he was still on the telephone.

"This is going to be amazing," Logan said happily.

1. Why does Logan call Kevin?

- (A) to invite him to Wet World
- (B) to ask for directions to Wet World
- (C) to get help with homework
- (D) to ask where Kevin lives

2. Why are Kevin and Logan both happy at the end?

- (A) Kevin won a big prize.
- (B) They are not going to Wet World.
- (C) Kevin is allowed to go to Wet World.
- (D) Logan gets angry at Kevin.

3. Which definition of the word *letting* is used in this text?

- (A) refusing
- (B) asking
- (C) allowing
- (D) renting

4. What does the phrase *hang on* mean in this text?

- (A) to hold something
- (B) to wait
- (C) to get through something
- (D) to dangle

5. What is the word *thud* an example of?

- (A) a metaphor
- (B) personification
- (C) a simile
- (D) onomatopoeia

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Logan checked his backpack carefully. He wanted to make sure he had put in everything he wanted. His dad had agreed to take the family to Wet World for the day. He had even let Logan invite his best friend, Kevin. Logan didn't want to forget anything, so he looked through the things he had put in his backpack. There was a water bottle, a pair of sunglasses, and a camera. That should be enough. Besides, Logan wanted to leave room in the backpack for a souvenir. He wasn't sure if he wanted a T-shirt, a hat, or swim trunks... swim trunks! *That* was what he had forgotten! Quickly, Logan zipped up his backpack and then swiftly changed into his swim trunks. Now he was ready to leave.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. Which item is **not** in Logan's backpack?

- (A) a water bottle
- (B) a T-shirt
- (C) a pair of sunglasses
- (D) a camera

2. What is the setting?

- (A) at school
- (B) at Wet World
- (C) in the backyard
- (D) in Logan's room

3. What is the object of the sentence:  
*Logan checked his backpack carefully.*

- (A) backpack
- (B) checked
- (C) Logan
- (D) his

4. Which two words are synonyms?

- (A) *quickly and swiftly*
- (B) *quickly and carefully*
- (C) *checked and wanted*
- (D) *swiftly and ready*

5. Which of these is an example of onomatopoeia?

- (A) quickly
- (B) checked
- (C) zipped
- (D) Wet World

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## A DAY AT WET WORLD



Logan's father had taken the family to Wet World, a water park about two hours from where they lived. It had been a long drive, but the family was finally there. Logan was very excited because his dad had let him bring his best friend, Kevin, along.

Now, the two boys were trying to decide which ride they should visit first. "Let's go on the Giant Slide," Kevin suggested. "It looks like a lot of fun."

"It's kind of crowded, though," Logan pointed out. "We should probably go somewhere else for now and come back to the Giant Slide later."

"I guess so," Kevin agreed.

He and Logan discussed some of the other rides and finally settled on the Wild Raft Ride.

After the Wild Raft Ride, the boys debated whether they should go back to the Giant Slide or try the Super Soak Diving Tower. They chose the diving tower. When they got to the tower, they realized that it was a very long climb to the top. Neither boy wanted to admit feeling scared. But neither boy really wanted to dive from that height. For a minute, they looked at each other. "You go first," suggested Logan.

"No, you," Kevin insisted.

Suddenly each boy realized that the other was just as nervous. Finally, Logan said, "I'll go if you'll go. Follow me."

"It's a deal," said Kevin.

Slowly and uneasily, Logan and Kevin made their way to the top of the tower. Kevin said, "Go ahead, you can do it!" Logan nodded and, as quickly as he could, stepped to the edge of the diving board and jumped off. Kevin dove right behind him. When the two boys scrambled out of the water, they agreed that they had never had more fun.

"Let's do it again!" smiled Logan.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "A Day at Wet World" and then answer the questions.

**1.** Why don't Kevin and Logan go on the Giant Slide first?

- (A) Logan's dad does not want them to go on that ride.
- (B) They can't find the Giant Slide.
- (C) They are afraid to go on that ride.
- (D) The line is too long.

**2.** What is likely true about Kevin and Logan?

- (A) They are wearing fancy clothes.
- (B) They are covered with mud.
- (C) They are covered with snow.
- (D) They are very wet.

**3.** Which purpose for reading is most appropriate for this text?

- (A) to be entertained
- (B) to learn facts about geography
- (C) to be persuaded to try something new
- (D) to understand how two things compare and contrast

**4.** Which inference can be made, based on the text?

- (A) The boys are not nervous after the dive.
- (B) The water is too cold for diving.
- (C) The rain is ruining the day.
- (D) Logan's dad does not want him to dive.

**5.** Why do you think Logan wants Kevin to follow him?

- (A) so Kevin can take a picture of him
- (B) so he will have more time to practice
- (C) so he will not feel so nervous
- (D) so he can watch Kevin dive first

**6.** What is the weather probably like in this text?

- (A) very rainy
- (B) snowy and cold
- (C) sunny and hot
- (D) icy and windy

**7.** What do the boys learn from each other in this text?

- (A) Diving from the Super Soak Diving Tower is too hard for them.
- (B) Trying something new can be fun, even if it is a little scary.
- (C) They cannot trust each other.
- (D) Wet World is very dangerous.

**8.** Which text has a similar theme?

- (A) a letter to an editor about water safety
- (B) a menu
- (C) a joke book
- (D) a story about friendship

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Have you ever wondered about where we get our food? All living things require energy to survive. They receive that energy from food. All living things depend on one another for food. Some living things are *producers*. Producers are living things that make their own food; they do not need to find food. Flowers, trees, and other plants are producers. They get energy from sunlight and use that energy to make their own food. Producers are extremely important. They are the only living things that can create their own food. All other living things depend on them for nourishment. That is why we must take good care of our forests, grasslands, and plants; without them, we could not survive.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** What is this text about?

- (A) sunlight
- (B) habitats
- (C) the environment
- (D) producers

**2.** How do flowers, trees, and other plants make their food?

- (A) They get their food from other plants.
- (B) They must find food.
- (C) They use energy from sunlight.
- (D) They use air to make food.

**3.** Which word is defined as a living thing that makes its own food?

- (A) energy
- (B) a producer
- (C) sunlight
- (D) a living thing

**4.** Which is a synonym for *depend*?

- (A) rely
- (B) avoid
- (C) bake
- (D) make

**5.** Which word describes the tone of this text?

- (A) factual
- (B) angry
- (C) funny
- (D) persuasive

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Most living things cannot make their own food; they have to forage for food instead. Living things that must find food are called *consumers*. *Consume* is another word for *eat*. Some consumers eat only plants—they are called *herbivores*. Deer are herbivores, and so are cows and horses. Other consumers eat only animals—they are called *carnivores*. Lions are carnivores, and so are sharks, eagles, and hawks. Eagles and hawks eat snakes and insects. They also eat small animals. Some consumers eat plants and animals. They are called *omnivores*. Many people are omnivores because they eat meat as well as fruits and vegetables. Humans are not the only omnivores. Bears are omnivores, too. So are apes and monkeys.

**1.** What is the text about?

- (A) consumers  
(B) apes  
(C) deer  
(D) plants

**2.** What does a *carnivore* eat?

- (A) both meat and plants  
(B) only plants  
(C) only meat  
(D) nothing

**3.** Which word has the same root word as *consumers*?

- (A) summers  
(B) consumption  
(C) consent  
(D) resume

**4.** What is a living thing that eats only plants called?

- (A) an eagle  
(B) an omnivore  
(C) a carnivore  
(D) a herbivore

**5.** Which phrase compares two objects?

- (A) *not the only*  
(B) *and so are*  
(C) *cannot make*  
(D) *another word*

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Every living thing dies. After a living thing dies, what happens to it? It *decomposes*, or breaks down. But it cannot do that alone. We need decomposers to break down living things after they die. *Decomposers* break down dead material and use some of it for food. They turn the rest of the dead material into nutrients. Then, those nutrients become part of the soil. That is how trees, flowers, and other plants get nutrients. Flies are decomposers; so are worms and many kinds of insects. Bacteria are decomposers, too, and so are fungi. All of them break down dead material and turn it into nutrients that trees, flowers, and other plants can use. Decomposers such as flies and worms are not very big. But they are very important. Just imagine what the world would be like without them!

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** What is the topic of the text?

- (A) nutrients  
 (B) decomposers  
 (C) bacteria  
 (D) flowers

**2.** Why do we need decomposers?

- (A) They break down dead material and make nutrients.  
 (B) They are smaller than other living things.  
 (C) They eat insects.  
 (D) They are much larger than other living things.

**3.** How many predicates are in the following sentence: *Decomposers break down dead material and use some of it for food.*

- (A) three  
 (B) one  
 (C) none  
 (D) two

**4.** Which word means *to break down*?

- (A) bacteria  
 (B) nutrient  
 (C) decompose  
 (D) imagine

**5.** Which word is plural?

- (A) decomposes  
 (B) dies  
 (C) fungi  
 (D) happens

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## WE ARE ALL CONNECTED

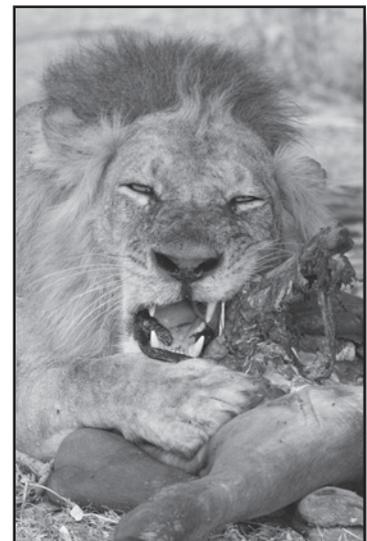
What do you have in common with an oak tree? Humans and oak trees are both important parts of the food web. Every living thing is part of this web of life, and every living thing depends on other living things in the web. Producers, consumers, and decomposers work together. They need each other.

Producers need decomposers. For example, a tree is a producer. A worm is a decomposer. When worms break down dead material, they create nutrients. They add those nutrients to the soil. The tree then uses the nutrients in that soil to create food. Producers also need consumers. When a consumer such as a lion dies, it leaves dead material behind. That dead material becomes nutrients that trees use.

Consumers need producers. Zebras are consumers. Plants are producers. Zebras eat plants. Lions are consumers, too. They eat zebras. Without the plants, there would be no zebras, so lions need plants, too. Consumers also need decomposers. Worms and insects are decomposers. Without worms and insects, there would be no nutrients in the soil. Trees and other plants could not grow, so zebras would have nothing to eat. Without zebras and other smaller animals, lions could not eat.

Decomposers need producers and consumers. Decomposers need dead material that they can use for food. They get that dead material from producers and consumers that have died. When a tree or a zebra dies, decomposers such as worms use that dead material. They use some of it for food. They turn the rest into nutrients.

If you took away all of the decomposers, there would be no nutrients. So there would be no producers. That would mean that consumers would have nothing to eat. If you took away all of the producers, there would not be food for the consumers to eat. And if you took away all the consumers, there would not be dead material to make nutrients. Every part of the food web is important.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "We Are All Connected" and then answer the questions.

**1.** Which happens first?

- (A) The zebra eats the plant.
- (B) The zebra dies.
- (C) A plant grows.
- (D) A worm decomposes the zebra.

**2.** This text is an example of which text structure?

- (A) chronological order
- (B) argument and support
- (C) cause-and-effect
- (D) compare and contrast

**3.** Which purpose for reading is most appropriate for this text?

- (A) I want to know why spiders weave webs.
- (B) I want to know how living things are connected and work together.
- (C) I want to learn how zebras and lions are similar and different.
- (D) I want to know why trees are green.

**4.** Which statement is true?

- (A) Humans are nutrients.
- (B) Humans are decomposers.
- (C) Humans are producers.
- (D) Humans are consumers.

**5.** Which would a decomposer likely want to eat?

- (A) a dead tree
- (B) a living flower
- (C) a rock
- (D) a piece of paper

**6.** Imagine that there were no zebras. What do you think would happen?

- (A) There would be more lions.
- (B) There would not be as many lions.
- (C) There would be more zebras.
- (D) There would be no more trees.

**7.** What happens without decomposers?

- (A) dead material is broken down
- (B) lions eat trees
- (C) more trees grow
- (D) trees cannot grow

**8.** Which is true about producers?

- (A) They make their own food.
- (B) They break down material into nutrients.
- (C) They eat consumers.
- (D) They are not important.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Denise went shopping with her parents and her little sister. After buying what they needed, everyone was hungry, so they decided to stop for some lunch. They found a restaurant and ordered their food. They were just preparing to eat when Denise noticed a bicycle shop next door. "Can we please check out the bike shop?" she pleaded.

"Denise, honey, we can't afford a bike right now," her mom said. "It might be possible for your birthday, but not at the moment."

"I know bikes are expensive," Denise answered, "but couldn't we at least go look?"

Her dad and mom finally agreed, so when the family had finished eating, they went over to the bike shop. "Hey, look!" Denise exclaimed, "They're having a contest! All you have to do is fill out an entry form and you can win a bike! Maybe I can get a bike after all!"

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. What are Denise and her family doing?

- (A) sleeping
- (B) shopping and eating
- (C) biking
- (D) cooking and watching TV

2. How does Denise think she can get a bike?

- (A) She can ask her parents for a bike.
- (B) She can save up her money.
- (C) She can ask her grandparents for a bike.
- (D) She can win a contest.

3. The words *can't afford* tell the reader that which statement is true?

- (A) The family has too many bikes.
- (B) Denise cannot ride a bike.
- (C) The family does not have the money for a bike.
- (D) Mom is too busy to buy a bike.

4. Which is a synonym for *preparing*?

- (A) getting ready
- (B) finishing
- (C) being afraid
- (D) running

5. Which phrase also means *right now*?

- (A) in a few years
- (B) never
- (C) tomorrow
- (D) at the moment

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**Win a fabulous bike! Enter before September 9.**

We're giving away a SuperFlyer bicycle. One lucky person will win. You could be that person! All you have to do is fill out an entry form with your name, address, telephone number, and age. On September 10, we will draw three names. The grand-prize winner will get a cool new bike! The second prize winner will get a \$50.00 gift card! The third prize winner will get a \$10.00 gift card! Good luck to everyone!

**Entry Form**

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Age \_\_\_\_\_

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

Total

**1.** What is this text about?

- (A) a contest  
 (B) a party  
 (C) a vacation  
 (D) a tryout

**2.** What will the grand-prize winner get?

- (A) a gift card  
 (B) an entry form  
 (C) a bike  
 (D) a pair of shoes

**3.** Which part of speech is the word *lucky*?

- (A) a verb  
 (B) an adjective  
 (C) a noun  
 (D) an adverb

**4.** Which is a synonym for *fabulous*?

- (A) difficult  
 (B) ancient  
 (C) ugly  
 (D) wonderful

**5.** Which of these words means *fill out*?

- (A) empty  
 (B) complete  
 (C) erase  
 (D) ask

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Denise was just getting ready to meet her friend Gina when her telephone rang. Denise answered the phone briskly, "Hello?"

"Hello, may I speak with Denise Myers, please?" said the caller.

"This is Denise," she replied.

"Denise, this is Mike Terry, manager of the bike shop. I'm calling to let you know that you're the grand-prize winner of our contest! Congratulations—you've won a bike!"

Denise was so overjoyed that she almost dropped the telephone, but she held on to it. She even remembered to thank the manager before she hung up. "Wow, do I ever have some news for Gina!" she exclaimed as she raced out of the house.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** Why is Denise overjoyed?

- (A) Gina gave her a present.  
 (B) She got a good grade on a test.  
 (C) She won a bike.  
 (D) She went to the bike shop.

**4.** If someone has *raced* out of the house, how did he or she leave?

- (A) slowly  
 (B) in tears  
 (C) at night  
 (D) very quickly

**2.** What is the setting?

- (A) the bike shop  
 (B) Denise's house  
 (C) school  
 (D) a park

**5.** Which word or phrase could use an exclamation point to show feeling?

- (A) *this is Mike Terry*  
 (B) *may I speak with Denise*  
 (C) *congratulations*  
 (D) *Denise answered the phone*

**3.** Which word is a compound word?

- (A) overjoyed  
 (B) telephone  
 (C) winner  
 (D) manager

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## A SPECIAL PRIZE

Denise had wanted a bike for a long time, but she knew bikes were expensive. That didn't stop her from wanting one, though. So one day, she filled out an entry form for a contest to win a bike. To her surprise, Denise was the grand-prize winner—she won the bike! Denise's parents and her sister, Tasha, went with Denise to the bike shop to get her bike. It was going to be beautiful, too—all silvery and shiny, with blue trim. While they were at the bike shop, Denise's parents also got her a bicycle helmet, since she didn't have one. Tasha sadly said, "I wish I were getting a bike! You're so lucky."

"You'll get one, Tasha," said Denise. "Maybe Mom and Dad will even get you one for your birthday."

The store manager helped Denise's dad put the bicycle in the back of the car. Then, the family went home. Denise's dad promised he would put the bike together after dinner. When dinner was over, he got to work and within a half-hour, the bike was ready to ride. Her dad called upstairs for Denise, and she ran downstairs, taking the steps two at a time with Tasha right behind her.

The bicycle really was magnificent, and Denise couldn't wait to ride it. But then she saw Tasha gazing longingly at it. She imagined how she would feel if Tasha had gotten a new bike. After a moment, she asked, "You want to try it out first, Tasha?"

"You really mean it?" Tasha asked, looking up hopefully.

"Yeah, I mean it," Denise said, grinning at her sister.

Tasha threw her arms around Denise and then carefully strapped on the helmet. She hopped onto the bike and was soon riding up and down the street as proud as a peacock. Denise didn't mind; there was plenty of time for her to ride her bike.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "A Special Prize" and then answer the questions.

1. Why does Denise go downstairs so quickly when her dad calls on her?

- (A) She is angry with her dad.
- (B) She is afraid of something.
- (C) She is in a hurry to ride her bike.
- (D) She is late for school.

2. Based on the title and the illustration, what could the reader predict the prize is?

- (A) a new sweatshirt
- (B) a helmet
- (C) a bike
- (D) money

3. Which purpose for reading is most appropriate for this text?

- (A) to find out who won a special prize
- (B) to learn how to win a special prize
- (C) to learn about a famous person's special prize
- (D) to make my own special prize

4. How are Denise's parents likely feeling when she lets Tasha ride first?

- (A) proud
- (B) angry
- (C) ashamed
- (D) upset

5. Why does the author use the word *longingly* to describe the way Tasha looked at the bike?

- (A) to describe how big the bike is
- (B) to express how much Tasha wants a bike, too
- (C) to remind the reader that Tasha is tall
- (D) to share how much the sisters do not like each other

6. Why didn't Denise's dad put the bike together at the bike shop?

- (A) The bike would have broken.
- (B) Tasha would have gotten a bike, too.
- (C) Denise wouldn't have needed a helmet.
- (D) The bike would not have fit in the car.

7. Understanding what it is like to want something helps readers know

- (A) how to put a bike together.
- (B) how Tasha feels about Denise's bike.
- (C) why Denise needs a helmet.
- (D) why the family goes to the bike shop.

8. Which type of text would most likely have a similar theme to this text?

- (A) a manual for putting together a bike
- (B) a text about how bikes were invented
- (C) a poem about having a sibling
- (D) an advertisement for a toy store

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

It's important to know how much things cost. That way, you can use your money wisely. An item's price tag has what you need. But stores also offer discounts, or sales. Then you need to find out what something costs after the discount. For example, say you want to buy a DVD. That DVD costs \$24.00, but one company is offering a 10 percent discount. How much will it cost after the discount? It is easy to find out. First, change 10 percent to a dollar amount. Ten percent of \$24.00 is \$2.40. Now, subtract that \$2.40 from the original \$24.00. If the DVD you want is offered at a 10 percent discount, your final cost will be \$21.60.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. What is the first step in figuring out what a price will be after a discount?

- (A) Pay the final cost of the item.
- (B) Subtract the discount amount from the original price.
- (C) Convert the percentage discount to a dollar amount.
- (D) Buy a DVD.

2. When does a shopper need to calculate what something will cost?

- (A) when wasting money
- (B) when wanting to buy a DVD
- (C) when reading a price tag
- (D) when a store offers a discount

3. Which word shares the same root word as *reduced*?

- (A) reduction
- (B) redden
- (C) redo
- (D) duck

4. Which is a synonym for *calculate*?

- (A) cost
- (B) discount
- (C) buy
- (D) figure out

5. What is true about an item's *final cost*?

- (A) It is always on the price tag.
- (B) It is the price after the discount.
- (C) It is too expensive.
- (D) It is the price before the discount.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Occasionally, stores have discounts if you buy more than one of an item. Here is how those discounts work: Suppose you are buying jeans. One pair of jeans costs \$32.00. But the store is now offering a deal: two pairs of jeans for \$50.00. It costs more to buy two pairs of jeans than one pair. However, if you buy two pairs of jeans for \$50.00, each pair costs \$25.00 instead of \$32.00. You may actually be better off spending more to buy two pairs of jeans at the lower price.

1. Which of these is the topic sentence of this paragraph?

- (A) Occasionally, stores have discounts if you buy more than one of an item.
- (B) Suppose you are buying jeans.
- (C) Here is how those discounts work.
- (D) If you buy two pairs of jeans for \$50.00, each pair costs \$25.00 instead of \$32.00.

2. What is the main idea of this paragraph?

- (A) Occasionally, stores offer special discounts.
- (B) Your favorite kind of jeans cost \$32.00.
- (C) You can sometimes save money when you buy more than one of something.
- (D) You will not save any money if you buy two of something.

3. What does the word *occasionally* tell readers about when stores offer discounts?

- (A) always
- (B) sometimes
- (C) never
- (D) used to

4. Which is a synonym for *actually*?

- (A) sadly
- (B) happily
- (C) never
- (D) really

5. What do the words *occasionally*, *actually*, and *carefully* have in common?

- (A) They are all nouns.
- (B) They are all adjectives.
- (C) They are all adverbs.
- (D) They are all pronouns.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

One way you can spend your money wisely is to buy larger packages of things. For example, suppose you want to buy food for your puppy. At the store, you find that a 4.4-pound bag of dog food costs \$5.24 and a 17.6-pound bag costs \$12.44. The larger bag of food costs more than the smaller bag. But if you think about it, you are spending your money wisely if you buy the bigger bag. Here is why: If you buy the smaller bag of food, you are paying \$1.19 per pound, but if you buy the larger bag, you pay \$0.71 per pound. You are getting more food for your money if you buy the larger bag.

