

STAR S trategies to achieve reading success

Name _____



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PART ONE: Think About the Strategy



What Is Main Idea?

Stories and books all have a main idea. Movies and TV shows also have a main idea. The main idea is the most important idea. It tells what something is mostly about.

- 1 Write the name of your favorite book.

- 2 Write one thing that happens in the book.

- 3 Write what the book is mostly about.



Work with a Partner

- Tell your partner about a TV show you have watched.
- Take turns telling each other what the TV show was mostly about.

How Do You Find the Main Idea?

You can find the main idea of most stories in the first sentence or last sentence.

Read the story below.

Think about the most important idea in the story.

People wear different clothes in winter. I wear a coat and boots. Sometimes I wear a hat and a scarf. These clothes keep me warm.

1. Let's look at the boxes below.
2. The sentences in the top three boxes tell about the main idea of the story. But they do not tell the most important idea.
3. The first sentence in the story does tell the most important idea. This sentence tells what the story is mostly about.
4. Finish writing the main idea in the large box at the bottom.

I wear a coat and boots.

Sometimes I wear a hat and a scarf.

These clothes keep me warm.

People wear different clothes _____

PART TWO: Learn About the Strategy



WHAT TO KNOW

The most important idea in a story is called the **main idea**. The main idea tells what a story is mostly or mainly about.

- The main idea is sometimes in the first sentence of a story.
- The main idea is sometimes in the last sentence of a story.

Read this story about dogs. As you read, think about the most important idea in the story.

A pet dog needs many things. A dog needs a soft bed. It also needs special food made for dogs and a dish for water. You might also want to give your dog a toy to play with. Dogs love to play.



The most important idea is in the first sentence of the story.

The most important idea in the story is:

A pet dog needs many things.

Read this story about Meg. As you read, think about the main idea of the story. Then answer the questions.

Today is the first day of school. Meg has been waiting for this day. She can't wait to begin first grade. But Meg cannot go to school today. She cannot meet her new teacher. She cannot be with all her friends. Meg is sick with the flu.



1. What is the main idea of the story?
 - (A) Meg cannot meet her teacher.
 - (B) Meg is sick with the flu.
 - (C) Today is the first day of school.
2. Where did you find the main idea?
 - (A) in the first sentence
 - (B) in the second sentence
 - (C) in the last sentence



Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about finding main idea.

PART THREE: Check Your Understanding



REVIEW

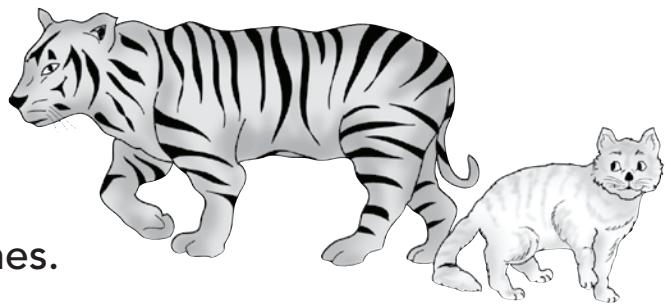
The main idea tells what a story is mostly or mainly about.

- The main idea is sometimes in the first sentence of a story.
- The main idea is sometimes in the last sentence of a story.

Read this story about cats. As you read, ask yourself, “What is the story mostly about?” Then answer the questions.

Cats come in many shapes and sizes. Some cats are wild cats. Other cats are house cats. Lions and tigers are wild cats. Wild cats live outside. House cats live inside with people.

Some house cats are gray, and some are white. Some are dark and some are light. Many cats have stripes or patches.



3. What is the story mostly about?
 - Many cats have stripes or patches.
 - Cats come in many shapes and sizes.
 - Some cats are wild cats.
4. Where did you find the main idea?
 - in the first sentence
 - in the second sentence
 - in the last sentence

Which Answer Is Correct and Why?

Look at the answer choices for each question.

Read why each answer choice is **correct** or not correct.

3. What is the story mostly about?

- Ⓐ Many cats have stripes or patches.

This answer is not correct.

This answer tells about only one idea from the story. The story is not mostly about cats that have stripes or patches.

- Ⓑ Cats come in many shapes and sizes.

This answer is correct. The story is mostly about different kinds of cats. Cats come in many shapes and sizes.

- Ⓒ Some cats are wild cats.

This answer is not correct.

This answer tells about only one idea from the story. The story is not mostly about wild cats.

4. Where did you find the main idea?

- Ⓐ in the first sentence

This answer is correct. The first sentence of the story says that "*Cats come in many shapes and sizes.*" This sentence tells what the story is mostly about.

- Ⓑ in the second sentence

This answer is not correct. The main idea is in the first sentence of this story. The second sentence says that "*Some cats are wild cats.*"

This is just one idea in the story. The story is not mostly about wild cats.

- Ⓒ in the last sentence

This answer is not correct. The last sentence of the story says that "*Many cats have stripes or patches.*" The story is not mostly about cats that have stripes or patches. The story is mostly about all kinds of cats. Cats come in many shapes and sizes.

PART FOUR: Build on What You Have Learned



MORE TO KNOW

- The main idea is sometimes not in the story. You can figure out the main idea by thinking about what the story is mostly about. Ask yourself, “What is the story telling me?”
- Many stories have a title. A title usually tells something about the main idea of a story.

**Read the first part of a story about Max.
Then answer the questions.**

Getting Ready to Paint

Max held a paintbrush in one hand. He held a cup of water in his other hand. Paper and paint lay in front of him. Max was about to paint a picture when his friend stopped by.



“Do you need help painting?” Tim asked.

“I helped my mother paint our house last year.”

“This kind of painting is different,” Max said.

“You have to do it by yourself.”

5. What is the story mostly about?
 - (A) Max likes to paint.
 - (B) Max does not want any help.
 - (C) Max is going to paint a picture.
6. Where or how did you find the main idea?
 - (A) in the first sentence
 - (B) in the last sentence
 - (C) by thinking about the most important idea in the story
7. The title of the story gives you a clue about
 - (A) the ending of the story.
 - (B) the most important idea in the story.
 - (C) all the things that will happen in the story.
8. What is another good title for this part of the story?
 - (A) “How to Paint”
 - (B) “Pretty Pictures”
 - (C) “Max Is a Painter”

**Read the next part of the story about Max.
Then answer the questions.**

"You don't want my help?" Tim said, sadly.

"No," Max said. He dipped his brush into some red paint.

"But if you want, you can paint a picture of your own."

"Really?" said Tim. He was much happier now.

"Sure," said Max. "I have lots of paper and extra brushes."

"This sounds like fun," said Tim. He sat down next to Max.

"It's a lot more fun than painting a house," said Max.

9. What is this part of the story mostly about?

- (A) Tim feels sad.
- (B) Max wants to be alone.
- (C) Max shares his things with Tim.

10. What is the story telling you?

- (A) Max is kind to his friend.
- (B) Max does not need any help.
- (C) Max is not painting a house.

11. What is the main idea of this part of the story?

- (A) Tim asks if he can help Max paint.
- (B) Max asks if Tim wants to paint.
- (C) Tim feels sad that his friend does not need his help.

12. What is a good title for this part of the story?

- (A) "Left Out"
- (B) "Helping a Friend"
- (C) "Let's Paint Together"



PART FIVE: Prepare for a Test



TEST TIPS

- A test question about the main idea may ask you what a story is *mostly* or *mainly* about.
- A test question about the main idea may ask you to choose the best name or the best title for a story. A good title tells something about the main idea of a story.

Read this story about feathers.

Then answer questions about the story.

Choose the best answer for Numbers 13 and 14.

Feathers are important for birds. Feathers are warmer than fur. Birds fluff up their feathers on cold days.

This keeps them warm.

About once a year, birds get new feathers. The old feathers fall out. New ones grow in their place.



13. The story tells mainly about
- (A) how birds keep warm.
 - (B) why feathers are important.
 - (C) what kind of animals have fur.