**1.** What does the first sentence of the text tell you about how a person can spend money wisely?

- (A) by buying puppy food
- (B) by buying larger packages of things
- (C) by buying the smallest package available
- (D) by getting a new puppy

**2.** How does purchasing a small bag of puppy food compare to purchasing a larger bag?

- (A) You pay more per pound for the small bag of puppy food.
- (B) You pay less per pound for the small bag of puppy food.
- (C) You pay the same.
- (D) You pay nothing.

**3.** What does the word *per* mean?

- (A) poor
- (B) puppy food
- (C) for each
- (D) pound

**4.** In the first sentence, what word does *wisely* tell the reader more about?

- (A) your
- (B) way
- (C) money
- (D) spend

**5.** How are the words *bigger* and *larger* related?

- (A) They are examples of alliteration.
- (B) They are similes.
- (C) They are synonyms.
- (D) They are antonyms.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## SMART MONEY

Have you ever considered the way you spend your money? What do you buy? When do you buy? It is important to use your money wisely. Then, you will have enough for the things you want. You can make smart decisions about your money. All it takes is some careful, smart thinking.

One way to be smart with your money is to shop around before you buy. Visit more than one store, check the prices at each store, and try not to be in a hurry to buy. You do not have to buy at the first store you visit; another store might have what you want at a lower price. You can even check online and compare prices.

Another way to be smart with your money is to wait for a sale. Many stores offer special discounts. For example, suppose you want to buy a camera. Wait until a store has a sale. You can save 20 percent, 30 percent, or more on the price of the camera by waiting for a sale. Some stores also offer a discount if you buy more than one of an item. So, look for sales offering a lower price per item if you buy two of that item. You could save money.

You can also use your money wisely by buying larger sizes of things. For instance, large bags of dog food usually cost less per pound than small bags cost. A large pack of pens usually costs less per pen than a small pack of pens. So, even though you may spend more on a large size, you are really saving money per item.

You can learn to be smart with your money. It takes some practice, and it takes patience. You cannot always have what you want right away. But if you are patient, you will save money. Then, you will have more money to spend on what you want.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Smart Money" and then answer the questions.

**1.** Which is one way to save money?

- (A) by shopping at only one store
- (B) by buying everything you want
- (C) by purchasing small packages of items
- (D) by shopping during sales

**2.** How could people spend too much money?

- (A) by shopping in a hurry
- (B) by buying larger sizes
- (C) by waiting for sales
- (D) by looking for discounts

**3.** What is the author's purpose?

- (A) to tell how to get somewhere
- (B) to get you to travel
- (C) to tell you how to do something
- (D) to tell a personal story

**4.** Which is **not** a topic sentence?

- (A) Another way to be smart with your money is to wait for a sale.
- (B) A large pack of pens costs less per pen than a small pack of pens.
- (C) You can make smart decisions about your money.
- (D) One way to be smart with your money is to shop around before you buy.

**5.** Where does the text offer suggestions for how to be smart with your money?

- (A) the introduction
- (B) the conclusion
- (C) the three body paragraphs
- (D) the topic sentence

**6.** What is likely true about people who are smart with their money?

- (A) They are impatient.
- (B) They are patient.
- (C) They are jealous.
- (D) They are lazy.

**7.** How might you summarize this text for someone who has not read it yet?

- (A) It tells how to get to a store.
- (B) It tells what to do if you win money.
- (C) It tells how to find a new camera.
- (D) It tells ways to use money wisely.

**8.** Which is a good summary of the author's lesson in this text?

- (A) Being careful with money is wise.
- (B) It is not important to save money.
- (C) Comparing prices takes patience.
- (D) It is not a good idea to wait for a sale.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Evan looked up at the clock in the school gymnasium. It was already nearly five o'clock. He would have to leave soon to be home in time for dinner. Evan had been practicing basketball and had lost track of the time. Now he would have to hurry. He had heard that there was a shortcut from his school to his street, so today he decided he would take it. He changed into his regular clothes, put his sneakers back on, and started for home. The shortcut led through a small park that Evan had never seen before, and he wanted to stop and explore. But he knew he would be late if he did, so he hurried home. Tomorrow, he promised himself, he would look around that park.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** Which word tells a reader the most about this text?

- (A) shortcut
- (B) explore
- (C) park
- (D) five

**2.** Which event happens first?

- (A) Evan changes into his regular clothes.
- (B) Evan promises himself to look around the park.
- (C) Evan discovers a small park.
- (D) Evan decides to take a shortcut.

**3.** Which definition of *park* is used in this text?

- (A) settle
- (B) a road
- (C) leave your car
- (D) a place to play

**4.** What does it mean to take a *shortcut*?

- (A) to take a new way somewhere
- (B) to take a longer way somewhere
- (C) to take a shorter way somewhere
- (D) to take a dangerous way somewhere

**5.** What does it mean to *lose track of time*?

- (A) to know what time it is
- (B) to not pay attention to the time
- (C) to not be able to find a clock
- (D) to buy a new clock

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

As soon as school ended, Evan hurriedly got his books and assignments together. He put them in his backpack and zipped it up, and then he quickly exited the building. He headed for a small park that he had found the day before. The park had a small, clear pond, plenty of trees, and some grassy areas, too. There were even some geese and ducks occupying the pond. Evan didn't notice anyone in the park that day; he had it all to himself. For an hour, he explored, wandering all over the park. Then he noticed the sun beginning to set. It was getting cooler, too. It was time for him to think about getting home. He gathered his jacket tighter around him, quickly threw his hood over his head, and went on his way. He would definitely be back.

1. Which is **not** at the park?

- (A) geese
- (B) a pond
- (C) trees
- (D) rabbits

2. What is the setting?

- (A) a bus
- (B) Evan's house
- (C) a park
- (D) the mall

3. What do context clues tell you about the meaning of the word *occupying*?

- (A) The ducks and geese are flying over the pond.
- (B) The ducks and geese are living on the pond.
- (C) The ducks and geese are near the pond.
- (D) The ducks and geese are afraid of the pond.

4. Which is an antonym of *exited*?

- (A) ignored
- (B) saw
- (C) left
- (D) entered

5. What is the tone of this text?

- (A) happy
- (B) sad
- (C) guilty
- (D) suspicious

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

One Saturday morning, Evan decided to take his skateboard over to the new park he had recently discovered. It was a beautiful day, and he couldn't wait to get outside. After he dressed and ate breakfast, he got his skateboard and helmet. Then he walked over to the park. There were a lot of people there today. For a while, Evan rode around the park on his skateboard. Then he noticed a dirt path he hadn't seen before, sneaking through a small group of pine trees. He hopped off his skateboard and headed over to the path. He was curious about where it went. He wandered along the path for a short distance. Then he flopped down on the grass near one of the pine trees. He looked around, enjoying the view. He was happy he had stumbled onto this place.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** When does this text take place?

- (A) a Saturday afternoon
- (B) a Tuesday evening
- (C) a Saturday morning
- (D) a Sunday morning

**2.** Which does Evan enjoy?

- (A) being outdoors
- (B) skateboarding
- (C) exploring
- (D) all of the above

**3.** Which means *stumbled onto*?

- (A) found by accident
- (B) hurt
- (C) hidden
- (D) hurried through

**4.** Which is a synonym for *wandered*?

- (A) ran
- (B) skipped
- (C) strolled
- (D) slept

**5.** What is using the phrase *sneaking through* to describe the dirt path an example of?

- (A) a simile
- (B) alliteration
- (C) a metaphor
- (D) personification

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## AN ITCHY SURPRISE

Evan was preparing for bed when he noticed some red patches on his arms and hands. At first, he didn't worry about it, but soon, his arms and hands began to itch, so he went downstairs to tell his father about it. His dad examined the red patches and said, "It looks like some sort of rash."

"But how did I get it?" Evan wanted to know.

"Usually people get rashes because something irritates their skin or because they're allergic to something," his dad answered.

"But I'm not allergic to anything," Evan said. "How could I get a rash if I'm not allergic to anything?"

"Well, you could also get a rash if something irritates your skin. Sometimes laundry detergents do that," said his dad.

Evan checked, but the laundry detergent was the same brand the family always bought. He had never gotten a rash from it before, so that probably wasn't the problem. When he told his father, his dad said, "Sometimes people get rashes from plants, too. Have you been around different plants?"

"Well," Evan answered, "I've been spending time at that park a few blocks away. Maybe something there caused this."

"Maybe you're right," his dad said. "Tomorrow, we'll go take a look. For tonight, put some cream on your rash, and you'll probably feel better."

Evan followed his dad's advice, and finally drifted off to sleep.

The next morning, Evan and his father walked to the park Evan had discovered. Evan showed his dad the dirt path he had been exploring just a day earlier, and the two walked along it for a bit. Suddenly his dad stopped and pointed. "Is that where you were?" he asked. Evan nodded.

"Now I know what that rash is! It's poison ivy—see? There are some poison ivy plants right there."

Evan looked where his father was pointing and saw the plants with their three shiny dark green leaves. So that's what poison ivy looked like!

"Don't worry," his dad said. "We'll go to the drugstore and get you some medicine for that rash. You'll be fine in few days. But I wouldn't come this way again if I were you."



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "An Itchy Surprise" and then answer the questions.

- 1.** What is a reasonable prediction about this text based on the title?
- (A) The text is about a birthday present.  
(B) The text is about trees.  
(C) The text is about getting a rash.  
(D) The text is about a new friend.
- 2.** Where will Evan and his dad go next?
- (A) to school  
(B) to their house  
(C) to the mall  
(D) to the drugstore
- 3.** What is the author's purpose?
- (A) to inform  
(B) to persuade  
(C) to entertain  
(D) to scare
- 4.** How does the author show that the detergent didn't cause Evan's rash?
- (A) It is the same brand the family always uses, and he has never had a rash.  
(B) His clothes are not washed with laundry detergent.  
(C) He did not wash any of his clothes.  
(D) The laundry detergent bottle is full.
- 5.** What is another activity that Evan likely enjoys?
- (A) hiking  
(B) reading  
(C) playing video games  
(D) singing
- 6.** What do you predict Evan will do from now on?
- (A) He will go up the dirt path again.  
(B) He will stay away from poison ivy.  
(C) He will learn to ride a bicycle.  
(D) He will tell his father he does not have a rash.
- 7.** What does Evan learn in the text?
- (A) how to do laundry  
(B) where the nearest park is  
(C) what poison ivy looks like  
(D) where the drugstore is
- 8.** Which text has a similar theme?
- (A) a fictional story about a boy who thinks he sprained an ankle and tells his dad  
(B) a nonfiction text about native plants  
(C) a letter to a mayor about keeping parks clean  
(D) a medical book with pictures of a poison ivy rash

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Imagine a place where you can swim, take a boat or ferry ride, and visit a park—all in the same city! You don't have to imagine it—it's Auckland, New Zealand! Auckland is located on New Zealand's North Island. It is the biggest city in New Zealand. Auckland is sometimes called "The City of Sails." That is because it is famous for sailing and yacht races. Auckland is also home to Sky Tower. Sky Tower is the tallest building in the Southern Hemisphere. You can go to the top of Sky Tower and see for miles around. You can also go on a dolphin and whale-watching tour. Auckland has a zoo and many bike paths. There are many stores and restaurants. No matter what you like to do, you can find something fun to do in Auckland.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** What would be a good title for this text?

- (A) All About Auckland
- (B) Let's Visit Sky Tower!
- (C) The Story of New Zealand
- (D) The Best Bike Trails

**2.** Why is Auckland sometimes called "The City of Sails"?

- (A) It is located on the North Island.
- (B) It is the largest city in New Zealand.
- (C) It is famous for sailing and yacht racing.
- (D) You can go dolphin and whale watching.

**3.** Which part of speech is the word *imagine*?

- (A) an adjective
- (B) a noun
- (C) a verb
- (D) a pronoun

**4.** What is a *yacht*?

- (A) food
- (B) a boat
- (C) an animal
- (D) a shoe

**5.** Which word describes the tone of this text?

- (A) informative
- (B) serious
- (C) funny
- (D) depressing

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_\_ / 5  
Total

There is a sport that is played in over 100 countries. Can you guess what it is? It is played with fifteen players on each team. The object of the game is to carry the ball over the opponents' goal line. Have you guessed the sport yet? It's rugby! Rugby is extremely popular in many countries of the world. It is the national sport of New Zealand, South Africa, Wales, and other countries. Rugby is like American football in some ways, but many rules are different. For example, in both rugby and American football, the ball has an oval shape. Players try to carry it down the field. But there are different rules in each sport for how the ball can move. Rugby is getting more popular. In fact, it is so popular that it will be included in the 2016 Olympics!

1. Which of these is a topic sentence?

- (A) It is the national sport of New Zealand, South Africa, Wales and other countries.
- (B) Rugby is extremely popular in many countries of the world.
- (C) There is a sport that is played in over 100 countries.
- (D) It is played with fifteen players on each team.

2. Which statement is **not** true about rugby?

- (A) There are fifteen players on a team.
- (B) It is the national sport of several countries.
- (C) It will be included in the 2016 Olympics.
- (D) It is exactly like American football.

3. Which of these is a prepositional phrase?

- (A) *in over 100 countries*
- (B) *there is a sport*
- (C) *sport that is played*
- (D) *that is played*

4. What are *opponents*?

- (A) players on the other team
- (B) players on the same team
- (C) popular in many countries
- (D) the national sport of New Zealand

5. Which word does **not** reflect how the author describes rugby?

- (A) popular
- (B) varied
- (C) widespread
- (D) dangerous

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

The Maori (MAH-aw-ree) have an old culture. They are *indigenous* (in-DIJ-uh-nuhs) to New Zealand. That means they were the first people to live there. The Maori are Polynesian like the people of Hawaii. Nobody knows when they came to New Zealand. Nobody knows exactly where they came from. But we do know that they came to New Zealand in canoes. They came from other parts of the Pacific. They were very skilled sailors! Today, about fourteen percent of New Zealand's people are Maori. The Maori people have their own language, customs, and legends. They have a strong sense of community, too. Maori singing and art are famous, as are their tattoos.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** What is this text mostly about?

- (A) Hawaii  
 (B) the Maori people  
 (C) New Zealand  
 (D) sailing

**2.** What are the Maori **not** famous for?

- (A) weaving  
 (B) art  
 (C) tattoos  
 (D) sailing

**3.** What do context clues tell readers about what a *canoe* is?

- (A) It is a paint.  
 (B) It is a type of boat.  
 (C) It is a tattoo.  
 (D) It is a song.

**4.** Which is a synonym for *skilled*?

- (A) new  
 (B) unknown  
 (C) lazy  
 (D) talented

**5.** Which definition for *indigenous* is included in this text?

- (A) the first people to live in a place  
 (B) skilled sailors  
 (C) language, customs, and legends  
 (D) from the Pacific

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## KIA ORA! WELCOME TO NEW ZEALAND

Kia Ora (kee OR-uh) means “hello” in Maori (MAH-aw-ree). Maori is one language spoken in New Zealand. English is the other language spoken there. New Zealand is an island country in the Pacific Ocean. It is in the Southern Hemisphere. The seasons there may be different from the seasons you know. When it is winter in the United States, it is summer in New Zealand.

New Zealand is mostly made of two large islands: North Island and South Island. Together, they are about the size of Colorado. The capital of New Zealand is Wellington. Wellington is on North Island. So is Auckland, the country’s largest city. But most of New Zealand is not made up of very large cities. Instead, there are many smaller cities and towns.

New Zealand is not a big country, but there is a lot to see and do. On South Island, there are beautiful mountains where you can ski. There are miles of beaches and many forests and lakes. On North Island, you can see volcanoes and hot springs. You can visit New Zealand’s two largest cities, too. North Island is a little warmer than South Island.



*New Zealand Maori Warrior*

There are many animals in New Zealand, too. There are many kinds of fish, whales, and dolphins in the water. There are also many kinds of birds. The most famous bird is the kiwi. It is a flightless bird about the size of a chicken. The kiwi is related to the ostrich and the emu, but it is much smaller. The kiwi is a very famous part of New Zealand life. In fact, New Zealanders are sometimes called *Kiwis*.

Children in New Zealand go to school just like you do and play sports just like you do. The most popular sport is rugby; in fact, rugby is the national sport of New Zealand. But other sports are popular, too, such as sailing and cricket. Cricket is a game a little like baseball. Maybe if you visit New Zealand, you will get to go to a rugby game or a cricket match.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Kia Ora! Welcome to New Zealand" and then answer the questions.

**1.** What are New Zealanders called?

- (A) Islanders  
 (B) Crickets  
 (C) Kiwis  
 (D) Kia Ora

**2.** Which statement is true about New Zealand?

- (A) Its national sport is baseball.  
 (B) The largest cities are on South Island.  
 (C) It is a small country made up of two islands.  
 (D) It is larger than the United States.

**3.** What is the author's purpose?

- (A) to tell about New Zealand  
 (B) to tell a personal story  
 (C) to tell about kiwis  
 (D) to get you to go skiing

**4.** Why is there so much sea life around New Zealand?

- (A) The climate is very cold.  
 (B) It is an island country.  
 (C) It is a very large country.  
 (D) There are mountains in New Zealand.

**5.** How is the information about New Zealand organized in this text?

- (A) It compares the hemispheres.  
 (B) It describes the nation's history.  
 (C) It shares facts about New Zealand.  
 (D) It explains how to speak Maori.

**6.** Why is sailing so popular in New Zealand?

- (A) New Zealand is an island country, so there is a lot of water.  
 (B) New Zealand is a very large country.  
 (C) Sailing is a very easy thing to do.  
 (D) Sailing is one of the oldest sports.

**7.** Which fact does **not** support the main idea?

- (A) New Zealand is in the Southern Hemisphere.  
 (B) Cricket is a game a little like baseball.  
 (C) New Zealand has two islands.  
 (D) There are many interesting animals in New Zealand.

**8.** Which summarizes this text?

- (A) New Zealand is in the Southern Hemisphere.  
 (B) New Zealand is a small country with a lot to offer residents and visitors.  
 (C) Life in New Zealand is pretty easy.  
 (D) Rugby is the national sport.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

One chilly winter day, Alicia started down the street. She was on her way to the school bus stop. The wind was whipping, and its icy push hurried Alicia along. Then Alicia noticed something on the sidewalk. She leaned over and looked more closely. It was money—a \$50.00 bill! Alicia couldn't believe her eyes at first, but there was no doubt about it—she had found a lot of money. She glanced around. Maybe somebody dropped the money. Nobody was nearby. Alicia wasn't sure what to do about the money, and the bus was on its way. So she tucked the money into her backpack. Then, she rushed to catch the bus. She would decide what to do after school.

**1.** Why is Alicia in a hurry?

- (A) She finds \$50.00.  
 (B) She wants to ride her bike.  
 (C) She has missed the bus.  
 (D) It is cold and windy.

**2.** What does Alicia do when she finds the money?

- (A) She decides to keep it.  
 (B) She plans to decide what to do with it later.  
 (C) She gives the money to the bus driver.  
 (D) She gives the money to her best friend.

**3.** Which word in the text is **not** a compound word?

- (A) backpack  
 (B) sidewalk  
 (C) something  
 (D) whipping

**4.** What is the definition of *glanced*?

- (A) blinked  
 (B) stared at someone  
 (C) looked around quickly  
 (D) heard something

**5.** *The wind was whipping* is an example of what kind of language usage?

- (A) alliteration  
 (B) a simile  
 (C) rhyme  
 (D) a poem

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Alicia and her best friend, Michele, were waiting for math class to begin. Alicia was telling Michele about something that had happened to her that morning. "I was just going down the street and noticed this money lying right there on the sidewalk. I still don't know what I should do about it. I mean, what if somebody lost it?"

"Did you see anyone looking for money?" Michele wondered as she considered how to return the money.

"No, I even looked to see if anyone was around, but I was alone," said Alicia.

"The only other thing I can think of to do is maybe talk to the people who live near where you found the money. Maybe one of them lost the money," said Michele.

"Hey, thanks—that's exactly what I'll do!" Alicia said.

**1.** Which question about the text would help you as you monitor your reading?

- (A) What else was lying on the sidewalk?
- (B) How does Alicia's teacher feel about the girls talking?
- (C) What will Alicia do with the money she found?
- (D) What is Michele wearing to school?

**2.** What is the setting?

- (A) at school
- (B) at Michele's house
- (C) at Alicia's house
- (D) in a car

**3.** Which is the antonym of *notice*?

- (A) lose
- (B) ignore
- (C) sign
- (D) see

**4.** Which word could replace *maybe*?

- (A) definitely
- (B) perhaps
- (C) never
- (D) always

**5.** What does Alicia's language tell the reader?

- (A) She is angry.
- (B) She is grateful that her friend gave her good advice.
- (C) She is sad.
- (D) She is very confused and upset.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Alicia got off the school bus and began to walk home. After a few moments, she stopped. On the way to school that morning, she had found \$50.00 lying on the sidewalk. At first, she hadn't known what to do about it, but her friend Michele had suggested that she ask people who lived nearby whether they had lost any money. It was entirely possible that one of the neighbors had lost the \$50.00. Now Alicia looked warily at the house closest to where she had found the money. It was a big, gloomy house with a gray front porch. Alicia had always heard stories about the people who lived there, but she had never met them. She was very nervous about asking anyone there about the money. But she knew it was the right thing to do; she should not keep the money. So she decided to take a chance and go to the door.

1. Which character offered the idea to ask the neighbors if they had lost the money?

- (A) Michele's mother
- (B) Alicia
- (C) Alicia's mother
- (D) Michele

2. How does Alicia feel about approaching the house?

- (A) excited
- (B) anxious
- (C) sad
- (D) enthusiastic

3. Which word is **not** an adjective?

- (A) porch
- (B) big
- (C) gray
- (D) gloomy

4. Which is a synonym for *warily*?

- (A) excitedly
- (B) eagerly
- (C) nervously
- (D) jealously

5. What could the word *gloomy* be used to describe?

- (A) a birthday cake
- (B) a yellow shirt
- (C) a cloudy day
- (D) a bike ride

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## ALICIA'S BIG FIND

Alicia was feeling nervous. She had found a \$50.00 bill lying on the sidewalk that morning. She hadn't known what to do about it at first, but her friend Michele had suggested that she ask the neighbors if they had lost the money. The closest house to where Alicia had found the money was a big, gloomy house Alicia had never visited before. It looked creepy, and Alicia wasn't sure she should knock on the door. But she didn't feel right about keeping the money, either, so she took a breath and started toward the door.



Just as she was walking to the door, it opened, and a young woman with a baby came out. She saw Alicia and asked, "Can I help you?"

Here was Alicia's chance. She gulped and said, "I found this \$50.00 bill outside on the sidewalk this morning, and I was wondering if you had lost it."

"So *that's* what happened to it!" the woman said in a relieved voice. "I thought I'd lost it permanently! I was taking my baby to do some errands. The money must have slipped out of my pocket. I didn't think anyone would actually give it back. Thank you so much!"

"Oh, you're welcome," Alicia said, holding out the money.

"Listen," the woman said as she took it, "My name is Brenda Martin, and this is my son, Tommy. Do you live nearby?"

"Just two streets away," Alicia answered.

"Oh, that's wonderful! You see, I've been looking for someone to take care of Tommy two days a week when I go to my karate class. Do you think you would be interested?"

"I'd love to!" Alicia exclaimed. Then, she remembered she would have to ask permission. "I need to ask first, though," she said reluctantly.

"Oh, that's fine," Brenda said. "You can let me know. For now, here." She handed Alicia a \$10.00 bill. "You were honest when you didn't have to be, and I appreciate it."

Alicia smiled as she thanked Brenda and headed home. She had definitely done the right thing.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Alicia's Big Find" and then answer the questions.

1. What can you predict this text is about based on the title and image?

- (A) finding help for homework
- (B) finding a way home
- (C) finding money
- (D) finding a puppy

2. Why is Alicia nervous about knocking at the door of the house?

- (A) It looks creepy.
- (B) She is lost.
- (C) A bully lives in that house.
- (D) She broke the window of the house.

3. Which purpose for reading is most appropriate for this text?

- (A) to find out what Alicia's big find is
- (B) to learn where the lost and found is
- (C) to know about how big Alicia really is
- (D) to learn how to find something

4. Which magazine article do you think would be interesting to Alicia now?

- (A) "How to Write that Essay"
- (B) "Great New Tips for Babysitters"
- (C) "You Can Make Delicious Pasta"
- (D) "Had a Fight with Your Best Friend? How to Make Up"

5. Why is Brenda glad that Alicia lives nearby?

- (A) She needs a babysitter for Tommy.
- (B) She needs someone to do errands.
- (C) She wants to be Alicia's best friend.
- (D) She wants to find out about money.

6. How does Alicia likely feel now that she returned the money?

- (A) frightened
- (B) jealous
- (C) confused
- (D) proud

7. What is Alicia's problem in this text?

- (A) She has lost some money, but she is nervous about looking for it.
- (B) She and her best friend Michele have had a big fight.
- (C) She doesn't feel right about keeping the money, but she is nervous about returning it.
- (D) She has broken a window and is afraid of what will happen.

8. One lesson Alicia learns is

- (A) people do not want her to be honest.
- (B) how to get to school a new way.
- (C) to keep money if she finds it.
- (D) honesty often pays off.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Do you enjoy listening to music? Do you wonder what it would be like to be a musician? Musicians work very hard, but they love what they do. They do not mind the work because they love creating music. Most musicians start taking lessons when they are little. They spend many years learning to play. They practice as much as they can, and when they are ready, they get jobs in music. There are various kinds of musicians who play many different instruments. Some play in bands, and some play in orchestras. Some work in music studios, and some give music lessons. But they all love music. Musicians practice every day. They want their music to sound its best. Even the best musicians have to practice. That is how they keep playing well.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** Which statement is true?

- (A) Musicians do not take many lessons.
- (B) Musicians work hard because they love music.
- (C) Musicians do not practice very much.
- (D) Musicians only play in orchestras.

**2.** Why do musicians practice every day?

- (A) They get jobs in music.
- (B) There are many kinds of musicians.
- (C) They work hard.
- (D) They want their music to sound its best.

**3.** Which has the same root word as *musician*?

- (A) sick
- (B) must
- (C) musical
- (D) physician

**4.** What is an *orchestra*?

- (A) a school
- (B) a restaurant
- (C) a musical group
- (D) a store

**5.** What does it mean if you *do not mind* something?

- (A) You don't care.
- (B) You aren't bothered by something.
- (C) You care too much.
- (D) You don't take care of yourself.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Some musicians play in orchestras. *Orchestras* are special musical groups. They are led by conductors. Conductors have many jobs. One job is to lead the musicians when they practice. Conductors also lead the orchestra during concerts. It is important that everyone play as a team. Conductors are in charge of making sure that happens. So they have to be good musicians. They also have to be very good leaders. Conductors have to know a lot about music, too. They choose the music for the orchestra. They have to know what people want to hear. They have to know what the musicians can play. Musicians who want to be conductors take classes. They work with other conductors. They practice. They start with small orchestras. Then, they are ready for big ones. Some conductors get to be very famous.

1. What is this text mostly about?

- (A) going to a concert
- (B) the parts of an orchestra
- (C) how to play music
- (D) what conductors do

2. What is **not** something a conductor does?

- (A) sell tickets
- (B) choose music
- (C) lead concerts
- (D) lead practices

3. Which definition of the word *lead* is used in the text?

- (A) main
- (B) guide
- (C) top
- (D) starring role

4. Which of these is a prepositional phrase?

- (A) *one job is*
- (B) *other conductors*
- (C) *good musicians*
- (D) *during concerts*

5. What else is a special group with members who have to work together?

- (A) a class
- (B) a soccer team
- (C) a family
- (D) all of the above

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Orchestras have been around for a long time. They began in Ancient Egypt. Ancient Egyptian instruments were different from the ones you know. But people still played music. They liked listening to music. In the 16th century, people began to write a new kind of music. It was meant for a group of instruments. The new music sounded better when a group played it. That was when the orchestra as we know it was born. Today, there are many kinds of orchestras. Some are large, and some are small. Some play mostly traditional music. They use classical instruments. Others use modern instruments, such as electric guitars. There are many kinds of orchestras. But they all make wonderful music.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** Which would be a good title for this paragraph?

- (A) Life in the 16th Century
- (B) Music in Ancient Egypt
- (C) The Story of the Orchestra
- (D) How to Play the Electric Guitar

**2.** Which happened first?

- (A) There were orchestras in Ancient Egypt.
- (B) Some orchestras use electric guitars.
- (C) People began to write music for a group of instruments.
- (D) Today, there are many kinds of orchestras.

**3.** Choose the dependent clause in the following sentence: *In the 16th century, people began to write a new kind of music.*

- (A) people began to write a new kind of music
- (B) in the 16th century
- (C) a new kind of music
- (D) people began to write

**4.** Which is the antonym of *modern*?

- (A) recent
- (B) expensive
- (C) difficult
- (D) ancient

**5.** Which example of onomatopoeia would fit with this text?

- (A) the loud drums
- (B) the guitar's amplifier
- (C) the talented musician
- (D) the honk of the horns

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## TUNING UP

An orchestra is like a team. All of the musicians have to work together and help one another. All of the musicians have to listen carefully to the other musicians. They all have to play the right thing at the right time for the music to sound its best. So, orchestra musicians have to work as a team.

There are different kinds of orchestras. But many orchestras have four sections. That is because there are four major families of instruments. The instruments in each family are similar to one another. One family is the *strings*. Stringed instruments make music when you move their strings. A violin is a string instrument. So is a harp. Another family is the *brass* family. Instruments in this family are made of brass. They can get very loud! A tuba is a brass instrument, and so is a trumpet. Instruments in the *woodwind* family make music when you blow into them. A flute is a woodwind instrument. So is a clarinet. Finally, there is the percussion (per-KUHSH-uhn) family. These instruments make music when you hit, shake, or scrape them. Drums are percussion instruments. So are tambourines. Each family has its own section of the orchestra.



Orchestra musicians sit in a semicircle. This is so that they can see the conductor. The conductor leads the orchestra. He or she uses special arm and hand signals to tell the musicians when to play and what to play. So, everyone has to be able to see what the conductor is doing.

Some orchestras have their own concerts. Others play the music you hear in movies. Others play the music you hear at the ballet. Some play the music you hear at plays. But they all work very hard. They want to make their music sound wonderful.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Tuning Up" and then answer the questions.

**1.** What does the photograph tell the reader about this text?

- (A) It is about math.  
 (B) It is about science.  
 (C) It is about music.  
 (D) It is about cooking.

**2.** What might happen if the musicians could not see the conductor?

- (A) They would watch what the conductor was doing.  
 (B) They would be able to hear the conductor.  
 (C) They would not play the right thing at the right time.  
 (D) They would work very hard.

**3.** What was the author's purpose for writing this text?

- (A) to tell about orchestras  
 (B) to get you to play an instrument  
 (C) to tell about the history of music  
 (D) to tell how to buy an instrument

**4.** To which family of instruments does the flute belong?

- (A) woodwind  
 (B) percussion  
 (C) brass  
 (D) string

**5.** Why do orchestra members have to work as a team?

- (A) They cannot see the conductor.  
 (B) They cannot hear one another.  
 (C) Some orchestras play the music you hear in movies.  
 (D) They all have to play the right thing at the right time.

**6.** What is likely true about orchestra musicians?

- (A) They do not work very hard.  
 (B) They practice a lot.  
 (C) They do not watch the conductor.  
 (D) They do not like music.

**7.** What is an important quality of a person who plays in an orchestra?

- (A) obedience  
 (B) strength  
 (C) cooperation  
 (D) kindness

**8.** What can people learn from an orchestra?

- (A) Too much practice is not realistic.  
 (B) A conductor deserves all the praise for working the hardest.  
 (C) Teamwork is required to make big things happen.  
 (D) Competition makes each group perform better.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Adrian was eager for the school day to be over. He had arranged to meet some friends to play basketball, and he wanted to leave right away. The day crawled along, but finally the bell rang. Adrian jumped excitedly from his seat and loaded his backpack. He rushed to the door, but Mr. Benson's voice stopped him. "Adrian, could you come here, please?"

Adrian stopped and reluctantly turned around. He definitely wasn't interested in staying after school, but he couldn't ignore his teacher. So he shuffled up to Mr. Benson's desk.

"You don't want to forget this, do you?" Mr. Benson asked as he held out Adrian's cap. In his hurry to leave, Adrian had dropped it on the floor by accident.

"Thanks, Mr. Benson," Adrian gratefully replied. Now he was glad he had stayed.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** Why doesn't Adrian want to stay after school?

- (A) He wants to play basketball.
- (B) He is afraid of Mr. Benson.
- (C) His parents will be angry.
- (D) He will miss his bus.

**4.** Which means the opposite of *by accident*?

- (A) forgetfully
- (B) on purpose
- (C) roughly
- (D) by chance

**2.** At the end of the text, why is Adrian glad he stayed?

- (A) He finds out he won a prize.
- (B) He finds out he got a good grade.
- (C) Mr. Benson gives him a treat.
- (D) Mr. Benson gives him his cap.

**5.** What is *the day crawled along* an example of?

- (A) a simile
- (B) personification
- (C) a metaphor
- (D) alliteration

**3.** What does the word *shuffled* tell you about how Adrian is feeling?

- (A) jealous
- (B) excited
- (C) unhappy
- (D) furious

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Adrian raced to the basketball court to meet his friends. Everyone was looking forward to playing. The group gathered and began to choose teams, and then the game began. Adrian really liked basketball, so for a while, he only paid attention to the game. Then, he noticed a boy watching the game. The boy was about his age. Adrian had never seen him before. He asked his friends if they knew the boy, but nobody did. So Adrian decided to introduce himself. When the game was over, Adrian walked over to the new boy. "Hey," he said, "I'm Adrian." The other boy didn't say anything. Adrian repeated himself, but the other boy still didn't speak. Suddenly, the boy said something in another language. Adrian didn't understand the words. But he smiled. The other boy smiled back. That was at least a start.

**1.** What is the setting?

- (A) Adrian's house  
 (B) the gym  
 (C) a basketball court  
 (D) a store

**2.** What is Adrian's problem?

- (A) He does not want to play basketball.  
 (B) He has hurt himself.  
 (C) It is raining very hard.  
 (D) He does not speak the new boy's language.

**3.** Which is a possessive pronoun?

- (A) his  
 (B) he  
 (C) they  
 (D) the

**4.** Which is a synonym for *gathered*?

- (A) played  
 (B) yelled  
 (C) came together  
 (D) ate dinner

**5.** Why would the boys smile if they don't understand each other?

- (A) to show how sad they are  
 (B) to be kind even if they can't communicate  
 (C) to ignore each other  
 (D) to be silly

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Adrian and his friends liked to play basketball. They usually played at a basketball court near Adrian's school. Lately, Adrian had noticed a new boy watching the game. Adrian wondered who the boy was. But the new boy didn't speak English. So Adrian couldn't understand what he said. Adrian thought and thought about how he could communicate with somebody who didn't speak his language. Then, he got an idea. One day, he got to the court before his friends did, and the boy was there. Adrian walked over and pointed to himself. As he did so, he said, "Adrian" and smiled. Then he pointed to the boy. For a moment, the other boy hesitated. Then, he suddenly understood what Adrian meant.

With a smile, he pointed to himself and said, "Manuel." Finally, the two boys understood each other!

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. Which type of image would tell a reader more about this text?

- (A) a list of English and Spanish translations
- (B) a photograph of a basketball
- (C) a photograph of two boys communicating
- (D) a picture of a finger pointing

2. Why doesn't Manuel understand Adrian?

- (A) Adrian uses words that are too long.
- (B) Manuel cannot hear Adrian.
- (C) Manuel and Adrian do not speak the same language.
- (D) Adrian does not want to talk to Manuel.

3. Which word could replace *usually*?

- (A) normally
- (B) never
- (C) seldom
- (D) once

4. Which is a synonym for *hesitated*?

- (A) ran
- (B) spoke
- (C) blinked
- (D) paused

5. Which type of language did the boys use to communicate?

- (A) figurative language
- (B) secret language
- (C) body language
- (D) sign language

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## A WHOLE NEW GAME

Adrian and his new friend Manuel did not speak the same language. Adrian spoke English and Manuel spoke Spanish. But they found ways to communicate. They pointed to things. They drew pictures. Sometimes, they acted out what they wanted to say. And they each learned a few words in the other's language. That helped a lot, too. They ate dinner at each other's house, so they both learned to enjoy new foods. Adrian discovered that Manuel was from Honduras. Adrian did not know where that was, but Manuel showed him on a map. It was far away!

One day, Adrian decided to invite Manuel to play basketball. He didn't know if Manuel knew how to play, but he was hoping that he could. When the two boys got together after school, Adrian took Manuel to the basketball court. He said, "Watch me" to Manuel, and then he shot a basketball through the hoop. Then, he tossed the ball to Manuel. Adrian didn't think Manuel would be able to score a basket, but he scored easily. Then, Manuel tossed the basketball back to Adrian and pointed to him—it was Adrian's turn. For the next hour the two boys played. Manuel was a good player—much better than Adrian had thought he would be.

The next day, Adrian told his other friends about Manuel. He told them what a good player Manuel was. He told his other friends that he wanted Manuel to play basketball with them after school. At first they didn't know if that was a good idea. How could Manuel play if he didn't understand English? "He does understand some English," Adrian said. "Besides, he understands basketball. That's what's important." Adrian's friends agreed to let Manuel play, and they made plans for that afternoon.

Everyone gathered after school to play basketball. Manuel arrived, and Adrian introduced him. Soon they started to play. Everyone agreed that Manuel was an excellent player. They were glad that Adrian had invited him. They spoke English. Manuel spoke Spanish. But they had basketball in common. That was what mattered.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "A Whole New Game" and then answer the questions.

1. How do Manuel and Adrian solve the problem of their language difference?

- (A) They yell loudly.
- (B) They point at things and draw.
- (C) They do not spend time together.
- (D) They go to Honduras.

2. What does Adrian learn?

- (A) how to say a few words in Spanish
- (B) how to play basketball
- (C) how to buy tickets to Honduras
- (D) how to run faster

3. Which is a purpose for reading this text?

- (A) I want to know how to speak Spanish.
- (B) I want to learn how to play a new game.
- (C) I want to know how the characters work together to play a game.
- (D) I want to know the score of the game.

4. How do Adrian's and Manuel's parents probably feel about the boys being friends?

- (A) They are jealous.
- (B) They are afraid.
- (C) They are upset.
- (D) They are glad.

5. What will likely happen the next time Adrian plays basketball?

- (A) They won't invite Manuel to play.
- (B) They will invite Manuel to play.
- (C) Adrian won't play basketball.
- (D) Adrian won't be friends with Manuel.

6. Which statement reflects a personal connection to the text?

- (A) I have a friend who is deaf, and we find ways to communicate.
- (B) I think sports are annoying.
- (C) I am always bored after school.
- (D) I want to draw pictures while we wait for our food at the restaurant.

7. What is the lesson about friendship?

- (A) Friends do not always get along.
- (B) Good friends like the same things.
- (C) Friendship happens when people learn and care about each other.
- (D) A basketball game is not a place to meet a new friend.

8. Which text has a similar theme?

- (A) a story of two women from different places getting to know each other
- (B) a story about a basketball team winning a big game against all odds
- (C) a how-to text about playing basketball
- (D) a letter to the mayor asking for basketball courts at the local park

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Have you ever heard of judo? *Judo* is a martial art. It is a sport that does not use weapons. Instead, judo uses holds and body movements. In that way, it is a little like karate. Judo was started in 1882 by Dr. Jigoro Kano. He studied martial arts in Japan and developed judo from them. You do not have to be big and strong to learn judo because judo is about timing. It is also about movement and skill. Judo experts can win competitions even when their opponents are bigger. They know that timing and skill are more important than size. Anyone can learn judo, even little children. There are classes for people of all ages and all ability levels. Judo is very popular—it is even an Olympic sport.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** What is this text mostly about?

- (A) karate
- (B) judo
- (C) the Olympics
- (D) Japan

**2.** What does judo use instead of weapons?

- (A) size
- (B) martial arts
- (C) holds and body movements
- (D) the Olympics

**3.** What is a *martial art*?

- (A) a sport that uses self defense without weapons
- (B) a body movement
- (C) a little child
- (D) a sport that uses a ball

**4.** What is an *expert*?

- (A) a sport
- (B) a person who is not good at something
- (C) a person who is new at something
- (D) a person who is very good at something

**5.** Which is the root word in *competitions*?

- (A) petition
- (B) comp
- (C) compete
- (D) pet

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Have you ever seen a movie that had a sword fight? The actors who used the swords probably learned to fence. *Fencing* is a sport that uses a special kind of sword. Fencers wear special clothes. Those clothes protect the fencers. The object of a fencing match is to touch your opponent with your weapon as many times as possible. Whoever gets the most touches is the winner. Fencing takes a lot of practice. There are several fencing moves that fencers have to learn. For example, fencers learn how to try to touch their opponents and how to defend against an opponent's touch. They learn how to move around, both backward and forward. Fencing started in France, so most of the words used in fencing are French. Fencing is an Olympic sport.

1. Which statement is **not** true about fencing?
- (A) Fencing uses mostly German words.
  - (B) Fencing is an Olympic event.
  - (C) Fencing uses a special kind of sword.
  - (D) The object of fencing is to touch your opponent with your sword.

2. What do fencers have to learn?
- (A) how to speak French
  - (B) how to ride a bicycle
  - (C) how to ride on a horse
  - (D) how to touch their opponents with a weapon

3. What does the suffix *-er* mean in *fencer*?
- (A) the study of
  - (B) a speaker of
  - (C) someone who
  - (D) formerly

4. Which two words are antonyms?

- (A) *protect* and *defend*
- (B) *fencing* and *French*
- (C) *backward* and *forward*
- (D) *move* and *clothes*

5. Which is **not** a plural noun in this text?

- (A) opponent's
- (B) swords
- (C) actors
- (D) fencers

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

If you like to be out on the water, you might enjoy the sport of rowing. In rowing, teams of people race one another in special boats. Rowing can be done on lakes, rivers, or even the ocean. To move their boats, rowers sit facing backward on special seats in their boats. They use paddles called *oars* that are designed for rowing and are attached to the boat. The oars push the boat through the water. Rowers have to work together as a team. Each person on the team has to row in the right direction at exactly the right time. Otherwise, the boat will not move forward. Rowing is good for your body; it helps make your arm and back muscles strong. Rowing also helps to strengthen your leg muscles. Rowing is popular wherever there are lakes and rivers. It is one of the oldest Olympic sports.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. Which word would tell a reader more about this text?

- (A) river
- (B) arm
- (C) muscles
- (D) rowing

2. Where is rowing popular?

- (A) wherever there are lakes and rivers
- (B) in the desert
- (C) only in big cities
- (D) only in the ocean

3. What are *special paddles* that rowers use to move the boat?

- (A) muscles
- (B) rowers
- (C) boats
- (D) oars

4. Which is an antonym of *strong*?

- (A) weak
- (B) big
- (C) muscular
- (D) strengthen

5. Which word is used in the text to indicate the effect of something?

- (A) even
- (B) designed
- (C) otherwise
- (D) each

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## THE SUMMER OLYMPIC GAMES

Every four years, a very special event occurs. Athletes from all over the world gather together. They compete in their sports. They try to win medals. That special event is called the *Summer Olympic Games*. It is also called the *Olympiad*. Many sports are a part of the Olympics. Athletes row, fence, and ride horses. They swim, run, and play soccer. Judo and boxing are also part of the Summer Olympics. So are baseball and gymnastics.

How did the Olympics start? Nearly 3,000 years ago in Ancient Greece, people got together every four years. They raced and boxed. They competed to see who could throw a spear the farthest. There were other events, too. After many years, the Greeks stopped having the games. For a long time, there were no games. Then in 1896, the modern Olympics began. The first modern Olympic Games were held in Athens. Athens is the capital of Greece. Since 1900, the games have been held every four years. The games have only been cancelled three times—in 1916, 1940, and 1944. In those years, the games could not be held because of World War I and World War II.

Where are the Olympics held? Each Olympiad is held in a different city. Cities that want to host the Olympics apply to have the games. They apply to a special group of people. This group is called the *International Olympic Committee*. This group decides which city will get the games. The Games have been held in cities all over the world. They have been held in Paris, France. They have been held in Los Angeles, California. They have been held in Rome, Italy, and in Tokyo, Japan. They have been held in many other places, too. In 2016, the Games will be held in Rio de Janeiro, Brazil. Wherever the Summer Games are held, millions of people will be watching them.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "The Summer Olympic Games" and then answer the questions.

**1.** Which event happens first?

- (A) Cities apply to the International Olympic Committee.
- (B) Cities decide that they want to host the Olympic Games.
- (C) The Olympic Games are held.
- (D) The committee decides where the Olympic Games will be.

**2.** Why were the first modern Olympic Games held in Athens?

- (A) The Olympics began in Greece.
- (B) Athens was the largest city in the world.
- (C) Athens had the most athletes.
- (D) No other city wanted to have the Olympics.