14. What is the best title for the story?
- (A) “All About Birds”
 - (B) “Feathers and Fur”
 - (C) “Birds and Their Feathers”

**Read this story about a fish.
Then answer questions about the story.
Choose the best answer for Numbers 15 and 16.**

Mia's Fish

Mia held a bowl filled with water. A small orange fish was inside.

"This is my new fish," she told her brother.

"Where did you catch it?" Jim asked.

"I didn't catch it," Mia said. "I bought it at a store."

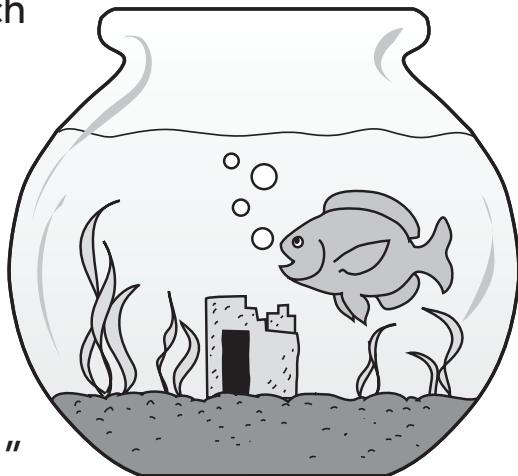
"I didn't know you could buy a fish,"

Jim said. "I thought you could only catch them in a lake."

Mia laughed. "Fish from a lake are for eating."

"Are we going to eat this fish?"
Jim asked.

Mia smiled. "No. This fish is a pet.
Besides, it would make a very small meal."



- 15.** What is the main idea of the story?

- (A) Not all fish come from a lake.
- (B) New pets need a lot of care.
- (C) A girl gets a fish for a pet.

- 16.** What is another good name for the story?

- (A) "The New Pet"
- (B) "The Silly Question"
- (C) "The Fish from the Lake"



Read a Story

**Read this story about a turtle.
Then answer questions about the story.
Choose the best answer for Numbers 1 through 6.**

Turtle Trouble

Lu pointed out the car window. "There is something in the road."

"I don't see anything," said Dad.

"I see it!" said Lu's brother, Chen. "It looks like a ball."

"Or a big acorn," said Lu.

"It's not an acorn or a ball," said Dad. "It's a turtle."

Dad moved the car to the side of the road. "The turtle is lying on its back," he said. "It cannot turn over. The turtle needs our help."

The children and their father got out of the car. Dad took a pair of work gloves out of the trunk and put them on.

"Let's go help this poor turtle," he said.

Lu and Chen watched as Dad turned the turtle over. At first, the turtle did not move. After a few minutes, it slowly walked off the road. The turtle looked back at Lu, Chen, and Dad. Then it walked into the woods.

Lu smiled. "I think the turtle just said, 'Thank you'!"

Finding Main Idea

1. The story is mostly about
 - (A) a girl who helps her father.
 - (B) a turtle that needs help.
 - (C) a father that sees something in the road.

Finding Main Idea

2. Where or how did you find the main idea?
 - (A) in the first sentence
 - (B) in the last sentence
 - (C) by thinking about the most important idea in the story

Finding Main Idea

3. What is also a good name for the story?
 - (A) “Lu’s Big Surprise”
 - (B) “Dad Saves the Day”
 - (C) “How to Help a Turtle”

Recalling Facts and Details

4. Who saw the turtle first?
 - (A) Lu
 - (B) Chen
 - (C) Dad

Recalling Facts and Details

5. Chen thought the turtle looked like
 - (A) an acorn.
 - (B) a ball.
 - (C) a glove.

Recalling Facts and Details

6. The turtle finally walked
 - (A) across the road.
 - (B) into the car.
 - (C) into the woods.

Lesson 3

UNDERSTANDING SEQUENCE

PART ONE: Think About the Strategy



What Is Sequence?

Many stories you read tell things in order. The stories have a beginning, a middle, and an ending. Sequence is the order in which things happen.

- 1 Write three things you do every day.

- 2 List these things in the order in which you usually do them.



Work with a Partner

- Tell your partner about three things you want to do on Saturday.
- Then tell what you will do first, second, and last.