**3.** What is a good reason to read this?

- (A) to find out about the Olympics
- (B) to travel to London
- (C) to learn about Ancient Greece
- (D) to learn how to row

**4.** What is most likely the author's opinion?

- (A) There should not be Olympic Games.
- (B) The Olympic Games are too dangerous for athletes.
- (C) The Olympic Games are exciting.
- (D) The Olympic Games are boring.

**5.** Which sentence from the text reflects a main idea?

- (A) How did the Olympics start?
- (B) They apply to a special group of people.
- (C) They swim, run, and play soccer.
- (D) They try to win medals.

**6.** On which continent would the Summer Olympic Games **not** be held?

- (A) Europe
- (B) North America
- (C) Asia
- (D) Antarctica

**7.** What is this text mostly about?

- (A) Tokyo
- (B) the Olympics
- (C) Greece
- (D) games

**8.** Why did the Olympic Games have to be cancelled?

- (A) Athletes did not want to compete.
- (B) World War I and World War II took place.
- (C) No city wanted to host the Games.
- (D) There were no sports.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Kate got the telephone call right after she got home from school one day. Usually, she talked to her father on the weekends, so she was somewhat surprised that he had called in the middle of the week. "Kate," he said, "I'm glad you're home. I need to talk to you about something important."

Now Kate was getting worried, so she quickly asked, "What's wrong?"

"Nothing, I promise," her dad reassured her. "In fact, I've got some very good news: Celia and I are getting married. I know it's a lot to think about at once, but I hope you'll be happy about it."

"Married?" Kate asked unhappily. She had met Celia before, and thought she was nice, but getting married? That was a different matter completely.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** Why does Kate's father call her?

- (A) to tell her he is coming for a visit
- (B) to tell her he is getting married
- (C) to tell her he has a new job
- (D) to tell her he is moving to a new home

**2.** Who is Celia?

- (A) Kate's mother
- (B) Kate's teacher
- (C) Kate's friend
- (D) Kate's father's fiancé

**3.** Which definition of *right* is used in the first sentence?

- (A) correct
- (B) the opposite of left
- (C) fair
- (D) immediately

**4.** Which word could be used in place of the word *usually*?

- (A) once
- (B) never
- (C) normally
- (D) possibly

**5.** What does the language at the end of the text tell the reader about Kate's character?

- (A) She is upset.
- (B) She is happy.
- (C) She feels confident.
- (D) She loves her dad.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

Kate and her best friend, Sasha, sat at their favorite cafeteria table during lunch. Kate looked absolutely miserable, and Sasha wondered what was wrong.

"It's my dad," Kate explained unhappily. "He's getting married to Celia, and I'm really upset about it."

2. (Y) (N)

"Why?" Sasha asked. "Don't you like Celia? I thought you said she was pretty nice."

"Well," Kate admitted, "it's not that I don't like her; she is nice. It's just that I don't like the idea of him getting married again, I guess."

3. (Y) (N)

"I know what you mean," Sasha said encouragingly, "but maybe it won't be so terrible."

4. (Y) (N)

"I hope you're right," Kate sighed. "I'm supposed to visit my dad next weekend, and he says we can discuss it then."

5. (Y) (N)

**1.** Why does Kate look miserable?

- (A) She is upset that her dad is getting married.
- (B) She is angry with Sasha.
- (C) She is angry with her teacher.
- (D) She is angry with Celia.

**4.** Which is a synonym for *absolutely*?

- (A) happily
- (B) hardly
- (C) completely
- (D) somewhat

\_\_\_ / 5

**Total**

**2.** What is the setting?

- (A) the library
- (B) Kate's home
- (C) Sasha's home
- (D) the school cafeteria

**5.** Which word describes the tone of this text?

- (A) informative
- (B) silly
- (C) funny
- (D) serious

**3.** Which of these is **not** an adverb?

- (A) encouragingly
- (B) favorite
- (C) absolutely
- (D) really

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Normally, Kate enjoyed visiting her father; she liked his house, and she liked doing things with him. But this time, she wasn't looking forward to the visit. Her father was getting married, and she wasn't happy about it. She wanted him to be happy, but she didn't like the idea of him getting married. So she was in a grumpy, unhappy mood. Still, she dragged out her suitcase and started packing it. She was sure she was going to have a terrible time, but just the same, she pulled out her swimsuit. Kate loved to swim, and her father took her swimming whenever she visited. At least she could look forward to doing that while she was there. There wasn't much else to be happy about, though, and Kate felt worse and worse as she finished her packing.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** Where is Kate going?

- (A) to the hospital  
 (B) to a new school  
 (C) to visit her father  
 (D) to the grocery store

**2.** Why did Kate pack her swimsuit?

- (A) Her father asks her to bring it.  
 (B) She always goes swimming when she visits her dad.  
 (C) She just bought it and wants to show it to her father.  
 (D) She has no room for anything else.

**3.** Which of these is **not** a compound word?

- (A) swimming  
 (B) whenever  
 (C) swimsuit  
 (D) suitcase

**4.** Which two words are synonyms?

- (A) *dragged* and *pulled*  
 (B) *normally* and *forward*  
 (C) *getting* and *packing*  
 (D) *started* and *finished*

**5.** Which simile describes Kate?

- (A) as bright as the sun  
 (B) as gloomy as a rainy day  
 (C) as happy as a clam  
 (D) as quick as a rabbit

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## COMMON GROUND

Kate's father was at the airport waiting to meet her. She was going to spend a week with him, and usually she really enjoyed their visits. But this time was different; her dad was getting married, and Kate wasn't at all sure she liked the idea. She did like Celia. But liking her was very different from having her as a stepmother.

On the way from the airport to her dad's house, Kate didn't say very much. Finally her dad asked, "Do you want to talk about it, Kate?"

For a moment Kate sat silently, thinking about how to put it. Then she said, "I'm sorry, Dad, I just don't think I want you to get married."

Kate's dad glanced over at her with concern on his face. "I thought you liked Celia," he said.

"I do like Celia," Kate answered. "It's not that at all. It's just that I don't know if I want her for a stepmother—that's totally different."

"It really is different," her dad agreed. "But I hope you'll get to like having Celia as a stepmother. She likes you an awful lot, you know, and I'll bet Megan will, too."

"Who's Megan?" Kate wanted to know. She hadn't heard that name before.

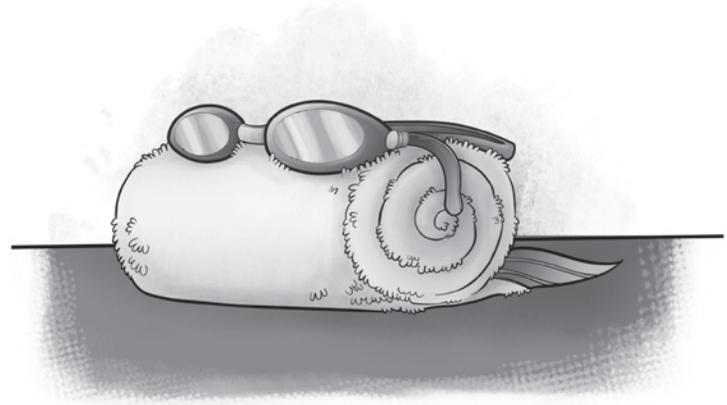
"She's Celia's daughter," her dad responded. "She's your age, actually, so maybe you'll even have some things in common."

After dropping Kate's luggage off at her dad's house, Kate and her dad went to meet Celia and Megan at a restaurant. They were going to have dinner together. When they got to the restaurant, Celia and Megan were already there. Celia introduced Megan to Kate. At first, Kate didn't know what to say to Megan; she didn't know her. But then Megan said, "Mom, don't forget I have swimming practice tomorrow."

"You like to swim?" Kate asked hopefully.

"I love it—I'm on our school's swim team," Megan answered excitedly. "Do you swim?"

"I love to swim, too," Kate said with a smile. Maybe having Celia as a stepmother wasn't going to be so bad after all.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Common Ground" and then answer the questions.

1. At the beginning of the story, how does Kate feel about her dad getting married?

- (A) excited
- (B) unhappy
- (C) overjoyed
- (D) unaware

2. What makes Kate change her mind about having Celia for a stepmother?

- (A) Her and Celia get married.
- (B) Her dad and Celia give her a gift.
- (C) She finds out that Celia likes to swim.
- (D) She finds out that Megan likes to swim.

3. Which question reflects an appropriate purpose for reading this text?

- (A) What is Kate's big discovery?
- (B) Why do Kate and her dad dislike each other so much?
- (C) Where is Kate's mother?
- (D) Is Kate afraid to fly in an airplane?

4. What will Kate and Megan likely do next?

- (A) They will go swimming together.
- (B) They will get angry with each other.
- (C) They will not want to swim.
- (D) They will not eat dinner.

5. How does Kate's dad know that Kate has something on her mind?

- (A) Kate yells at her dad.
- (B) Kate won't get in the car with her dad.
- (C) Kate doesn't say very much.
- (D) Kate tells her dad she's angry with him.

6. How does Kate's dad likely feel now that Kate and Megan have something in common?

- (A) angry
- (B) afraid
- (C) exhausted
- (D) relieved

7. Which phrase lets the reader know that Kate will end up being happy?

- (A) *I have swimming practice tomorrow.*
- (B) *I'm sorry, Dad.*
- (C) *I do like Celia.*
- (D) *a stepmother wasn't going to be so bad after all*

8. Which theme applies to this text?

- (A) Strangers cannot be trusted.
- (B) Don't judge a book by its cover.
- (C) Mistakes can happen.
- (D) Safety is a priority.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Nurses are very important professionals. They need to know a lot in order to do their jobs well. They need to be able to do many different kinds of things. They treat patients, they teach people how to stay healthy, and they create plans for patient care. They do a lot of other things, too. Many nurses go to college to learn nursing. Then, they choose what kind of nursing they want to do. Today, they have many choices. Some nurses work in hospitals and some nurses work in schools. Some work at doctors' offices and some work in clinics. Other nurses are called *visiting nurses*; they go to the homes of people who cannot get to a doctor's office. Nursing takes a lot of skill and practice. But it is also very rewarding.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. Which of these is the topic sentence of this paragraph?
- (A) Nurses are very important professionals.
  - (B) Other nurses are called *visiting nurses*.
  - (C) They do a lot of other things, too.
  - (D) They treat patients, they teach people how to stay healthy, and they create plans for patient care.

2. What is something that nurses do **not** do?
- (A) treat patients
  - (B) create plans for patient care
  - (C) build hospitals
  - (D) teach people how to stay healthy

3. Which words from the text have the same root word?
- (A) *nurses* and *homes*
  - (B) *visiting* and *nursing*
  - (C) *stay* and *skill*
  - (D) *nurses* and *nursing*

4. Which is a synonym for *choices*?
- (A) options
  - (B) rules
  - (C) thoughts
  - (D) tasks

5. Which is a synonym for *create*?
- (A) discuss
  - (B) make
  - (C) visit
  - (D) erase

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Today's nurses are important professionals. They have many skills. But that wasn't always true. Many years ago, nurses were not skilled. They simply fed patients, helped them wash, and kept them warm. They sometimes helped doctors, but they were not treated with respect. And only women could be nurses. Nursing was not considered good enough for men. Florence Nightingale changed that. She was an English nurse. She lived during the 1800s. In 1853, the Crimean War began. England was at war in Turkey. Florence took a team of nurses to Turkey. She and her team helped the British soldiers. She insisted that nurses should be respected. She wanted nurses to get an education. After the war, she set up a school just for nurses. Today, both men and women can be nurses. Nurses are well educated. They are also very skilled.

**1.** What is this text mostly about?

- (A) the history of nursing
- (B) England's war in Turkey
- (C) Florence Nightingale as a child
- (D) the British army

**2.** What did Florence Nightingale want nurses to do?

- (A) stay away from patients
- (B) avoid hospitals
- (C) get an education
- (D) never help doctors

**3.** Which of these is a prepositional phrase?

- (A) *She lived*
- (B) *during the 1800s*
- (C) *the 1800s*
- (D) *lived*

**4.** What does the word *insisted* tell you about Florence Nightingale?

- (A) She was afraid.
- (B) She was not a nurse.
- (C) She did not care.
- (D) She did not give up.

**5.** Which word describes the tone of this text?

- (A) informative
- (B) silly
- (C) funny
- (D) false

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Sometimes, large storms or earthquakes strike. Sometimes, volcanoes erupt. There are floods and other natural disasters, too. When those things happen, many people are badly hurt. And even people who are not hurt need help. The Red Cross is there to do just that. The Red Cross is a volunteer group. It sends people to help when disaster strikes. Those people treat patients. They also provide food, clothes, water, shelter, and medicine. Sometimes, rescue dogs join the Red Cross volunteers. Many countries have Red Cross groups. When there is a disaster in another country, the American Red Cross works with other Red Cross groups. They help people together. When disaster hits the United States, Red Cross groups from other countries help. They send volunteers to the United States. Everyone works together to help people in need.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. Which word or words would tell a reader more about this text?

- (A) Red Cross
- (B) happen
- (C) badly
- (D) people

2. Which is a fact about the Red Cross?

- (A) Rescue dogs do not join the Red Cross volunteers.
- (B) Only the United States has a Red Cross group.
- (C) The Red Cross does not help during disasters.
- (D) The Red Cross is a volunteer group.

3. What is a *volunteer*?

- (A) a person who goes to other countries
- (B) a person who earns a lot of money
- (C) a person who helps without being paid
- (D) a person who causes disasters

4. Which words are synonyms?

- (A) *volunteers* and *rescue*
- (B) *food* and *shelter*
- (C) *disaster* and *strikes*
- (D) *strikes* and *hits*

5. Which is an example of a *shelter*?

- (A) a tent
- (B) a rainstorm
- (C) a sock
- (D) a pizza

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## CLARA BARTON

Whenever there is a disaster, there are people who may need help. The Red Cross is there to help them. The Red Cross is a group of volunteers who go to places where there are disasters. They provide food, water, shelter, and medicine. The Red Cross has been responsible for saving many people's lives. The American Red Cross was started in 1881 by Clara Barton.

Clara was born on December 25, 1821. She knew she was good at being a nurse and helping people from the time she was a child. When she was eleven years old, her brother David became very ill, and Clara nursed him back to health. Later, she became a teacher and even started her own school. But then the Civil War came, and everything changed for Clara. She saw that the soldiers needed blankets, clothes, food, and more. So she and some other people gave them supplies. Then, she led a team of nurses who helped the soldiers. Clara worked very hard and became very famous for everything that she did to help the soldiers.

Clara worked so hard that she became ill. Her doctors advised her to take a long trip and rest. So Clara went to Europe. But she did not rest. Instead, she learned about the Red Cross. Some countries had groups of volunteers that assisted people who needed help. Clara wanted the same kind of organization in the United States. So when she came back to America, she worked with other people and created the American Red Cross. For twenty-three years, she was its president.

Clara did many other things, too. For example, she worked very hard to give women the right to vote. She also worked hard to create a system to find missing people. Clara Barton died in 1912, but the work she did changed the United States and has saved millions of lives.



*Clara Barton*

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Clara Barton" and then answer the questions.

**1.** What is this text about?

- (A) the Civil War  
 (B) Clara Barton  
 (C) the Red Cross  
 (D) Europe

**2.** Which event happened first?

- (A) Clara became ill.  
 (B) Clara nursed her brother back to health.  
 (C) Clara became a teacher.  
 (D) Clara was the president of the American Red Cross.

**3.** How do you think the author felt about Clara?

- (A) The author dislikes her.  
 (B) The author does not know about her.  
 (C) The author admires her.  
 (D) The author is afraid of her.

**4.** What inference can be made about how Clara felt when the American Red Cross was created?

- (A) confused  
 (B) angry  
 (C) jealous  
 (D) proud

**5.** How is this text organized?

- (A) It is told chronologically, in the order that the events happened.  
 (B) It compares two people.  
 (C) It explains a problem then describes its solution.  
 (D) It describes a cause-and-effect relationship.

**6.** Which statement is true?

- (A) Clara did not want women to have the right to vote.  
 (B) Clara did not like taking care of people.  
 (C) The Civil War happened before Clara was born.  
 (D) Women did not have the right to vote when Clara was young.

**7.** Why did Clara stop being a teacher?

- (A) The Civil War came and changed everything.  
 (B) She was too ill to teach.  
 (C) She was tired of teaching.  
 (D) She moved and there were no schools near her.

**8.** Which word best describes Clara?

- (A) hardworking  
 (B) timid  
 (C) selfish  
 (D) athletic

**SCORE**1.  Y  N2.  Y  N3.  Y  N4.  Y  N5.  Y  N6.  Y  N7.  Y  N8.  Y  N

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

At dinner one night, Jeff's parents gave him the good news. "We're taking a week-long vacation at the beach," his dad said. Jeff was very excited. He liked swimming and snorkeling and the family hadn't been to the beach in a while. He immediately started making plans.

"When are we leaving?" he wanted to know.

"We'll be leaving August 10th," his mom answered.

August 10th was eight weeks away; it seemed more like forever. Jeff couldn't imagine waiting that long, but then he realized something. Eight weeks would give him enough time to save up money to take with him on the trip, and that was a good thing. Jeff decided to be patient and make the most of the time he had—he would find a summer job.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. What does the first sentence of the text tell the reader?

- (A) Jeff gives good news.
- (B) Jeff and his best friend go on vacation.
- (C) Jeff gets good news.
- (D) Jeff argues with his parents.

2. Who is the main character?

- (A) Jeff's brother
- (B) Jeff's dad
- (C) Jeff's mom
- (D) Jeff

3. Which word from the text is a conjunction?

- (A) he
- (B) that
- (C) but
- (D) long

4. Which word means *calmly*?

- (A) time
- (B) patiently
- (C) find
- (D) immediately

5. In which category does *snorkeling* belong?

- (A) water sports
- (B) food
- (C) animals
- (D) clothing

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Jeff was trying to save up money for a vacation his family was planning to take. He decided to find a summer job. It took several days of thinking. But finally, Jeff thought of an idea. It was a hot, dusty summer, and people's cars would be getting dirty. He would offer to wash cars. The first step in setting up his business was to decide what supplies he would need. He was definitely going to require soap, wax, brushes, buckets, and towels. Jeff's dad gave him permission to use the garden hose if he was careful. By the time Jeff was ready to open for business, he had spent \$25.00. If he charged \$5.00 for each car wash, he would have to wash more than five cars to make money. Jeff and his friends posted signs everywhere in the neighborhood. When people learned about Jeff's business, many came to have their cars washed. In a few weeks, Jeff had earned \$100.00.

1. Which would be a good title for this text?

- (A) Jeff's New Business
- (B) How to Start Your Own Business
- (C) The Best Way to Wash Cars
- (D) Jeff Makes a New Friend

2. Why does Jeff want to earn money?

- (A) He wants to wash cars.
- (B) He wants money to spend when his family goes on vacation.
- (C) He wants to buy a bike.
- (D) He wants to buy a garden hose.

3. Which definition of *posted* is used in this text?

- (A) mailed
- (B) built
- (C) displayed
- (D) worked at

4. Which is a synonym for *require*?

- (A) ask
- (B) buy
- (C) reject
- (D) need

5. Which word describes the tone of this text?

- (A) mean
- (B) silly
- (C) sad
- (D) inspirational

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Jeff had worked hard for weeks to earn money for his family's vacation. He had washed thirty cars. Each person paid \$5.00. He had made \$150.00. But he had to deduct the money spent on supplies. Jeff spent \$25.00 on supplies. He had earned \$125.00. He was thrilled about the vacation and was happy that he had accumulated so much. Now he was ready to make a budget. He estimated that he would want at least \$75.00 for a sweatshirt for himself and presents for his friends. He didn't know if there would be arcades at the beach, but in case there were, he wanted \$25.00 for games. That left \$25.00 for snacks or small souvenirs.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** Which title would tell a reader more about this text?

- (A) Snacks and Things
- (B) The Arcade
- (C) Making a Budget
- (D) Jeff's Allowance

**2.** How does Jeff earn his extra money?

- (A) babysitting
- (B) washing dogs
- (C) washing cars
- (D) raking leaves

**3.** Which word means a *plan for spending money*?

- (A) budget
- (B) souvenir
- (C) minimum
- (D) money

**4.** What does *accumulate* mean?

- (A) to bring
- (B) to buy
- (C) to donate
- (D) to collect

**5.** Which simile could describe Jeff and his skills with money?

- (A) as wise as an owl
- (B) as swift as a bird
- (C) as dishonest as a thief
- (D) as mean as a snake

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## THE BEST VACATION EVER!

Jeff and his family had been looking forward to their vacation for eight weeks. Jeff's mom and dad had rented a beach cottage, and the family would stay there for a whole week. Jeff had earned extra money by washing cars; now he was ready for a break! So the whole family was happy when they got to their beach cottage.

Jeff's mom had packed several bags of groceries in the car, so the first thing the family did when they arrived at the cottage was put the groceries in the refrigerator. They didn't want the food to spoil. Next, everyone brought in suitcases and bags. After that, it was time to unpack everything. Finally, they were ready for their first vacation dinner. Jeff's dad suggested they go to a nearby seafood restaurant, and everyone agreed that was a good idea.

The next day, the family went to the beach. Jeff had brought his snorkeling gear. He spent a few hours looking for interesting fish. At lunchtime, the family found a hamburger stand right by the beach and ate there. After lunch, it was back into the water for more swimming. Jeff's dad had brought his surfboard, and he let Jeff use it for a short while. That night, everyone was too tired to go anywhere, so they fixed sandwiches at their cottage.

On the third day, Jeff finally got the chance to look around the small beachside town. There were all sorts of interesting shops; there was even a video arcade. Jeff was glad he had brought extra money with him. He was able to get a sweatshirt for himself, presents for his friends, and tokens for the video games.

The rest of the vacation was just as enjoyable. Everyone got the chance to swim, shop, relax, and rest in the sand. When the week was over, everyone agreed it had been the best vacation they had ever had.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "The Best Vacation Ever!" and then answer the questions.