How Do You Find Sequence?

You can find the order in which things happen in a story. Think about the beginning, the middle, and the ending. You can also look for words that tell about order. Some of these words are *first*, *then*, *next*, and *last*.

Read the story. Pay attention to the order in which things happen.

First, Meg gives her dog some food and water.
Then she takes him for a walk. Next, she brings him inside.
Last, she waves good-bye before she goes to school.

1. Let's think about the order in which things happen in the story.
2. Look at the boxes below. They show what happens first, second, third, and fourth.
3. Finish writing the second thing that happens.

First, Meg gives her dog some food and water.

Then she takes him for _____ .

Next, she brings him inside.

Last, she waves good-bye before she goes to school.

PART TWO: Learn About the Strategy



WHAT TO KNOW

The order in which things happen in a story is called **sequence**. Sequence tells what happens first, what happens second, and so on.

- Clue words often tell the order in which things happen. Some clue words are *first*, *next*, *then*, *last*, *before*, and *after*.
- Look for numbers that tell the order in which things are done. Sometimes, directions or lists have numbers that tell about order.
- Sometimes, there are no clue words in a story. Think about the beginning, the middle, and the ending of the story. This will help you understand the order in which things happen.

Read this story about Iris. As you read, think about the order in which things happen in the story.

My cousin Juan broke his arm.
I made him a special card. First,
I got some paper and some
crayons. Then I drew a picture
of the sun and a rainbow. Last,
I wrote "Get well soon" in the
middle of the sun.



The order in which things happen in the story is:

First, I got some paper and some crayons.

Then I drew a picture of the sun and a rainbow.

Last, I wrote "Get well soon" in the middle of the sun.

Read this journal entry that Robert wrote about a school trip. As you read, think about what happens first, second, and so on. Then answer the questions.

April 12

Today, our class went to a farm. We saw many animals. There were chickens and cows in the fields. There were horses and goats in the barn.

First, we talked to Mr. Ortiz. He told us all about the animals. Next, he showed us how to milk a cow. Then he let us feed the goats. One of the goats got loose.

Mr. Ortiz tried to catch him but the goat was fast.

Mr. Ortiz and the goat were running in circles. Mr. Ortiz finally caught the goat. He brought the goat back to the barn. We thanked Mr. Ortiz for a fun day.

1. What did the class do first?
Ⓐ They fed chickens.
Ⓑ They thanked Mr. Ortiz.
Ⓒ They talked to Mr. Ortiz.

2. Which clue word tells what the class did second?
Ⓐ first
Ⓑ next
Ⓒ then



Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about understanding sequence.

PART THREE: Check Your Understanding



REVIEW

Sequence tells the order in which things happen.

- Look for clue words when you read. Some clue words are *first*, *next*, *then*, *last*, *before*, and *after*. These clue words often tell the order in which things happen.
- Look for numbers that tell about order. Sometimes, directions or lists have numbers that tell the order in which things are done.
- Sometimes, there are no clue words in a story. Think about the beginning, the middle, and the ending of the story. This will help you understand the order in which things happen.

Read this list that Kay made. As you read, ask yourself, “What will Kay do first? What will Kay do next?” Then answer the questions.

Things to Do When I Get Home

1. Feed my fish.
2. Have a snack.
3. Clean my room.
4. Take Spike for a walk.
5. Have dinner.
6. Study spelling words.

3. What will Kay do next after she cleans her room?
 A Feed her fish.
 B Have a snack.
 C Take Spike for a walk.
4. How can you tell the order in which Kay will do the things on her list?
 A by thinking about the clue words in the list
 B by thinking about the numbers on the list
 C by looking at the beginning of the list

Which Answer Is Correct and Why?

Look at the answer choices for each question.

Read why each answer choice is **correct** or not correct.

3. What will Kay do next after she cleans her room?

- (A) Feed her fish.

This answer is not correct.
This answer tells about the first thing that Kay will do when she gets home. Kay will feed her fish before she cleans her room.

- (B) Have a snack.

This answer is not correct.
This answer tells about the second thing that Kay will do when she gets home. Kay will have a snack before she cleans her room.

- (C) Take Spike for a walk.

This answer is correct. This answer tells something Kay will do after she cleans her room. You can tell by looking at the number on Kay's list that she will take Spike for a walk after she cleans her room.

4. How can you tell the order in which Kay will do the things on her list?

- (A) by thinking about the clue words in the list

This answer is not correct.
There are no clue words in Kay's list that tell about order.

- (B) by thinking about the numbers on the list

This answer is correct. The numbers on Kay's list tell the order in which she will do each thing.

- (C) by looking at the beginning of the list

This answer is not correct.
Looking at the beginning of the list does not help you understand the order in which things are done.

PART FOUR: Build on What You Have Learned



MORE TO KNOW

- Clues about time tell the order in which things happen. Clues about time are times of day, such as morning, afternoon, and night.
- Clues about time are also days of the week and months of the year.

**Read the first part of a story about Ming.
Then answer the questions.**

My Visit to the Duck Pond

The rain stopped in the morning. I decided to go to the duck pond. There were new baby ducks. I wanted to feed them.

First, I grabbed the brown bag in the garage. I thought the bag was filled with the special duck food Mom bought. Then I walked to the pond. I sat on a log close to the water. Next, I opened the bag. But there was no duck food inside. All I saw was my brother's lunch.

5. What clue word tells when the story happened?
 A first
 B then
 C morning
6. What happened in the morning?
 A Ming sat on a log.
 B The rain stopped.
 C Ming walked to the pond.
7. What did Ming do first?
 A He sat on a log.
 B He grabbed a brown bag.
 C He walked to the pond.
8. What clue word tells what Ming did after he sat on a log?
 A next
 B first
 C then

**Read the next part of the story about Ming.
Then answer the questions.**

I wanted to go home and get the right bag of food. I stood up and my foot sank in the mud. My foot sank so deep that I could not get it out. First, I put the bag down and untied my shoe. Then I pulled my foot out of my shoe. My sock flew off. It landed right in the mud. Next, I bent over to pull my shoe out of the mud. I tugged and tugged. My shoe came out of the mud and I fell in. Last, I picked up my things and walked home. I'll wait for a sunny day before I go back to the duck pond again.

9. What happened right after Ming stood up?
 - (A) His sock flew off.
 - (B) He fell into the mud.
 - (C) His foot sank in the mud.
10. What clue word tells what Ming did right after he untied his shoe?
 - (A) then
 - (B) before
 - (C) last
11. What did Ming do last?
 - (A) He fell into the mud.
 - (B) He picked up his things and walked home.
 - (C) He tugged as hard as he could.
12. Before Ming goes back to the pond again, he will wait for
 - (A) a sunny day.
 - (B) a rainy day.
 - (C) a warm day.

PART FIVE: Prepare for a Test



TEST TIPS

- A test question about sequence may ask you when certain things happened in a story.
- A test question about sequence may contain words such as *first*, *second*, *last*, *before*, and *after*.

**Read this story about Ben and his father.
Then answer questions about the story.
Choose the best answer for Numbers 13 and 14.**

Ben and Dad are making a cake.

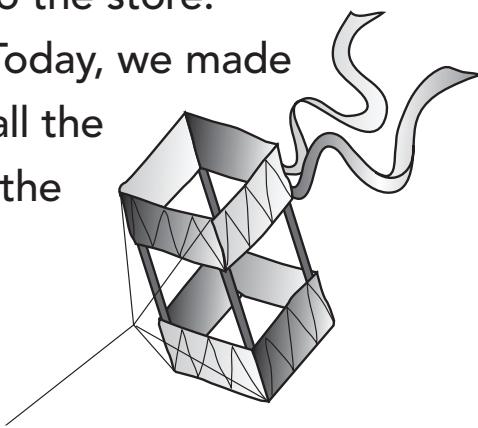
First, Dad turns on the oven. Next, Ben pours the cake mix into a bowl. Dad adds water and some eggs. Ben stirs everything together. Then Ben pours the batter into a cake pan. Last, Dad puts the pan into the oven.