- 1.** Why does the family put the groceries away first?
- (A) Jeff's dad is going to cook dinner.  
(B) The groceries are very heavy.  
(C) There is no room for their suitcases.  
(D) They do not want the food to spoil.
- 2.** Which prediction is most likely?
- (A) The family will never go to the beach.  
(B) The family will go to the beach cottage again.  
(C) The family will tell their friends they had a terrible time.  
(D) The family will be glad to leave the beach cottage.
- 3.** Which purpose for reading is most appropriate?
- (A) I want advice on planning a vacation.  
(B) I want to find out what the best vacation was for the characters.  
(C) I want to study maps showing vacation areas.  
(D) I want to read about how to save money for vacation.
- 4.** What is the second thing the family does after they get to the cottage?
- (A) They put the groceries away.  
(B) They go out to dinner.  
(C) They go to the beach.  
(D) They bring in their bags.
- 5.** When does the family go to the beach?
- (A) after the vacation is over  
(B) after Jeff goes to the arcade  
(C) after Jeff goes snorkeling  
(D) on the second day
- 6.** Which of these is an opinion?
- (A) The family went to the beach.  
(B) Next, everyone brought in suitcases and bags.  
(C) Finally, they were ready for their first vacation dinner.  
(D) The rest of the vacation was just as enjoyable.
- 7.** What does Jeff learn?
- (A) Saving money allows you to buy special things.  
(B) Going on vacation is not always fun.  
(C) Surfing is a very difficult sport.  
(D) Snorkeling is only for adults to try.
- 8.** Which statement reflects a reader's connection to another text?
- (A) This reminds me of reading about my favorite fish.  
(B) This reminds me of a story about a family that has a good time camping.  
(C) This reminds me of an invitation to a new arcade opening in town.  
(D) This reminds me of a nonfiction book about how to wash cars.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Chances are that at least something you wear has Velcro. Velcro is different from zippers, buttons, or laces. Velcro is made with tiny hooks and loops. When you place one side of a Velcro fastener against the other, the tiny loops go around the hooks—and stay there. George de Mestral, a Swiss engineer, invented Velcro. One day in 1948, he noticed that he had burrs on his clothing after a hike. Those burrs gave him an idea for a new kind of fastener—one that would hold things together better than zippers or buttons. At first, nobody took his idea seriously. But de Mestral did not give up. In 1956, he created Velcro and started a business. Today, Velcro is used all over the world. It's even used in the space program!

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** What is this text mostly about?

- (A) the space program
- (B) the life of George de Mestral
- (C) Velcro
- (D) dogs

**2.** What is **not** true about Velcro?

- (A) It closes things.
- (B) It is made of metal.
- (C) It is used in clothing.
- (D) It is made with hooks and loops.

**3.** What do context clues tell you about the meaning of *burrs*?

- (A) They are small sticky pieces from a plant.
- (B) They are pieces of yarn.
- (C) They are holes.
- (D) They are raindrops.

**4.** What does it mean to *fasten* something?

- (A) to buy it
- (B) to close or attach it
- (C) to sew or stitch it
- (D) to finish it

**5.** What does the phrase *chances are* mean?

- (A) it's likely
- (B) it's impossible
- (C) always
- (D) sometimes

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

Total

Look at the appliances in your home. How many of them are cordless? Perhaps you have a cordless electric can opener or a cordless vacuum cleaner. If you do, it's because of the space program. When astronauts first started exploring the moon, they wanted to drill into its surface to get samples of the soil and rocks. But they couldn't use appliances with cords because there is no electricity on the moon. So a special kind of drill had to be invented. That drill had to be light but strong. It also had to be cordless. It turned out that cordless tools and appliances were so handy that many companies thought people would want to buy them. Those companies were right. Today, many people have cordless razors and electric toothbrushes. They also have cordless drills. This invention was made for the moon. But it has become just as popular on Earth!

1. Which of these is **not** an *appliance*?

- (A) an electric can opener  
 (B) a vacuum cleaner  
 (C) an electric razor  
 (D) a coffee cup

4. Which is a synonym for *perhaps*?

- (A) maybe  
 (B) definitely  
 (C) always  
 (D) certainly

2. Why do people have cordless tools and appliances?

- (A) because they are large  
 (B) because they are heavy  
 (C) because they are handy  
 (D) because they are expensive

5. Which word describes the tone of this text?

- (A) informative  
 (B) inspirational  
 (C) funny  
 (D) persuasive

3. The suffix *-less* tells you that the word *cordless* means

- (A) without a cord  
 (B) plus a cord  
 (C) less than a cord  
 (D) with a long cord

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

It is important to have smoke detectors in your home. They help to keep you safe. When a smoke detector senses smoke, it sounds a loud alarm. That gives you time to get out of a house or other building if there is a fire. Smoke detectors were invented for the NASA space program. Astronauts have to be safe in their rockets and space stations. They have to know if there are dangerous gases or smoke. So NASA worked with the Honeywell Corporation to invent the modern smoke detector. Today, most people have smoke detectors. In fact, most states have laws that require smoke detectors in buildings. This invention has saved many lives. And it's all because it was needed for the space program!

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. Which words would tell a reader more about this text?

- (A) smoke detectors
- (B) space stations
- (C) space program
- (D) dangerous gases

2. Why do astronauts need smoke detectors?

- (A) They have to be safe in their shuttles and space stations.
- (B) They need special food.
- (C) They want to explore the moon.
- (D) They need more room to work.

3. Which part of speech is the word *dangerous*?

- (A) a noun
- (B) an adjective
- (C) a pronoun
- (D) a conjunction

4. Which is a synonym for *invent*?

- (A) purchase
- (B) sell
- (C) write
- (D) create

5. Which phrase could replace *sounds* in the third sentence?

- (A) goes to
- (B) looks like
- (C) gives off
- (D) runs from

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## LIFE IN SPACE

Have you ever wondered what it would be like to live in space? It's more complicated than you might think. But it's also interesting. The most important thing to remember about living in space is that there is no gravity. That means that astronauts can't do a lot of the things that we take for granted. For example, astronauts can't pour themselves a cup of juice the way you can. Why? Because gravity makes the juice pour from the bottle into your cup. Astronauts can't rely on gravity. Astronauts can't lie on beds and sleep the way you do because gravity is what holds you to your bed.

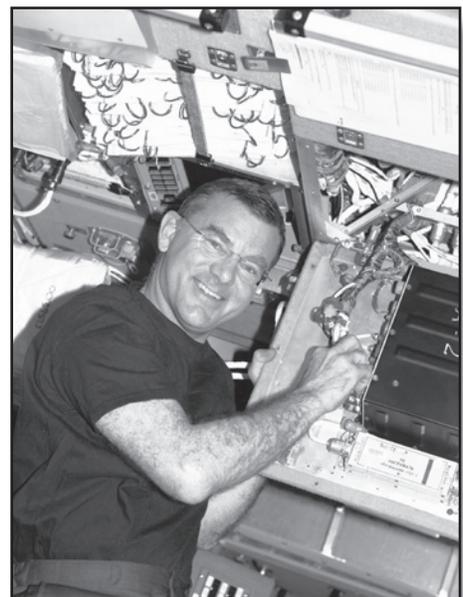


*Astronaut Susan J. Helms*

So how do astronauts live in space? Eating in space is like eating on Earth in some ways. Food like rice and mashed potatoes sticks to spoons and forks, so it doesn't float away. Other foods come in cans or packages. So they don't float away, either. But in order to eat, astronauts strap themselves into chairs or use footholds to stay in one place. Meal trays can be strapped to an astronaut's legs or attached to a wall.

What about sleeping? There is no gravity in space, so astronauts do not have to sleep on beds or the floor. They can sleep anywhere they want, and they can sleep in any position they want. They simply strap their sleeping bags to a wall, a seat, or a bunk bed. That way, they don't float around and bump into things while they are asleep.

Do astronauts get to have any fun in space? They certainly do! Astronauts are very busy people. They have jobs to do, and they work hard. But they also need to relax sometimes. Astronauts get to talk to their families on a video call once a week. They also get to stay in touch by email. Astronauts can bring checkers, chess, and other games with them. Some even bring musical instruments. Astronauts also watch movies and news programs. Sometimes they talk to schools and news reporters, too. Astronauts may have a lot of work to do, but they also find time for fun.



*Astronaut James S. Voss*

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Life in Space" and then answer the questions.

**1.** Which of these is a topic sentence?

- (A) They have jobs to do, and they work hard.
- (B) Astronauts may have a lot of work to do, but they also find time for fun.
- (C) Astronauts also watch movies and news programs.
- (D) Astronauts can bring checkers, chess, and other games with them.

**2.** Which of these questions is **not** answered in this text?

- (A) How do astronauts eat in space?
- (B) How do astronauts sleep in space?
- (C) How do astronauts relax in space?
- (D) How do astronauts do their work?

**3.** Which question reflects an appropriate purpose for reading?

- (A) How can I go in space?
- (B) What is life in space really like?
- (C) How long is the flight to space?
- (D) Where is space?

**4.** The author likely feels that astronauts are

- (A) interesting.
- (B) unkind.
- (C) scary.
- (D) not real.

**5.** Which do astronauts **not** need in space?

- (A) a place to sleep
- (B) food
- (C) umbrellas
- (D) toothpaste

**6.** Why do you think chairs and tables are attached to the floors and walls in space stations?

- (A) so they will not break
- (B) so they will not tip over
- (C) so they will not float around
- (D) so they will stay clean

**7.** How is life in space different from life on Earth?

- (A) There is no gravity in space.
- (B) There is a lot of gravity in space.
- (C) There is no gravity on Earth.
- (D) Astronauts do not like to be in space.

**8.** Which statement about living in space is most accurate?

- (A) Living in space would be like living on Earth.
- (B) Living in space would be impossible.
- (C) Living in space would be different because there is no gravity.
- (D) Living in space would not be much fun.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Emma found it extremely difficult to keep pace with everyone else in her gym class. Whenever the class ran around the track, she was always out of breath too quickly to finish. Emma decided that she was tired of always being last around the track, so when class was over, she talked to her gym teacher, Mr. Watson. "Mr. Watson," she began, "I'm really out of shape. I run out of breath so quickly that I can never manage to keep up. What do you think I'm doing wrong?"

Mr. Watson thought for a moment and then answered, "You're not doing anything wrong. You just need to build your endurance. If you exercise, you build your strength and you can run longer."

Emma decided then and there that she would ask her parents about joining a gym.

**1.** What is this text about?

- (A) The text is about a girl who hates gym class.
- (B) The text is about a girl who is trying to keep up in gym class.
- (C) The text is about a girl who is trying to quit gym class.
- (D) The text is about a girl who is trying to be a winner in gym class.

**2.** What does Mr. Watson think that Emma needs to do?

- (A) run faster
- (B) stop running
- (C) get to gym class earlier
- (D) build her endurance

**3.** Which word has the same root word as *manage*?

- (A) mangle
- (B) management
- (C) man
- (D) age

**4.** Which word means *the ability to last*?

- (A) pace
- (B) exercise
- (C) endurance
- (D) build

**5.** What does the phrase *keep pace with* mean?

- (A) keep up with
- (B) run
- (C) breathe
- (D) exercise

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5  
Total

Emma wanted to get in good shape. She wanted to build her endurance and become stronger. So she asked her parents if the family could join a gym. Her mom and dad liked the idea; they wanted to get in shape too, and now was a good time. So the family began to research local gyms to decide which gym they wanted to join. The family visited three gyms. They took tours, they asked questions, and they looked at prices. Finally, they agreed and settled on a gym called The New You. It had all sorts of equipment. There were treadmills, bicycles, and weights, and there was a large swimming pool, too. Most importantly, there were skilled professionals there who could teach the family how to use the equipment safely. Emma and her family were sure they had made the right choice.

1. What is the text about?

- (A) Emma wants to get a haircut.  
 (B) Emma wants to cut shapes.  
 (C) Emma wants to exercise and be healthy.  
 (D) Emma wants to clean up.

2. Which of these does the gym **not** have?

- (A) bathtubs  
 (B) treadmills  
 (C) weights  
 (D) a swimming pool

3. Which word has the same root word as *skilled*?

- (A) killed  
 (B) ill  
 (C) skillful  
 (D) kill

4. What is another phrase that means *settled on*?

- (A) sat down  
 (B) ran on  
 (C) decided on  
 (D) moved to

5. What does the phrase *in good shape* mean?

- (A) shaped like a square  
 (B) small and round  
 (C) the right shape for something  
 (D) healthy and strong

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Emma and her family had just joined The New You, a local gym. They were all looking forward to using the equipment and getting in shape. So they were excited about their first day at the gym. When they got there, they met Sandra, who would be their trainer. It was her job to show everyone the equipment and teach everyone to use it. Sandra introduced everyone to each machine. Then, she worked with the family to create a good exercise program for them. Emma tried the equipment that Sandra taught her to use, but within ten minutes, she was exhausted. "I don't know if I can do this!" she said.

"Don't worry," Sandra reassured her. "I promise it gets easier. Use the equipment three times a week, and in no time at all, you'll be stronger."

**1.** What is this text mostly about?

- (A) Emma's first trip to the gym
- (B) how to use gym equipment
- (C) healthy exercises
- (D) finding good shorts and T-shirts

**2.** How does Emma feel about using the equipment?

- (A) It is boring.
- (B) It is very easy to use.
- (C) It is hard to use.
- (D) It is very sharp.

**3.** Who teaches people how to use gym equipment?

- (A) exercises
- (B) programs
- (C) equipment
- (D) trainers

**4.** Which is a synonym for *exhausted*?

- (A) jealous
- (B) tired
- (C) excited
- (D) upset

**5.** What does the phrase *in no time* mean?

- (A) not keeping time
- (B) never
- (C) soon
- (D) late

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5  
**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## SHAPE UP!

Emma and her family recently joined a gym called The New You. Everyone in the family wanted to get in shape, and they all agreed that The New You was a good place to do that. But it wasn't easy! For the first few weeks, Emma was exhausted after working out. She couldn't believe how hard it was. But after a while, Emma noticed that it wasn't as hard as it had been. She was starting to be a little less tired after working out, and she was starting to feel stronger. She mentioned it to Sandra, the trainer. Sandra said, "See, what did I tell you? You're getting stronger all the time because you're exercising your muscles. You're doing a great job!"

One day in gym class, Emma's gym teacher, Mr. Watson, announced that he wanted the class to run around the track. Before Emma and her family had started going to the gym, Emma hadn't been able to run very far. She wasn't sure how well she'd do now, but she knew she felt stronger than she had. So when Mr. Watson blew his whistle, Emma started off with all of the other kids in her class. She was amazed to find that she was able to keep pace with them! What was even more amazing was that she kept pace with the class all the way around the track—twice! This was the first time that she had the endurance to make it all the way around the track, and Emma was very proud of herself.

When class was over, Mr. Watson told Emma, "I'm so impressed with your performance today! You've run better and farther today than I've ever seen you go."

Emma thanked Mr. Watson and said, "Actually, it was your suggestion. You were the one who suggested joining a gym. My family joined The New You, and I'm really glad we did."



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Shape Up!" and then answer the questions.

**1.** Why does Emma begin to feel less tired after her workouts?

- (A) She doesn't like to exercise.  
 (B) Her muscles are getting stronger.  
 (C) She never goes to the gym.  
 (D) Mr. Watson asks the students to run around the track.

**2.** What is a good prediction for what will happen in Emma's next class?

- (A) She will run at least as far as her classmates.  
 (B) She will not be able to keep up with her class.  
 (C) She will decide not to run.  
 (D) She will tell Mr. Watson she is afraid to run.

**3.** What is a good reason to read this text?

- (A) to find out how to lose weight  
 (B) to learn new exercises  
 (C) to enjoy the story of a girl who made an inspiring change  
 (D) to learn how to join The New You

**4.** Which is most likely the opinion of the author?

- (A) People cannot get in shape.  
 (B) Gyms do not help people get strong.  
 (C) Exercise is a bad idea.  
 (D) Exercise is a good idea.

**5.** How does Emma likely feel after she runs around the track twice?

- (A) afraid  
 (B) upset  
 (C) proud  
 (D) confused

**6.** How would Emma's parents likely feel now that she can keep up with her classmates?

- (A) frightened  
 (B) bored  
 (C) happy and proud  
 (D) unsure

**7.** Which lesson does Emma learn in this text?

- (A) Mr. Watson doesn't think she can run well.  
 (B) She will never be able to go around the track.  
 (C) Gyms are very scary places.  
 (D) Exercise makes you stronger.

**8.** People who like this story might also enjoy what kind of text?

- (A) mystery stories  
 (B) fitness magazines  
 (C) cookbooks  
 (D) science magazines

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

What did you get in the mail today? The United States Postal Service probably brought it to you. Every day, the post office sends millions of letters. It sends packages, too. You can send something just about anywhere you want. How did it all start? Long ago, there was no regular mail service. Instead, people trusted their friends. When those friends went places, they took letters with them. Some people sold goods. They sent those goods to other places. They sent people's letters along, too. Sometimes American Indians carried letters. At that time, America was a colony. It belonged to England. England set up a postal service for the colony. Benjamin Franklin was its first postmaster. He was in charge of the post office. He made many changes. Those changes made it much easier to send mail.

1. What is this text mostly about?

- (A) Benjamin Franklin
- (B) American Indians
- (C) England
- (D) the history of the post office

2. How did people send their letters long ago?

- (A) They trusted their friends.
- (B) They went to the post office.
- (C) They sent them with Benjamin Franklin.
- (D) They did not write letters.

3. Who is in charge of the post office?

- (A) the mail
- (B) the postmaster
- (C) a package
- (D) a colony

4. Which word is defined as *a country that belongs to another country*?

- (A) post office
- (B) postmaster
- (C) colony
- (D) package

5. What is the meaning of the phrase *at that time*?

- (A) no time
- (B) back then
- (C) yesterday
- (D) last week

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5  
**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5  
Total

The United States Postal Service uses zip codes to make it easier to get mail where it needs to go. Here is how zip codes work: The postal service has divided the United States into many small areas. Each area has its own special zip code. A zip code is a five-digit number. Suppose you are mailing a present to your cousin. Your cousin lives in Eaton, Ohio. The zip code for Eaton, Ohio, is 45320. You write the address, including that zip code, on the package and take it to the post office. The zip code tells the post office that your package belongs with all of the mail that is going to Eaton. That way, your package goes right to Eaton, Ohio. Some cities, such as Eaton, have only one zip code. Some cities, such as Los Angeles, have many zip codes. That is because they are larger cities with more people.

1. What does a zip code tell the post office?

- (A) the area where mail needs to go
- (B) who is sending mail
- (C) how big a package is
- (D) what day it is

2. Which statement is **not** true about zip codes?

- (A) They are five-digit numbers.
- (B) Each small area of the United States has a zip code.
- (C) Small places have many zip codes.
- (D) Zip codes make it easier to get mail where it needs to go.

3. Which definition of *digit* is used in this text?

- (A) a finger
- (B) a numeral
- (C) a toe
- (D) an area

4. Which is a synonym for *divided*?

- (A) mailed
- (B) given
- (C) joined
- (D) separated

5. Which is a prepositional phrase?

- (A) *Here is how zip codes work.*
- (B) *suppose you are*
- (C) *on the package*
- (D) *you take the package*

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Letter carriers are responsible for delivering mail. That's a very important job. Think about how many important things come in the mail. Letters, packages, and bills are just a few of the things that letter carriers deliver. Each letter carrier has his or her own route. The people and businesses on that route depend on their letter carrier for their mail. Letter carriers start their day at the post office. They sort the mail for their routes. They bundle the mail and put it into their mail trucks. Then they deliver the mail on their routes. Letter carriers have to be in good shape because they walk a lot. They have to be able to lift heavy packages, too. Delivering the mail is not an easy job, but it is a very important one.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. Which of these is **not** something letter carriers do?

- (A) sort mail
- (B) put stamps on mail
- (C) bundle mail
- (D) deliver mail

2. What do letter carriers do first when they start their days?

- (A) deliver the mail
- (B) put the mail into their trucks
- (C) sort the mail
- (D) bundle the mail

3. Which is a compound word?

- (A) outdoors
- (B) businesses
- (C) important
- (D) packages

4. Which is a synonym for *bundle*?

- (A) send
- (B) read
- (C) throw
- (D) pack

5. What does the phrase *in good shape* mean?

- (A) tall
- (B) good shoes
- (C) the shape of a letter
- (D) healthy

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## SPECIAL DELIVERY!

Today, a letter can go a long way in just a few days. For example, suppose you live in New York. You send a letter to your friend who lives in Los Angeles. That letter will get there in three or four days. How does mail get from your mailbox to your friend's mailbox? It starts when you put your letter into the mailbox. When your letter carrier brings your mail, he or she picks up your letter. Your letter carrier then takes your letter back to the post office. Then, your letter is bundled with other mail that is going to other zip codes.

Your letter then goes to a large central-processing *facility*, or building. All nearby post offices send their mail to that facility each day. There, the mail is sorted. Large sorting machines do a lot of the sorting work, but sometimes, people have to do some of the sorting. Some of the mail goes to other zip codes in New York. Some of it goes to zip codes in other states. When all of the mail has been sorted, the mail that is going to Los Angeles is put in one place. Then it is sent on a plane to Los Angeles.

When your letter gets to Los Angeles, it is sent to the main Los Angeles processing center. That processing center sorts through all of the mail that comes into it. Your letter is bundled in a group with all of the other mail going to the same zip code. All of that mail is then sent to the post office in that zip code. Each post office gets a delivery from the processing center every morning. Your friend's letter carrier goes to the post office in the morning. Next, the letter carrier picks up the mail for his or her route. Then, the letter carrier sorts, bundles, and loads the mail. Finally, your friend's letter carrier delivers your letter to your friend.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Special Delivery!" and then answer the questions.

1. What happens after a letter carrier takes your letter to the post office?

- (A) Your letter carrier picks up your letter.
- (B) You leave the letter in your mailbox.
- (C) You write your letter.
- (D) Your letter is sent to the central processing facility.

2. Which is the last step in sending a letter?

- (A) Your letter is bundled with other letters going to Los Angeles.
- (B) A letter carrier picks your letter up.
- (C) A letter carrier delivers your letter.
- (D) Your letter gets sent to a central processing facility.

3. What is the author's purpose?

- (A) to get you to become a letter carrier
- (B) to tell a personal story
- (C) to tell how mail gets delivered
- (D) to get you to call a friend

4. If you do not put a zip code on your letter, it will probably

- (A) get to your friend on the same day.
- (B) not matter.
- (C) take less time to get to your friend.
- (D) take longer to get to your friend.

5. What do you predict would happen if there were no sorting machines?

- (A) It would take less time to deliver mail.
- (B) It would take longer to deliver mail.
- (C) Mail could go to more places.
- (D) There would be no more mail.

6. What happens if you write a letter to a friend who lives in your zip code?

- (A) Your letter will not go to the central processing facility.
- (B) Your friend will not get your letter.
- (C) A letter carrier will take your letter to the central processing facility.
- (D) The letter carrier will not be able find your letter.

7. Why do some packages take longer to process than letters do?

- (A) They are too big for sorting machines.
- (B) They do not have addresses on them.
- (C) They can't be sent through the mail.
- (D) Letter carriers won't deliver packages.

8. Which is the best summary of the text?

- (A) It is about living in Los Angeles.
- (B) It is about how to become a letter carrier.
- (C) It is about how letters are sent through the mail.
- (D) It is about the cost of postage.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Matt liked watching martial arts movies. He had always been interested in learning a martial art. It looked like fun, and he wanted to be able to do the things he saw in movies. So when his parents asked him what he would like for his birthday, Matt said he wanted to learn karate. His mom and dad agreed that would be a very good present, and promised to arrange for Matt to take lessons. They looked at a few karate studios before they found the right one. They wanted to be sure that the lessons would be safe for Matt. They also wanted to find a lesson schedule that would work for them. Finally, they found what they wanted. Matt was very excited. He couldn't wait to start doing what he saw in movies!

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** Why does Matt want karate lessons?

- (A) His teacher suggested he take lessons.
- (B) His parents take karate lessons.
- (C) His friends take karate lessons.
- (D) He wants to do what he sees in movies.

**2.** How do Matt's parents feel about him taking karate lessons?

- (A) They like the idea.
- (B) They dislike the idea.
- (C) They argue about it.
- (D) They can't decide.

**3.** What is the phrase *mom and dad* an example of in this text?

- (A) a simple subject
- (B) a compound subject
- (C) a verb
- (D) a pronoun

**4.** What is *karate*?

- (A) a kind of game
- (B) a kind of movie
- (C) a kind of martial art
- (D) a kind of home

**5.** What does the phrase *work for them* mean?

- (A) have employees
- (B) something that is possible
- (C) work hard
- (D) lose a job

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Matt was excited to start karate lessons. His parents had gotten him a *gi* (gee), a white uniform that he would wear when he was practicing. On the first day of his lessons, Matt proudly put his gi on and joined the other students in his class. Walter, their *sensei* (sen-SEY), or teacher, began the class. To Matt's dismay, though, Walter didn't start by teaching the class what Matt had seen in the movies. Instead, Walter taught the class some movement exercises. He also taught the class some breathing exercises. He told everyone, "Karate isn't about kicking or hitting people or breaking boards. It's about mind and body working together. It's about self-control."

Matt wasn't at all sure he liked the sound of that. He didn't know what Walter meant. But this was only the first lesson.

**1.** What do people who practice karate wear?

- (A) a gi
- (B) a sensei
- (C) a sweatsuit
- (D) a coat

**2.** What is the setting?

- (A) Matt's home
- (B) school
- (C) a karate studio
- (D) the supermarket

**3.** Which word has the same root word as *movement*?

- (A) venom
- (B) moving
- (C) cement
- (D) hover

**4.** Which is a synonym for *dismay*?

- (A) curiosity
- (B) jealousy
- (C) thrill
- (D) discouragement

**5.** Which description is most accurate for a *gi*?

- (A) an impressive purple
- (B) as white as snow
- (C) tight as skin
- (D) lanky and long

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Matt's parents gave him karate lessons for his birthday. He had wanted the lessons because he admired what he saw people do in martial arts movies. But real karate lessons were very different. They were not at all like the movies. The students didn't do jumps, kicks, and hits. Instead, they practiced movements. They did breathing exercises. Walter was Matt's sensei. He told the class that once they had learned the basic karate techniques, they would be able to practice them with one another. At first, Matt didn't like that at all, but he soon discovered that karate was harder than it looked in movies. The students worked very hard and were exhausted by the end of their lessons. Matt learned something new in each lesson. He would soon be ready for his first test.

1. Who gave Matt his karate lessons?

- (A) his teacher  
 (B) his parents  
 (C) his sensei  
 (D) Matt gave himself lessons.

2. Which statement is true about Matt's karate lessons?

- (A) They are harder than Matt thought they would be.  
 (B) The students do a lot of kicks and jumps.  
 (C) They are a lot like what Matt sees in movies.  
 (D) They are much easier than Matt thought they would be.

3. How would you describe karate techniques that are *basic*?

- (A) complex  
 (B) colorful  
 (C) advanced  
 (D) simple

4. Which is a synonym for *admired*?

- (A) ignored  
 (B) laughed at  
 (C) respected  
 (D) feared

5. Which word describes the tone of this text?

- (A) humorous  
 (B) serious  
 (C) joyful  
 (D) hopeful

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## MATT'S REAL LESSON

Matt had been taking karate lessons for a few months. At first, he wanted lessons because he wanted to do the things he saw people do in martial-arts movies. But very soon, he realized that karate is not like the movies. It took some time for him to get used to that, but eventually, he came to enjoy karate. Karate made him feel strong and gave him energy, but it also made him feel calm. He worked very hard, and one day, his *sensei*, Walter, told Matt he was ready for his first test.

Two weeks before the testing date, Walter gave Matt an application. Matt took it home and filled it out. He brought it back to the next class. For the next two weeks, Matt practiced very hard. He wanted to be ready for the test.

On the day of Matt's test, he joined a group of other students who were ready for their test. The test began with some exercises. The students had to show that they could do all of the movements that Walter had taught them. Then, the students took a written test. Walter had also taught them about karate, and they had to show that they knew those things, too.

After the test, Matt waited with the other students to see how he had done. Walter congratulated all of the students on making a real effort, and then he spoke to each student. When it was Matt's turn, Walter told him that he had passed! Matt was very excited. Walter also told Matt that he would receive his first belt—white with a black stripe on it—at the next class. Karate had turned out to be very different from what Matt had thought, but he had discovered that he liked it very much.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Matt's Real Lesson" and then answer the questions.

**1.** What does Matt think about karate at first?

- (A) He thinks it will not be fun.
- (B) He thinks it will be very different from the movies.
- (C) He thinks it will be extremely easy.
- (D) He thinks it will be just like the movies.

**2.** What do you predict Matt will do?

- (A) He will keep doing karate.
- (B) He will stop doing karate.
- (C) He will not tell his friends he is doing karate.
- (D) He will not know how to get ready for his next test.

**3.** Which is a reason to read this text?

- (A) to find out what Matt's lesson actually is
- (B) to learn how to write a lesson
- (C) to teach someone a lesson
- (D) to research how to be a teacher

**4.** Which is likely the author's opinion?

- (A) Karate is exactly like the movies.
- (B) Karate lessons are not a good idea.
- (C) Karate is interesting.
- (D) Karate is very easy.

**5.** How does Walter feel about Matt passing his test?

- (A) surprised
- (B) frightened
- (C) very pleased
- (D) jealous

**6.** How will Matt's parents likely feel about Matt passing his test?

- (A) very proud
- (B) upset
- (C) curious
- (D) afraid

**7.** Which real lesson does Matt learn?

- (A) Karate isn't very difficult.
- (B) Karate isn't at all like the movies.
- (C) Karate isn't very good for you.
- (D) Karate isn't something he wants to do.

**8.** Which text has a similar theme?

- (A) a math textbook
- (B) a story about learning how to play a musical instrument
- (C) a poem about school
- (D) a letter from a teacher

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

When you go to sleep at night, you probably think that you are not doing much. Your body is in one place, your eyes are closed, and you don't talk to people. But your body is doing more than you think it is! Scientists have used special, sophisticated machines to study the way people sleep. They have found that your brain is actually very busy when you sleep. There are several stages of sleep in a sleep cycle. You go through the sleep cycle multiple times each night. Your brain's activity level is a little different in each stage. The final stage of the cycle is called *rapid eye movement* (REM) sleep. During REM, your eyes are moving even though you are asleep. That is how this stage got its name. Most of your dreams occur during REM sleep.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** What is your brain doing while you are sleeping?

- (A) It is not able to work.  
(B) It is only a little busy.  
(C) It is also asleep.  
(D) It is very busy.

**2.** What is true about people during REM sleep?

- (A) They dream.  
(B) They are awake.  
(C) They talk a lot.  
(D) They feel sick.

**3.** How else could you say *asleep*?

- (A) slept  
(B) sleep  
(C) sleeping  
(D) sleepwalk

**4.** Which is a synonym for *occur*?

- (A) run  
(B) sleep  
(C) happen  
(D) wake

**5.** Which word describes the tone of this text?

- (A) informative  
(B) cautionary  
(C) funny  
(D) serious

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

Total

Do you ever remember your dreams? You may not remember what you dream, but you probably dream every night—almost everyone does. Why do you have dreams? Scientists disagree on exactly why you dream. Some say it is your brain's way of processing things. You learn a lot and have a lot of things happen to you, so while you sleep, your brain processes that information. Dreaming might be the way your brain makes sense of what happens to you. Some say that dreams are the way your brain solves problems. Suppose you are upset about something. Dreams may be a way for your brain to help you feel better. People may not agree on why you dream. But everyone agrees that dreaming is very important. You need to dream so that your brain is ready for the next day.

1. What is this text mostly about?

- (A) how to fall asleep
- (B) where to find a good bed
- (C) how many hours of sleep you need
- (D) dreams

2. Which statement about dreams is **not** true?

- (A) Nobody knows exactly why people dream.
- (B) Only a few people dream.
- (C) Dreaming is very important.
- (D) There are several ideas about why people dream.

3. What does the prefix *dis-* in the word *disagree* mean?

- (A) large
- (B) not
- (C) water
- (D) with

4. Which is an antonym of *remember*?

- (A) sleep
- (B) talk
- (C) forget
- (D) recall

5. What do we *process* in the same way we process information?

- (A) problems
- (B) socks
- (C) products
- (D) paper

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Sleep is a very important part of staying healthy. When you are asleep, your brain uses that time to take care of itself. Some scientists think your brain sorts things out when you sleep and that it also replaces chemicals it needs. The rest of your body needs sleep, too. While you are sleeping, your body stays busy by using that time to heal itself. It also uses that time to build up your immune system, which is the system your body uses to fight off germs. Your body also uses your sleep time to build up muscles, bones, and tissues so that you can grow. Sleep helps you think clearly and stay in a better mood. That helps you to cope better with a busy day.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** What would be a good title for this text?

- (A) How the Brain Helps You Learn
- (B) Why Do We Sleep?
- (C) Build Up Your Muscles!
- (D) How Does the Immune System Work?

**2.** Which of these is **not** something your body does when you are asleep?

- (A) heals itself
- (B) builds up muscles, bones, and tissues
- (C) helps you feel full
- (D) builds up your immune system

**3.** Which system helps your body fight off germs?

- (A) tissue
- (B) chemical
- (C) sleep
- (D) immune

**4.** Which is a synonym for *busy*?

- (A) active
- (B) asleep
- (C) resting
- (D) absent

**5.** What does the phrase *cope with* mean?

- (A) manage
- (B) avoid
- (C) fear
- (D) desire

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## SWEET DREAMS

A good night's sleep is very important for your health. Your brain and your body use that time to do all kinds of things that they cannot do as well when you're awake. How much sleep do you need? Every person is a little different, but many experts say that children need about ten hours of sleep per night. So if you wake up at seven o'clock to go to school, you should be going to bed by nine o'clock at night.



Sometimes it's not easy to fall asleep quickly, though. You might have a lot of energy. Or you might be excited about something. Maybe you're worried about something. When that happens, it's hard to get sleepy. Here are some things you can do to make it easier for you to get the sleep you need:

- Keep your body in a routine by going to bed at the same time every night.
- Do something calming right before bedtime, such as taking a warm bath or reading.
- Limit sodas, iced tea, and other foods and drinks that contain caffeine.
- Turn off your TV when it is time to sleep. Better yet, don't have a TV in your room. Studies show that children who have a TV in their rooms sleep less.
- Don't watch scary TV shows or movies close to bedtime because these can sometimes make it hard to fall asleep.
- Exercise during the day—it will help you sleep better at night. But don't exercise just before going to bed.
- Don't do homework, read, play games, or talk on the phone in bed. Use your bed just for sleeping—you'll train your body to associate your bed with sleep.

If you follow these handy tips, you will get yourself relaxed before bedtime. Then, it will be easier for you to fall asleep and stay asleep.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Sweet Dreams" and then answer the questions.

**1.** Which is true for the bulleted list in the text?

- (A) The first item is the most important.
- (B) Each item on the list is important and supports the main idea.
- (C) The items should be done in order.
- (D) Bulleted lists make no sense.

**2.** Which of these is a topic sentence stating a main idea?

- (A) You might have a lot of energy.
- (B) A good night's sleep is very important for your health.
- (C) Try to go to bed at the same time every night.
- (D) Use your bed just for sleeping.

**3.** What is a purpose for reading this text?

- (A) to find ways to sleep better
- (B) to learn good study habits
- (C) to learn how to cook
- (D) to find a good place to buy a bed

**4.** What is an accurate inference about caffeine?

- (A) It can make you sleepy.
- (B) It can keep you awake.
- (C) It is good for your health.
- (D) It is hard to find.

**5.** What would the author's advice be for readers?

- (A) sleep less
- (B) stop getting exercise
- (C) buy a TV
- (D) get plenty of sleep

**6.** Why might having a TV in your room keep you awake?

- (A) You would forget to turn it on.
- (B) You would not like having a TV.
- (C) You would turn it off to sleep.
- (D) You would watch it instead of sleeping.

**7.** Why do you think being excited about something might keep you awake?

- (A) You will be afraid to fall out of bed.
- (B) You will fall asleep very quickly.
- (C) You will think about what is making you excited instead of getting sleepy.
- (D) You eat too much if you are excited.

**8.** Which is the best summary of this text?

- (A) People can get a good night's sleep by following some helpful tips.
- (B) Sleep is not important.
- (C) Children don't know how to go to sleep.
- (D) Many people have sleep issues.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Anna and her family were planning a vacation. They would be spending a week at a ski lodge. Anna wasn't a very good skier yet, but she was learning. She was looking forward to getting the chance to try out her skills on the ski slopes. The ski lodge had a website with pictures, so Anna's mom was able to show her and her little brother, Patrick, what it looked like. Anna thought it looked like an amazing place. It had comfortable rooms and lots of good ski slopes. There was a nice-looking restaurant, too. Anna's mom said the lodge offered ski lessons and sometimes had skiing contests. It all sounded very exciting to Anna. She had a feeling it was going to be a memorable trip.

1. How does Anna feel about the vacation?

- (A) angry  
(B) jealous  
(C) fearful  
(D) excited

2. Who is the main character?

- (A) Anna's dad  
(B) Patrick  
(C) Anna  
(D) Anna's mom

3. Which word is a conjunction?

- (A) the  
(B) said  
(C) had  
(D) and

4. Which is a synonym for *memorable*?

- (A) irritating  
(B) unforgettable  
(C) forgettable  
(D) serious

5. What is *ski slopes* an example of?

- (A) alliteration  
(B) a simile  
(C) a metaphor  
(D) personification

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Anna's family was getting ready to leave for a ski vacation. They were going to drive up to the mountains where the ski lodge was located. It was a four-hour drive, but that didn't bother Anna; she was looking forward to the vacation. Anna looked through her suitcase to see if there was anything she had forgotten. She had sweaters, jeans, and warm pajamas. She had ski pants and a snow jacket, too, as well as a warm ski hat. Her dad had already packed the skis and ski poles in the minivan, so Anna wasn't worried about those. The only other thing she needed to add was her ski boots. So Anna shut and zipped her suitcase up, took it downstairs, and grabbed her ski boots from the closet. It was finally time to leave.

1. Which of these is **not** something Anna packs?

- (A) a snow jacket
- (B) a swimsuit
- (C) sweaters
- (D) warm pajamas

2. How is the family getting to the mountains?

- (A) by minivan
- (B) by train
- (C) by plane
- (D) by bus

3. What does the prefix *mini-* mean?

- (A) huge
- (B) new
- (C) small
- (D) blue

4. Which word means *found*?

- (A) grabbed
- (B) drove up
- (C) located
- (D) worried

5. What is *zipped* an example of?

- (A) a metaphor
- (B) a rhyme
- (C) alliteration
- (D) onomatopoeia

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Anna and her family were spending a week at the Pine Ridge Ski Lodge. They had been there for three days and were having a wonderful time. Anna had been out a few times on the bunny slopes. Those were the easiest ski slopes; they were small hills with very gentle slopes. The beginning skiers used the bunny slopes a lot. Anna practiced, but she also took some lessons from the lodge's ski instructor. And there were other things to do at the lodge, too. On the fourth morning, Anna was skiing with her mom when her ski hit a tree root. Anna tumbled over and lay flat on the ground, completely stunned. When she tried to get up, she realized her leg was hurting terribly. Her mom rushed over to see what was wrong, and within minutes, Anna was being carried back to the lodge.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. At first, how is the family trip described?

- (A) boring
- (B) frightening
- (C) terrible
- (D) wonderful

2. How does Anna hurt her leg?

- (A) Her ski is broken.
- (B) Her ski hits a tree root.
- (C) Her leg is caught in a door.
- (D) Her skis are too small.

3. Where do beginning skiers practice?

- (A) on skates
- (B) in the lodge
- (C) on bunny slopes
- (D) without skis

4. Which is a synonym for *stunned*?

- (A) shocked
- (B) tired
- (C) excited
- (D) thrilled

5. The word *rushed* tells the reader what about Anna's mom?

- (A) She is moving slowly.
- (B) She is moving very quickly.
- (C) She is not running.
- (D) She is inside.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## A MEMORABLE TRIP

Anna and her family were staying at the Pine Ridge Ski Lodge for a week-long ski vacation. At least, that's what they had planned. Then one morning, Anna and her mom were skiing when Anna fell and broke her leg. One of the staff members at the ski lodge saw Anna fall. He and Anna's mom carried Anna back to the lodge. Then Anna's dad called for an ambulance.

The ambulance took Anna and her family to the nearest hospital. Anna's leg was in a lot of pain, but fortunately, it wasn't a very long drive. The ambulance whisked the family to the emergency entrance. Then, they got out of the ambulance and went inside. Anna's dad told the nurse at the desk what had happened, and the nurse gave Anna's parents some papers to fill out.

Soon, another nurse wheeled Anna off to the X-ray Department. The X-ray technician took several pictures of Anna's leg. When the X-rays were ready, it was time for the doctor's examination. "Hi, I'm Dr. Taylor," she began. "What happened to you?"

"I was skiing," Anna explained, "and I'm pretty sure my ski hit something, because I fell over and it feels like I broke my leg."

"Well, let's take a look at these X-rays and see what we're dealing with," Dr. Taylor answered. Together, she and Anna looked at the X-rays. They could both see the section of Anna's leg bone that was fractured.

"I know it looks pretty bad," Dr. Taylor said, "but it's not an awful break. You should be running around again in about six weeks."

When the family got back from the hospital, Anna's parents made Anna as comfortable as they could. Then they discussed what they would do next. At first, they talked about going home immediately, but Anna refused to do that. She didn't want the rest of her family to miss out on their vacation. So for the rest of the week, Anna's parents and her brother, Patrick, took turns keeping Anna company. She couldn't ski, but she had plenty of hot chocolate, TV movies, and magazines to read. When the week ended, Anna said, "This wasn't the vacation I had planned. But I'm never going to forget it!"



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "A Memorable Trip" and then answer the questions.

**1.** Which event happens first?

- (A) Anna and her family go to the hospital.
- (B) Anna meets Dr. Taylor.
- (C) A technician takes X-rays of Anna's leg.
- (D) Anna and Dr. Taylor look at the X-rays.

**2.** Why is Anna carried back to the lodge?

- (A) Anna does not know where the lodge is.
- (B) Anna broke her leg and cannot walk.
- (C) Anna does not want to go to the lodge.
- (D) Anna is angry with her mom.

**3.** Which is a purpose for reading this text?

- (A) to find out more about a fictional trip
- (B) to plan a trip
- (C) to get a review of the Pine Ridge Ski Lodge
- (D) to learn how to ski

**4.** How do Anna's parents likely feel when she gets hurt?

- (A) worried
- (B) excited
- (C) asleep
- (D) grateful

**5.** What do you predict will happen next?

- (A) Anna will never be able to walk.
- (B) Anna will ski next week.
- (C) Anna will be in a cast for several weeks.
- (D) Anna will not need a cast.

**6.** How does Anna likely feel after breaking her leg?

- (A) curious
- (B) relieved
- (C) unhappy
- (D) excited

**7.** How does Anna's family solve the problem of keeping Anna from being bored?

- (A) They take her skiing with them.
- (B) They take turns keeping her company.
- (C) They take her out to dinner.
- (D) They take her to parties.

**8.** What did Anna **not** plan for on this trip?

- (A) She did not plan to be with her family.
- (B) She did not plan to go to the ski lodge.
- (C) She did not plan to ski.
- (D) She did not plan to break her leg.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

A few hundred years ago, it was very difficult to travel. There was no easy way to get from one place to another. If there was water nearby, people traveled in canoes or other boats. But traveling across the country was much harder. Some people traveled in horse-drawn wagons. But that was an expensive way to travel. Most people could not afford a good wagon and a team of horses. It also took a very long time to travel. Horses could not go very fast, so it could take months to go from New York to California. Traveling by horse and wagon was also dangerous. Bad weather and robbers made traveling very risky. So, most people didn't travel more than five miles from the place where they were born.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. What is this text mostly about?

- (A) what travel was a few hundred years ago  
 (B) horses  
 (C) how to build a wagon  
 (D) boats and canoes

2. Which of these is **not** true about travel long ago?

- (A) It was expensive.  
 (B) It was dangerous.  
 (C) It was quick.  
 (D) It was difficult.

3. Which two words in the text have the same root word?

- (A) *afford* and *fast*  
 (B) *robbers* and *risky*  
 (C) *traveled* and *traveling*  
 (D) *horse* and *canoes*

4. Which is an antonym of *expensive*?

- (A) costly  
 (B) economical  
 (C) pricey  
 (D) difficult

5. What is a *canoe*?

- (A) a bird  
 (B) a boat  
 (C) a car  
 (D) a wagon

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Traveling changed a great deal in the early 1800s when the train was invented. At first, trains only carried *freight* (freyt). But in the 1820s and 1830s, people began to travel by train. Trains made it possible to send goods quickly from one city to another. People who made and sold goods could sell more. Trains ran between cities such as New York and Chicago. And people could travel between those cities in just days. Trains brought settlers to the West, too. In 1869, two railroad companies completed a line all the way across the country. Finally, people could travel from the Atlantic Ocean to the Pacific Ocean by train. Railroads helped open up the West.

1. How did trains help people sell more goods?
- (A) People could travel more easily.
- (B) They made it hard to send goods.
- (C) People did not want trains.
- (D) They made it possible to send goods more quickly.

2. How did the railroads help open up the West?
- (A) People did not want to travel by train.
- (B) It was hard to send goods between cities.
- (C) People could travel all the way from the Atlantic Ocean to the Pacific Ocean.
- (D) It was very expensive to travel by train.

3. Which is a compound word?
- (A) companies
- (B) railway
- (C) traveling
- (D) freight

4. Which is a synonym for *freight*?
- (A) goods
- (B) passengers
- (C) people
- (D) trains

5. Which word describes the tone of this text?
- (A) informative
- (B) silly
- (C) funny
- (D) persuasive

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

The coming of railroads made some major changes in the United States. Cities grew because of railroads. Railroads supplied them with food and fuel. They supplied cities with goods, too. They also made it easy for goods produced in cities to be sent to other places. Railroads helped people who lived in small towns and rural areas, too. Now those people could order goods from many different places. Railroads played a major role in settling the West. Many cities and towns in the West were built around railroad stations. Not all of the effects of the railroad were good, though. When the railroad came, people wanted to move West. So many American Indians lost their land, and many animals, such as the buffalo and the bison, lost their habitats.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. Which would be a good title for this paragraph?

- (A) How Cities Grew
- (B) Railroads Changed Everything
- (C) Life in the West
- (D) American Indian Lives

2. Which is **not** a way that railroads helped cities to grow?

- (A) They supplied cities with food and fuel.
- (B) They supplied cities with goods.
- (C) They took people away from the cities.
- (D) They made it possible to send goods to other places.

3. What does *produced* mean?

- (A) made or created
- (B) needed
- (C) sent
- (D) discovered

4. Which is a synonym for *supplied*?

- (A) requested
- (B) ordered
- (C) took
- (D) provided

5. What does *lost their land* mean in this text?

- (A) They got lost.
- (B) They sold their home.
- (C) Their land was taken away by someone else.
- (D) They didn't take care of their land.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## ALL ABOARD!

Until the 1920s, people mostly traveled long distances by train. Aside from horses, carriages, and boats, trains were the only way for people to get from one city to another. But in the early 1900s, cars became available. People wanted to drive cars. So, fewer people rode on trains. Today, passenger trains are not as popular as they were. But many people still take trains. Trains are still very important for transporting goods, too.

Today, people ride on Amtrak trains when they go from city to city. Amtrak is the name of the company that owns the railroad. Millions of people ride on Amtrak trains every year. Sometimes they go on short trips. Sometimes they travel across the country. Some Amtrak trains even go to Canada! When people ride on trains overnight, they ride in sleeper cars. Sleeper cars have small bunk beds in them. Trains also have restaurants so people can eat while traveling.

But people do not always travel from city to city. Sometimes they go from one part of a city to another part. Many people take trains to do that, too. Many of those trains are called *commuter trains*. That is because people who ride them are *commuting*, or traveling, to work. People often choose commuter trains because they can travel without having to drive. They can read, eat, do work, or listen to music. Sometimes, people do not have cars. Commuter trains allow them to get to work.

Trains are also very important for shipping goods all over the country. Trains ship food and cattle from farms. They also help transport goods from factories to stores. Trains also carry oil and gasoline. Sometimes, trains carry raw materials that factories need. You may not always see them or hear them, but trains do an awful lot of work.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "All Aboard!" and then answer the questions.

1. If a reader forgets what a commuter train is, what could he or she do?

- (A) read the last sentence
- (B) write the words
- (C) read the title
- (D) reread the third paragraph

2. Which of the following is a topic sentence?

- (A) Trains ship food and cattle from farms.
- (B) But many people still take trains.
- (C) Some Amtrak trains even go to Canada!
- (D) Trains are also very important for shipping goods all over the country.

3. What is a reason for reading this text?

- (A) to learn about trains
- (B) to buy a car
- (C) to learn about a personal story
- (D) to learn about cities

4. Why do you think trains became much less popular after the 1920s?

- (A) There were not as many trains.
- (B) People could buy cars.
- (C) Trains became too expensive.
- (D) People thought trains were too loud.

5. What does the author likely think about trains?

- (A) They are frightening.
- (B) They are boring.
- (C) They are useful.
- (D) They are not necessary.

6. Why might you travel by train?

- (A) if you are going across the ocean
- (B) if you are afraid of trains
- (C) if you do not have a car
- (D) if you are traveling by plane

7. Which question is **not** answered in this text?

- (A) What is a commuter train?
- (B) How many trains are there?
- (C) Why are trains still important?
- (D) What things are shipped by train?

8. What does riding a train allow people to do?

- (A) get from one city to another
- (B) go to work
- (C) read while they are traveling
- (D) all of the above

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Brandon's parents were going away for the weekend. They didn't want him to stay by himself all weekend, so they asked Brandon's uncle, Dan, if Brandon could stay with him. Uncle Dan was happy to have Brandon. Brandon didn't mind, either; he liked Uncle Dan and Aunt Terry. He especially liked visiting Uncle Dan's auto repair shop. Brandon liked cars, and he was hoping to be a mechanic when he grew up. So he was excited when his mom and dad dropped him off at Uncle Dan and Aunt Terry's house. In fact, one of the first things Brandon said was, "Am I going to get to go to the shop?"

"Absolutely," Uncle Dan promised. "I could use a little help around the place this weekend, if you're interested." Brandon was very interested!

**1.** Why is Brandon going to stay with Uncle Dan and Aunt Terry?

- (A) Brandon is going to a new school.
- (B) Aunt Terry is sick and needs help.
- (C) Brandon's parents are going away for the weekend.
- (D) Uncle Dan asked if Brandon could visit.

**2.** Who is the main character?

- (A) Brandon
- (B) Uncle Dan
- (C) Aunt Terry
- (D) Brandon's mom

**3.** Which is an exclamatory sentence?

- (A) He especially liked visiting Uncle Dan's auto repair shop.
- (B) Am I going to get to go to the shop?
- (C) Brandon's parents were going away for the weekend.
- (D) Brandon was very interested!

**4.** What does it mean to *repair* something?

- (A) break it
- (B) fix it
- (C) sell it
- (D) buy it

**5.** Which word is a preposition?

- (A) were
- (B) weekend
- (C) for
- (D) away

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Uncle Dan owned an auto repair shop, and Brandon liked going there. Today, Uncle Dan had promised to let Brandon help in the shop. When they got there, Uncle Dan said, "The first thing to remember is safety. So be very careful in the shop. Stay away from the chemicals and engine oil. And please don't use any of the tools or equipment unless someone says it's safe and shows you how to use it." Brandon promised to be careful, and then Uncle Dan took him to the section of the shop where the mechanics worked. There were all kinds of tools and supplies there. There were bays, too, where the mechanics put the cars when they worked on them. Brandon couldn't wait to get started working.

1. What is Uncle Dan's job?

(A) He works in an auto repair shop.

(B) He does not have a job.

(C) He sails in the bay.

(D) He designs cars.

4. Which is a synonym for *section*?

(A) back

(B) front

(C) sound

(D) part

2. What does Uncle Dan think is the most important thing to remember?

(A) engine oil

(B) safety

(C) equipment

(D) the shop

5. Which is the root word in *careful*?

(A) full

(B) are

(C) car

(D) care

3. Which definition of *bay* is used in this text?

(A) a loud noise that some dogs make

(B) a horse's coat color

(C) a body of water

(D) a special place where mechanics work on cars

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Brandon was enjoying spending time with Uncle Dan and Aunt Terry. Uncle Dan was allowing Brandon to help out in his auto repair shop, and Brandon was very happy about that. He was planning to be a mechanic, and he wanted to learn as much as he could. So he watched the way everything worked in the shop. When customers came in, they started at the front desk. They told Uncle Dan or his assistant what was wrong with their cars. Then, they left their cars so that the mechanics could work on them. Cars were pulled around to the bays. Then, the mechanics opened the hood or looked at the tires. Sometimes, they used special machines to see what was wrong. The mechanics fixed the cars and Uncle Dan called the customers when their cars were ready.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** Which of these steps happens first?

- (A) Uncle Dan calls the customers when their cars are ready.
- (B) Customers tell Uncle Dan or his assistant what is wrong with their cars.
- (C) The mechanics open the hood or look at the tires.
- (D) The mechanics use special machines to see what is wrong.

**2.** What is the setting?

- (A) Uncle Dan's auto repair shop
- (B) Brandon's home
- (C) school
- (D) an auto factory

**3.** Which sentence has a compound subject?

- (A) Sometimes they used special machines to see what was wrong.
- (B) Then the mechanics opened the hood or looked at the tires.
- (C) They told Uncle Dan or his assistant what was wrong with their cars.
- (D) Dan called the customers when their cars were ready.

**4.** Which is the antonym of *everything*?

- (A) nothing
- (B) something
- (C) someone
- (D) anything

**5.** What does the phrase *started at* mean?

- (A) raced
- (B) began a process
- (C) waited
- (D) moved through

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## MECHANIC FOR A DAY

Brandon was spending the day helping out at his Uncle Dan's auto repair shop. After Uncle Dan showed him around, Brandon was ready to get to work. The first thing that Uncle Dan asked him to do was make sure the floor was clean. He gave Brandon a very long broom and reminded him to be careful around the tools and equipment. While he worked, Brandon paid attention to what was going on.

Brandon saw many different kinds of repairs. Some cars needed to have their oil changed, and other cars needed their tires fixed or needed new tires. A few cars needed a lot of engine work, and Brandon watched that, too.

When he was finished sweeping, Brandon told Uncle Dan that he wanted to help do some of the repairs. He was very excited when Uncle Dan said he could help with some things. One of the mechanics was about to change a tire. Brandon held the tools while the mechanic did the work. Another mechanic was going to change the oil in a customer's car. That mechanic showed Brandon how to check how much oil was in the car. When the oil change was finished, the mechanic had Brandon tell the customer that the car was ready.

Brandon did other jobs, too, and by lunchtime, he was very hungry. Uncle Dan ordered a pizza, and Brandon ate with the mechanics. After lunch, everyone got back to work. The day went by so fast that in no time at all, it was time to close the shop for the day. Brandon was very glad he had the chance to work in a real auto repair shop. He was more convinced than ever that he wanted to fix cars. Uncle Dan must have agreed, because he said Brandon made a great mechanic.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Mechanic for a Day" and then answer the questions.

**1.** How does Uncle Dan feel about Brandon's work?

- (A) curious  
(B) angry  
(C) afraid  
(D) proud

**2.** After Brandon eats lunch,

- (A) he holds the tools while a mechanic changes a tire.  
(B) he learns how much oil a car needs.  
(C) Uncle Dan says he is a great mechanic.  
(D) he sweeps the shop.

**3.** Which statement reflects a purpose for reading this text?

- (A) I want to learn what it means to be a mechanic for a day.  
(B) I want to find out if I can be a doctor.  
(C) I want to learn why mechanics are always greasy.  
(D) I want to read about the new shop on Broadway Street.

**4.** What can you infer about this text based on the title?

- (A) It is about fixing cars.  
(B) It is about the first day of school.  
(C) It is about a new brother or sister.  
(D) It is about going on vacation.

**5.** What is the author's opinion about repairing cars?

- (A) There is only one type of repair done in each shop.  
(B) There are many types of car repairs.  
(C) Repairing cars is very easy.  
(D) Fixing cars takes a very long time.

**6.** What will Brandon likely tell his friends about his day?

- (A) He will tell them not to go to an auto repair shop.  
(B) He will tell them he does not like cars.  
(C) He will tell them he had a great time.  
(D) He will tell them he doesn't want to be a mechanic.

**7.** What lesson does Brandon learn?

- (A) Money is the main criteria for choosing a job.  
(B) Being in charge is very important.  
(C) Doing work is never fun.  
(D) Hard work is rewarding.

**8.** People who enjoy this text may also like what kind of text?

- (A) a book about the history of Mexico  
(B) a nonfiction article about how cars have changed over time  
(C) a guide to cooking meals  
(D) a how-to list for glass-making projects

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Have you ever imagined what it would be like to drive a race car, speeding down the road like a flash of lightning? You don't have to imagine—you can learn to race go-karts. Go-kart racing is sometimes called *karting*. People who race go-karts ride in cars that look a lot like race cars. They usually race around a track, just like the tracks you see in other auto races. Some go-karts are made for kids and for people who are just learning how to race. They don't go very fast, but they are good cars to use when you are learning to drive. Other go-karts go very fast; people who want to become professional race car drivers use those. Some amusement parks have karting. You can also race go-karts at some indoor tracks.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** Which would be a good title for this text?

- (A) Make Your Own Go-kart
- (B) The Best Amusement Parks
- (C) All About Go-karts
- (D) How to Drive

**2.** What are go-karts?

- (A) boats
- (B) cars that look like race cars
- (C) special bicycles
- (D) trucks

**3.** Which word has the root word *auto*?

- (A) automobile
- (B) automatic
- (C) autograph
- (D) all of the above

**4.** Which words are synonyms?

- (A) *car* and *auto*
- (B) *race* and *driver*
- (C) *indoor* and *amusement*
- (D) *professional* and *driver*

**5.** What is the phrase *like a flash of lightning* an example of?

- (A) a rhyme
- (B) personification
- (C) a simile
- (D) a metaphor

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Go-karting can be a lot of fun, but it can be dangerous, too. It's important to be safe when you are driving a go-kart. For example, make sure you always wear a helmet and safety glasses when you ride. Check to be sure that your clothes and hair cannot catch on any of the moving parts of the go-kart. Stay in the go-kart seat at all times; don't try to get out of the seat when the go-kart is moving. Before you ride, check to be sure that the go-kart is working properly. Don't ride it if you hear unusual noises or if any parts are not working. Keep the go-kart on the track, and watch your speed. Following these precautions will help you have a safe and fun ride.

1. What is the main focus of the text?

- (A) how to make a go-kart  
 (B) go-kart safety  
 (C) the history of the go-kart  
 (D) where you can buy a go-kart

2. Which is **not** an important go-kart safety tip?

- (A) Drive as fast as you can.  
 (B) Always wear a helmet and safety glasses.  
 (C) Check to be sure the go-kart is working properly.  
 (D) Keep the go-kart on its track.

3. Which is the root word in *dangerous*?

- (A) anger  
 (B) dang  
 (C) danger  
 (D) gerous

4. Which is the antonym of *unusual*?

- (A) difficult  
 (B) expensive  
 (C) rare  
 (D) normal

5. What is the tone of this text?

- (A) factual  
 (B) humorous  
 (C) informal  
 (D) unhappy

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Go-karts consist of several basic parts, beginning with the frame. The frame is the body of the go-kart; it is the part most people see first. Attached to the frame is the driver's seat. Some go-karts are built for just one person and have one seat. Others are built for two and have two seats. Go-karts also have engines. Some engines are very powerful, and some are not. The engine's power depends on who will drive the go-kart. Expert drivers' go-karts have more powerful engines than children's go-karts do. The engine is connected to a special device called the transmission. Of course, go-karts wouldn't get very far without wheels, so they have four tires, too.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** Which of these is **not** part of a go-kart?

- (A) sails
- (B) frame
- (C) transmission
- (D) engine

**2.** Which connects the go-kart's steering wheel to the engine?

- (A) frame
- (B) transmission
- (C) wheels
- (D) steering wheel

**3.** Which word is defined as *the body of the go-kart*?

- (A) steering wheel
- (B) transmission
- (C) frame
- (D) device

**4.** Which is a synonym for *engine*?

- (A) transmission
- (B) motor
- (C) device
- (D) powerful

**5.** Which word describes the tone of this text?

- (A) informative
- (B) persuasive
- (C) funny
- (D) serious

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## IN THE DRIVER'S SEAT

Go-karting is very popular in the United States. It's popular in many other countries, too. Children as young as seven or eight years old can start racing. In the United States, there are even special "kid karts" for children as young as five. There are many indoor and outdoor go-kart tracks. There are go-kart raceways, too. Some amusement parks have go-kart tracks. Sometimes people practice on them for fun. Other times, there are races.

There are three kinds of go-kart races. Some are *sprint races*, which are short races; usually they are between one-quarter mile and one mile long. Most of these races last about fifteen minutes. The most important thing that you need to win a sprint race is speed; the faster your go-kart can safely go, the more likely you are to win. *Endurance races* are different from sprint races. They are longer races that typically last from thirty to forty-five minutes. There are even a few endurance races that last much longer than that. To win an endurance race, you need a very well-made go-kart that will last. You also need to keep an even speed over the whole distance. Finally, some go-kart races are *speedway races*. They take place on special tracks that are usually one-sixteenth to one-quarter of a mile long. In speedway racing, drivers do several laps around the track.

Whatever kind of race you choose, go-karting can be a lot of fun. Almost anybody can do it because you don't have to be very big or strong. Are you interested in learning to drive a go-kart? There are many places to learn. Lots of cities have go-karting schools, teachers, and lessons. You might find you really enjoy being in the driver's seat!



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "In the Driver's Seat" and then answer the questions.

1. How do sprint races compare to endurance races?

- (A) Sprint races mostly focus on speed.
- (B) Sprint races are a kind of go-kart race.
- (C) Sprint races take thirty to forty-five minutes.
- (D) Sprint races are not for adults.

2. Which are the longest go-kart races?

- (A) endurance races
- (B) amusement park races
- (C) sprint races
- (D) speedway races

3. What is the purpose for reading this?

- (A) to find a go-kart track near you
- (B) to learn more about go-kart racing
- (C) to build your own go-kart
- (D) to read about famous go-kart drivers

4. Which inference can be made about "kid karts" and regular go-karts?

- (A) Kid karts go much faster.
- (B) The karts are the same size.
- (C) Kid karts are bigger than go-karts.
- (D) Kid karts are smaller than go-karts.

5. What is the author's opinion?

- (A) Go-karting is not a good idea.
- (B) Go-karting is too expensive.
- (C) Go-karting is very boring.
- (D) Go-karting is interesting.

6. What do endurance racers want?

- (A) expensive cars
- (B) cars that will go very fast for a short time
- (C) cars that will last for a long time
- (D) cars that will go very fast and then very slowly

7. Which detail supports the topic sentence: *There are three kinds of go-kart races.*

- (A) Go-karting is very popular.
- (B) Lots of cities have go-karting schools, teachers, and lessons.
- (C) Endurance races are different from sprint races.
- (D) Some amusement parks have go-kart tracks.

8. Which best summarizes this text?

- (A) Go-karting is very dangerous.
- (B) Go-karting is very popular and exciting.
- (C) Go-karting is not fun for most people.
- (D) Go-karting requires a lot of practice.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Kayla's teacher Mrs. Dorren told the class about their new lesson. They were going to learn about American Indian pottery. Kayla didn't know much about making things out of clay. She had never thought much about it before. But then, Mrs. Dorren showed the class some pictures. They were pictures of American Indian pottery. The class saw jars, cups, and dishes. Kayla thought the pictures were beautiful. She wanted to see more examples of pottery. So after school, she researched the topic on the Internet. The more pictures Kayla saw, the more she liked pottery. She wondered whether there were any places in her city to see real pottery.

1. How does Kayla get interested in pottery?
- (A) Her parents show her what pottery looks like.
  - (B) Her teacher shows the class pictures of pottery.
  - (C) Her best friend makes pottery.
  - (D) She lives near a pottery store.

2. What does Kayla decide about pottery?
- (A) She does not understand it.
  - (B) She is bored with it.
  - (C) She dislikes it.
  - (D) She likes it.

3. Which is **not** an example of pottery?
- (A) pencils
  - (B) cups
  - (C) dishes
  - (D) jars

4. Which is a synonym for *topic*?
- (A) picture
  - (B) clay
  - (C) subject
  - (D) pottery

5. Which word describes the tone of this text?
- (A) mean
  - (B) enthusiastic
  - (C) funny
  - (D) upsetting

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

Kayla had seen some beautiful pictures of American Indian pottery. She got really interested in the topic. She decided she wanted to see more pottery. So Kayla asked her parents if there was a place where they could see pottery. Her mom and dad had two ideas. One was a local pottery store. Kayla would be able to see a lot of pottery there. The other idea was to visit the museum. Kayla liked both ideas very much. So she asked her parents to take her to both places. Her mom and dad agreed. The first place they took Kayla was the museum. There were several pieces of pottery in the museum. Some was American Indian pottery. Some was pottery from other places. Kayla loved it all.

1. What does Kayla want to do?

- (A) go shopping  
 (B) visit American Indians  
 (C) look at pottery  
 (D) look at pictures

2. How do Kayla's mom and dad feel about seeing pottery?

- (A) They agree to take Kayla.  
 (B) They do not want to take Kayla.  
 (C) They do not know about pottery.  
 (D) They are angry with Kayla.

3. Which of these sentences has a compound subject?

- (A) The other idea was to visit the museum.  
 (B) Some was pottery from other places.  
 (C) Her mom and dad had two ideas.  
 (D) Kayla would be able to see a lot of pottery there.

4. Which word is a possessive pronoun?

- (A) where  
 (B) they  
 (C) place  
 (D) her

5. Which verb is not in past tense?

- (A) decided  
 (B) visit  
 (C) interested  
 (D) asked

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Kayla was very interested in pottery. So her mom and dad took her to a local pottery store. There were so many beautiful things to see there! Kayla and her parents saw jars and dishes. There were also flower pots and baskets. There were beautiful clay pots and pans, too. There were lots of different styles of pottery. When the family was getting ready to leave, Kayla noticed a sign. It said that the store offered pottery classes! Kayla found the store manager and said, "I noticed your sign about pottery classes. Do you offer classes for kids, too?"

"We certainly do," the manager said. "Are you interested in learning to make pottery?"

"I sure am!" Kayla exclaimed. "I'd love to take lessons!"

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. How does Kayla feel about taking pottery lessons?

- (A) She thinks lessons would be boring.
- (B) She wants to take them.
- (C) She is afraid to take lessons.
- (D) She has never heard of pottery lessons.

2. Where does this text take place?

- (A) a pottery store
- (B) school
- (C) Kayla's house
- (D) the park

3. Which part of speech is the word *beautiful*?

- (A) an adjective
- (B) a noun
- (C) a pronoun
- (D) an adverb

4. Which is an interrogative sentence?

- (A) Kayla was very interested in pottery.
- (B) There were lots of different styles of pottery.
- (C) Are you interested in learning to make pottery?
- (D) I'd love to take lessons!

5. How do the exclamation points add to the tone of the text?

- (A) They emphasize how nervous Kayla is.
- (B) They emphasize how scared Kayla is.
- (C) They emphasize how excited Kayla is.
- (D) They emphasize how angry Kayla is.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## KAYLA'S CREATION

Kayla was excited. She was beginning a pottery class. The local pottery store offered classes for kids, and Kayla was interested in pottery. She had seen pictures of American Indian pottery at school. That was when she decided she loved it. So now she was going to learn how to make pottery herself.

During the first class, Kayla and the other kids learned about safety. There were several sharp tools in the classroom. There was also a *kiln*, or oven, that got very hot. So everyone had to learn what the safety rules were. When everyone was ready, their teacher showed them how to work the clay. For the next few classes, Kayla and the other kids practiced different styles of pottery. They used clay in different ways and tried making different things. Kayla thought this was a lot of fun.

Finally, it was time for the students to make their own pottery. Kayla decided to make a matching plate and cup. She got the clay she needed and used a tool called a potter's wheel to fashion the clay into the shape of a plate and a cup. Then, Kayla used some tools to give the plate and cup their final shapes. She took a small piece of clay and made a handle for the cup, too. When the cup and plate were shaped, they were left to dry.

When the plate and cup were dry, it was time to paint them. Kayla chose blues and greens for her design. She used paints made especially for clay and created her pictures. When Kayla was finished, the paint was allowed to dry. Then the teacher showed Kayla how to put glaze on her plate and cup. It was then time to *fire*, or bake, the plate and cup in the kiln. The firing would take some time, so the teacher said that the pottery would be ready at the next class. And it was! Kayla's cup and plate turned out beautifully, and she couldn't wait to show it to her parents.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Kayla's Creation" and then answer the questions.

- 1.** To make her pottery, Kayla first
- (A) uses tools to give her plate and cup their final shapes.
  - (B) paints her plate and cup.
  - (C) shapes the clay on the potter's wheel.
  - (D) puts the plate and cup in the kiln.

- 2.** What does Kayla do after giving her plate and cup their final shape?
- (A) She paints her design on them.
  - (B) She gets the clay she needs.
  - (C) She uses the potter's wheel.
  - (D) She takes her first pottery class.

- 3.** Which statement reflects a purpose for reading this text?
- (A) I am interested in learning how to make pottery.
  - (B) I want to know what clay is made from and how it hardens.
  - (C) I am curious about what Kayla's creation is and how she made it.
  - (D) I want to shop for ceramics.

- 4.** What would have happened to the paint if Kayla had painted her pottery before the clay dried?
- (A) It would have spilled.
  - (B) It would have become glaze.
  - (C) It would have been too dry to use.
  - (D) It would not have shown up.

- 5.** How does Kayla feel when her pottery is finished?
- (A) She is fearful.
  - (B) She is angry.
  - (C) She is embarrassed.
  - (D) She is proud.

- 6.** Knowing about which topic would help you understand this text?
- (A) cooking
  - (B) baseball
  - (C) painting and art
  - (D) music

- 7.** What could a reader learn from this text?
- (A) Pottery is very challenging.
  - (B) Being creative makes people very happy.
  - (C) Pottery stores are for grown-ups.
  - (D) Clay is popular with young children.

- 8.** Which statement reflects the theme of this text?
- (A) You should only try something if you know you will be good at it.
  - (B) Sports are more fun than art.
  - (C) Trying something new and creative is fun.
  - (D) Everyone needs cups and plates.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

What do you have in common with a pencil, a star, and a bird? The answer is *matter*. Everything in the universe, including the planets, is made of matter. The cereal you eat for breakfast is made of matter, and so is the juice you drink. Soil, baseballs, and jeans are made of matter, too. All matter is made of *atoms*. Atoms are very small—they are so small that you can't see them, even with a microscope. Scientists use a special powerful microscope to see atoms. Since you are made of matter, you are also made of atoms. There are many millions of atoms in your body. You can't see them when you look in the mirror, but they are there.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** What is the main idea of this paragraph?

- (A) Cereal is made of matter.
- (B) Everything is made of matter.
- (C) Atoms are very small.
- (D) Matter is very small.

**2.** Which statement is true about atoms?

- (A) Atoms are very large.
- (B) Only people are made of atoms.
- (C) It is easy to see atoms.
- (D) Atoms are extremely small.

**3.** Which definition of *matter* is used in this text?

- (A) something to be proven
- (B) a problem
- (C) the subject of a speech or text
- (D) a substance made of atoms

**4.** What do scientists use to see atoms?

- (A) a microscope
- (B) matter
- (C) a mirror
- (D) millions

**5.** Which word describes the tone of this text?

- (A) informative
- (B) persuasive
- (C) funny
- (D) serious

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5  
Total

Atoms are very small. But they are made of parts that are even smaller. Most of the inside of an atom is empty space. But each atom has a center called a *nucleus* (NOO-klee-uhs). The nucleus is made of protons and neutrons. Atoms also have electrons that circle the nucleus. Everything in the universe is made of atoms. So, if a piece of wood and a rock are both made of atoms, why do they look different? There are many different kinds of atoms, and each kind has a different number of protons, neutrons, and electrons. Here is an example. Each atom of oxygen has eight protons, eight neutrons, and eight electrons. Helium is a little different. Each atom of helium has two protons, two electrons, and one or two neutrons. Wood and rocks are made of different kinds of atoms, so they look different.

1. What is this text mostly about?

- (A) neutrons  
(B) protons  
(C) atoms  
(D) oxygen

4. What is a *nucleus*?

- (A) the center of a atom  
(B) made of electrons  
(C) bigger than an atom  
(D) made of wood

2. Why do wood and rocks look different from each other?

- (A) They are not made of atoms.  
(B) They are made of different kinds of atoms.  
(C) Wood is made of atoms. Rocks are not.  
(D) Rocks are made of atoms. Wood is not.

5. How does the reader know the language is informative in this text?

- (A) The author is serious.  
(B) The author makes jokes.  
(C) The author includes only facts.  
(D) The author writes a letter.

3. Which word has the root word *atom*?

- (A) Tom  
(B) atomic  
(C) tomb  
(D) atrocious

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Everything, no matter what it looks like, is made of matter. Matter can exist in one of several *phases*, or states. Some matter exists as a solid. Solid matter holds its shape. For example, a chair is made of solid matter. In solid matter, the atoms are very tightly connected and do not move around much, so solid matter holds its shape. Liquid matter is a little different. Water and juice are examples of liquid matter. The atoms in liquid matter are not as tightly connected so they move more. The shape of liquid matter depends on its container. That is why the shape of water changes when you pour it. Gas is another state of matter. Oxygen is a gas, and so is helium. Gases do not hold their shape because the atoms in gases are very loosely connected. So gases expand to fill their containers.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. Which phase of matter holds its shape?

- (A) water
- (B) gas
- (C) liquid
- (D) solid

2. Which phase of matter has atoms that are very loosely connected?

- (A) solid
- (B) gas
- (C) a chair
- (D) liquid

3. Which is **not** a phase of matter?

- (A) atom
- (B) liquid
- (C) solid
- (D) gas

4. Which is the antonym of *loosely*?

- (A) solid
- (B) tightly
- (C) easily
- (D) slowly

5. Which phrase indicates a sample of something?

- (A) *that is why*
- (B) *for example*
- (C) *no matter what it looks like*
- (D) *is a little different*

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## WHAT'S THE MATTER?

Everything in the universe is made of matter. Matter cannot be created or destroyed, but it can change its form. Some changes in matter are physical changes. That means that matter changes its shape or appearance, but it is still the same kind of matter. It doesn't become a different kind of matter. For example, imagine that you take a piece of ice out of the freezer and put it into a cup. What happens to the ice if you leave it out of the freezer? It melts and turns into liquid water. It is still the same matter, but it has changed from a solid into a liquid. When you warm up the ice, you are not destroying it; you are just changing its form. And if you put that water back in the freezer, it will freeze again and change its form from a liquid to a solid.



Now, imagine that you put water into a pan and put it on a stove. If you heat the water long enough, what happens to it? Have you ever seen steam rising from boiling water? That steam is actually water that has turned into a gas and evaporated. The water you put on the stove has not been destroyed. It has just changed its form from a liquid to a gas. If you put a cover on the pan for a short while and then take the cover off, you'll see drops of water on the cover. Those drops of water are gas that has changed back into liquid water.

Other kinds of changes in matter are chemical changes. Chemical changes are different from physical changes. In chemical changes, matter doesn't just change its form. It becomes something different. For instance, let's say that you bake cookies. To make cookies, you use eggs, flour, sugar and other things. Then, you mix everything up and bake your cookies. You have not destroyed the things you used for your cookies. Those things are in the cookies. But you have changed the flour, eggs and other things into something different. Your cookies do not look like flour or eggs. And you cannot turn cookies back into flour and eggs. You cannot create or destroy matter, but you can make it change its form.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "What's the Matter?" and then answer the questions.

**1.** Which is a topic sentence?

- (A) What happens to the ice if you leave it out of the freezer?
- (B) Other kinds of changes in matter are chemical changes.
- (C) It has just changed its form from a liquid to a gas.
- (D) Your cookies do not look like flour or eggs.

**2.** Which is true about physical changes?

- (A) They do not happen to matter.
- (B) They do not change the shape of matter.
- (C) They do not happen to solids.
- (D) They do not change one kind of matter into another kind.

**3.** Which question reflects a purpose for reading this text?

- (A) Is this about someone making a mistake?
- (B) How does this explain matter?
- (C) Is this about someone's problem?
- (D) How does this explain dangerous chemical reactions?

**4.** What does this text compare?

- (A) matter and atoms
- (B) ice and water
- (C) flour and eggs
- (D) physical and chemical changes

**5.** What does the author want the reader to learn?

- (A) how to drink a lot of ice water
- (B) how to bake a lot of cookies
- (C) the difference between physical and chemical changes
- (D) how to write a book of recipes

**6.** What is baking a pie an example of?

- (A) something freezing
- (B) matter that does not change
- (C) a chemical change
- (D) a physical change

**7.** What is the main topic of this text?

- (A) changes in matter
- (B) solids and liquids
- (C) water
- (D) chemicals

**8.** Which summary of the text is the most accurate?

- (A) This text explains about matter changing in different ways.
- (B) This text describes how ice melts in our oceans.
- (C) This text gives a recipe for baking things.
- (D) This text describes the life of a famous chemist.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

\_\_\_ / 8

**Total**



# ANSWER KEY

## Week 1

### Day 1

1. D
2. A
3. D
4. D
5. A

### Day 2

1. A
2. C
3. C
4. A
5. C

### Day 3

1. C
2. D
3. D
4. D
5. C

### Day 4

1. C
2. A
3. A
4. C
5. D
6. A
7. C
8. C

### Day 5

Responses will vary.

## Week 2

### Day 1

1. C
2. D
3. C
4. A
5. B

### Day 2

1. C
2. D
3. A
4. D
5. C

### Day 3

1. A
2. D
3. C
4. B
5. D

### Day 4

1. B
2. D
3. B
4. A
5. C
6. C
7. D
8. C

### Day 5

Responses will vary.

## Week 3

### Day 1

1. B
2. B
3. B
4. A
5. D

### Day 2

1. A
2. C
3. B
4. D
5. A

### Day 3

1. D
2. A
3. C
4. B
5. C

### Day 4

1. A
2. C
3. D
4. B
5. D
6. C
7. C
8. C

### Day 5

Responses will vary.

## Week 4

### Day 1

1. B
2. A
3. D
4. D
5. D

### Day 2

1. C
2. C
3. C
4. B
5. D

### Day 3

1. B
2. D
3. B
4. A
5. C

### Day 4

1. B
2. D
3. A
4. A
5. D
6. B
7. D
8. C

### Day 5

Responses will vary.

## Week 5

### Day 1

1. D
2. A
3. B
4. B
5. D

### Day 2

1. B
2. C
3. D
4. A
5. C

### Day 3

1. D
2. A
3. B
4. C
5. C

### Day 4

1. A
2. A
3. A
4. D
5. C
6. C
7. D
8. B

### Day 5

Responses will vary.

## Week 6

### Day 1

1. B
2. D
3. C
4. A
5. B

### Day 2

1. D
2. A
3. D
4. D
5. B

# ANSWER KEY *(cont.)*

## Week 6 *(cont.)*

### Day 3

1. C
2. A
3. B
4. D
5. C

### Day 4

1. A
2. C
3. C
4. B
5. B
6. A
7. D
8. D

### Day 5

Responses will vary.

## Week 7

### Day 1

1. C
2. A
3. C
4. B
5. D

### Day 2

1. C
2. D
3. B
4. D
5. A

### Day 3

1. B
2. A
3. C
4. D
5. D

### Day 4

1. B
2. B
3. C
4. B
5. A
6. C
7. A
8. D

### Day 5

Responses will vary.

## Week 8

### Day 1

1. D
2. B
3. C
4. A
5. A

### Day 2

1. B
2. D
3. C
4. A
5. C

### Day 3

1. C
2. D
3. A
4. B
5. A

### Day 4

1. C
2. B
3. C
4. A
5. B
6. B
7. D
8. A

### Day 5

Responses will vary.

## Week 9

### Day 1

1. B
2. D
3. D
4. C
5. A

### Day 2

1. D
2. C
3. D
4. B
5. A

### Day 3

1. A
2. C
3. B
4. D
5. B

### Day 4

1. A
2. C
3. A
4. B
5. B
6. C
7. A
8. D

### Day 5

Responses will vary.

## Week 10

### Day 1

1. C
2. A
3. D
4. D
5. D

### Day 2

1. B
2. D
3. A
4. C
5. B

## Day 3

1. D
2. A
3. C
4. B
5. D

## Day 4

1. D
2. A
3. A
4. C
5. C
6. B
7. D
8. B

## Day 5

Responses will vary.

## Week 11

### Day 1

1. A
2. C
3. A
4. C
5. B

### Day 2

1. C
2. B
3. A
4. A
5. C

### Day 3

1. B
2. D
3. C
4. B
5. A

# ANSWER KEY *(cont.)*

## Week 11 *(cont.)*

### Day 4

1. B
2. C
3. A
4. A
5. C
6. D
7. B
8. C

### Day 5

Responses will vary.

## Week 12

### Day 1

1. B
2. D
3. C
4. A
5. C

### Day 2

1. A
2. C
3. D
4. C
5. B

### Day 3

1. D
2. D
3. C
4. B
5. A

### Day 4

1. B
2. D
3. C
4. C
5. B
6. A
7. C
8. D

### Day 5

Responses will vary.

## Week 13

### Day 1

1. C
2. D
3. C
4. B
5. A

### Day 2

1. A
2. C
3. C
4. B
5. D

### Day 3

1. B
2. D
3. A
4. A
5. C

### Day 4

1. D
2. D
3. A
4. A
5. C
6. C
7. B
8. D

### Day 5

Responses will vary.

## Week 14

### Day 1

1. D
2. C
3. B
4. A
5. A

### Day 2

1. A
2. C
3. B
4. D
5. B

## Day 3

1. B
2. A
3. D
4. C
5. C

## Day 4

1. D
2. C
3. B
4. D
5. A
6. B
7. D
8. A

## Day 5

Responses will vary.

## Week 15

### Day 1

1. B
2. D
3. C
4. A
5. D

### Day 2

1. A
2. C
3. B
4. D
5. B

### Day 3

1. C
2. B
3. A
4. D
5. C

## Day 4

1. C
2. C
3. A
4. A
5. B
6. D
7. B
8. C

## Day 5

Responses will vary.

## Week 16

### Day 1

1. C
2. D
3. A
4. D
5. B

### Day 2

1. A
2. C
3. B
4. D
5. B

### Day 3

1. B
2. A
3. C
4. D
5. C

### Day 4

1. D
2. A
3. C
4. B
5. C
6. B
7. D
8. A

### Day 5

Responses will vary.

# ANSWER KEY *(cont.)*

## Week 17

### Day 1

1. A
2. D
3. D
4. C
5. B

### Day 2

1. D
2. C
3. B
4. D
5. A

### Day 3

1. C
2. D
3. A
4. C
5. D

### Day 4

1. C
2. D
3. C
4. A
5. A
6. B
7. C
8. A

### Day 5

Responses will vary.

## Week 18

### Day 1

1. A
2. C
3. C
4. B
5. A

### Day 2

1. B
2. D
3. A
4. A
5. D

### Day 3

1. B
2. A
3. B
4. D
5. A

### Day 4

1. C
2. C
3. A
4. B
5. C
6. A
7. B
8. B

### Day 5

Responses will vary.

## Week 19

### Day 1

1. D
2. B
3. D
4. C
5. A

### Day 2

1. C
2. A
3. B
4. B
5. B

### Day 3

1. D
2. B
3. A
4. C
5. C

### Day 4

1. C
2. A
3. A
4. B
5. A
6. D
7. C
8. D

### Day 5

Responses will vary.

## Week 20

### Day 1

1. B
2. D
3. C
4. C
5. B

### Day 2

1. D
2. A
3. B
4. D
5. D

### Day 3

1. C
2. A
3. B
4. D
5. D

### Day 4

1. C
2. C
3. A
4. A
5. D
6. B
7. C
8. C

### Day 5

Responses will vary.

## Week 21

### Day 1

1. A
2. D
3. C
4. B
5. B

### Day 2

1. C
2. D
3. A
4. C
5. B

### Day 3

1. C
2. C
3. A
4. D
5. C

### Day 4

1. B
2. A
3. C
4. D
5. B
6. A
7. C
8. A

### Day 5

Responses will vary.

## Week 22

### Day 1

1. B
2. C
3. A
4. D
5. C

### Day 2

1. A
2. D
3. C
4. C
5. A

# ANSWER KEY *(cont.)*

## Week 22 *(cont.)*

### Day 3

1. D
2. A
3. D
4. A
5. C

### Day 4

1. B
2. A
3. A
4. C
5. A
6. D
7. B
8. B

### Day 5

Responses will vary.

## Week 23

### Day 1

1. B
2. D
3. D
4. C
5. A

### Day 2

1. A
2. D
3. B
4. C
5. D

### Day 3

1. C
2. B
3. A
4. A
5. B

### Day 4

1. B
2. D
3. A
4. A
5. C
6. D
7. D
8. B

### Day 5

Responses will vary.

## Week 24

### Day 1

1. A
2. C
3. D
4. A
5. B

### Day 2

1. A
2. C
3. B
4. D
5. A

### Day 3

1. A
2. D
3. C
4. D
5. A

### Day 4

1. B
2. B
3. C
4. D
5. A
6. D
7. A
8. A

### Day 5

Responses will vary.

## Week 25

### Day 1

1. C
2. D
3. C
4. B
5. A

### Day 2

1. A
2. B
3. C
4. D
5. D

### Day 3

1. C
2. C
3. A
4. D
5. A

### Day 4

1. D
2. B
3. B
4. D
5. D
6. D
7. A
8. B

### Day 5

Responses will vary.

## Week 26

### Day 1

1. C
2. B
3. A
4. B
5. A

### Day 2

1. D
2. C
3. A
4. A
5. A

### Day 3

1. A
2. A
3. B
4. D
5. C

### Day 4

1. B
2. D
3. B
4. A
5. C
6. C
7. A
8. C

### Day 5

Responses will vary.

# ANSWER KEY *(cont.)*

## Week 27

### Day 1

1. B
2. D
3. B
4. C
5. A

### Day 2

1. C
2. A
3. C
4. C
5. D

### Day 3

1. A
2. C
3. D
4. B
5. C

### Day 4

1. B
2. A
3. C
4. D
5. C
6. C
7. D
8. B

### Day 5

Responses will vary.

## Week 28

### Day 1

1. D
2. A
3. B
4. C
5. B

### Day 2

1. A
2. C
3. B
4. D
5. C

### Day 3

1. B
2. C
3. A
4. D
5. D

### Day 4

1. D
2. C
3. C
4. D
5. B
6. A
7. A
8. C

### Day 5

Responses will vary.

## Week 29

### Day 1

1. D
2. A
3. B
4. C
5. B

### Day 2

1. A
2. C
3. B
4. D
5. B

### Day 3

1. C
2. A
3. D
4. C
5. B

### Day 4

1. D
2. A
3. A
4. C
5. C
6. A
7. B
8. B

### Day 5

Responses will vary.

## Week 30

### Day 1

1. D
2. A
3. C
4. C
5. A

### Day 2

1. D
2. B
3. B
4. C
5. A

### Day 3

1. B
2. C
3. D
4. A
5. A

### Day 4

1. B
2. B
3. A
4. B
5. D
6. D
7. C
8. A

### Day 5

Responses will vary.

## Week 31

### Day 1

1. D
2. C
3. D
4. B
5. A

### Day 2

1. B
2. A
3. C
4. C
5. D

### Day 3

1. D
2. B
3. C
4. A
5. B

### Day 4

1. A
2. B
3. A
4. A
5. C
6. C
7. B
8. D

### Day 5

Responses will vary.

# ANSWER KEY *(cont.)*

## Week 32

### Day 1

1. A
2. C
3. C
4. B
5. B

### Day 2

1. D
2. C
3. B
4. A
5. A

### Day 3

1. B
2. C
3. A
4. D
5. C

### Day 4

1. D
2. D
3. A
4. B
5. C
6. C
7. B
8. D

### Day 5

Responses will vary.

## Week 33

### Day 1

1. C
2. A
3. D
4. B
5. C

### Day 2

1. A
2. B
3. D
4. D
5. D

### Day 3

1. B
2. A
3. C
4. A
5. B

### Day 4

1. D
2. C
3. A
4. A
5. B
6. C
7. D
8. B

### Day 5

Responses will vary.

## Week 34

### Day 1

1. C
2. B
3. D
4. A
5. C

### Day 2

1. B
2. A
3. C
4. D
5. A

### Day 3

1. A
2. B
3. C
4. B
5. A

### Day 4

1. A
2. A
3. B
4. D
5. D
6. C
7. C
8. B

### Day 5

Responses will vary.

## Week 35

### Day 1

1. B
2. D
3. A
4. C
5. B

### Day 2

1. C
2. A
3. C
4. D
5. B

### Day 3

1. B
2. A
3. A
4. C
5. C

### Day 4

1. C
2. A
3. C
4. D
5. D
6. C
7. B
8. C

### Day 5

Responses will vary.

## Week 36

### Day 1

1. B
2. D
3. D
4. A
5. A

### Day 2

1. C
2. B
3. B
4. A
5. C

### Day 3

1. D
2. B
3. A
4. B
5. B

### Day 4

1. B
2. D
3. B
4. D
5. C
6. C
7. A
8. A

### Day 5

Responses will vary.

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## DIGITAL RESOURCES

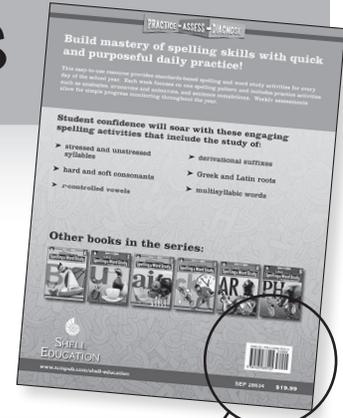
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#### Teacher Resources

- Assessing Fluency
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# NOTES



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