13. The second thing that happens is
- (A) Ben stirs everything together.
 - (B) Ben pours the batter into a cake pan.
 - (C) Ben pours the cake mix into a bowl.
14. What does Dad do after Ben pours the batter into a cake pan?
- (A) He turns on the oven.
 - (B) He puts the pan into the oven.
 - (C) He adds water and some eggs.

**Read this story that Nick wrote.
Then answer questions about the story.
Choose the best answer for Numbers 15 and 16.**

Yesterday, my friend and I went to the store. We bought a kit for making a kite. Today, we made the kite. We were careful to follow all the directions. Tomorrow, we will go to the park. We will see if our kite can fly!



- 15. When did Nick and his friend make the kite?**
- (A) today
 - (B) yesterday
 - (C) tomorrow
- 16. What will Nick and his friend do tomorrow?**
- (A) buy a kite
 - (B) make a kite
 - (C) fly a kite

Lesson 4

RECOGNIZING CAUSE AND EFFECT

PART ONE: Think About the Strategy



What Is Cause and Effect?

There is a reason for everything that happens. What happens is called the *effect*. Why it happens is called the *cause*.

- 1 Write what happens when you blow air into a balloon.

- 2 Write why this happens.



Work with a Partner

- Take turns telling your partner about things that have happened and why.
- You might say, “I tripped because I forgot to tie my shoes.”
- See how many examples you can think of.

How Do You Find Cause and Effect?

Many stories tell about cause and effect. You can find examples of cause and effect by thinking about what happens in a story and why it happens.

Read the story. Think about what happens and why.

My brother and I were playing catch. My brother threw the ball very far. We heard a crash. The ball broke our neighbor's window.

1. Let's find a cause and an effect.
2. Look at the boxes below.
3. The first box tells what happened. This is the *effect*.
4. The second box tells why it happened. This is the *cause*. Finish writing the cause in the second box.

**What happened?
(effect)**

The ball broke our neighbor's window.

**Why did it happen?
(cause)**

My brother threw the ball _____.
_____. .

PART TWO: Learn About the Strategy



WHAT TO KNOW

What happens and why is called **cause and effect**.

Why something happens is the **cause**.

What happens because of the cause is the **effect**.

- A cause is the reason that something happens.
- An effect is what happens because of the cause.
- Clue words such as *so*, *since*, *because*, and *if* often tell about cause and effect.

Read this story about Amy. As you read, think about one thing that happened in the story and why.

Amy was in a hurry. She wanted to get outside to meet her friends. She tied her sneakers as fast as she could. She tried to run, but she fell down. Amy had tied the laces on each sneaker together.



One thing that happened to Amy and why is:

What happened: **Amy fell down.**

Why it happened: **Amy tied the laces on each sneaker together.**

Anything that happens has two parts.

These two parts are called **cause and effect**.

Read this story about Jin. As you read, look for clue words to help you understand what happened and why it happened. Then answer the questions.

Jin put his clothes into the washing machine. He added lots of soap because his clothes were so dirty. Jin turned on the machine. He felt happy. He did something all by himself.

Soon soapsuds came out of the washing machine. They spilled out onto the floor. Jin ran to get his sister. She shut the machine off. "That's what happens when you add too much soap," she said. Jin did not feel so happy anymore.

1. Jin added lots of soap because
 - (A) his sister told him to.
 - (B) his clothes were dirty.
 - (C) he wanted to see what would happen.
2. Which clue word tells why Jin added lots of soap?
 - (A) so
 - (B) because
 - (C) since



Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about recognizing cause and effect.

PART THREE: Check Your Understanding



REVIEW

Why something happens is the cause.
What happens because of the cause is the effect.

- To find a cause, look for a reason that something happened. Ask yourself, “*Why* did it happen?”
- To find an effect, look for something that happened. Ask yourself, “*What* happened?”
- Look for clue words that tell about cause and effect. Clue words are *so*, *since*, *because*, and *if*.

Read this story about Ada. Then answer the questions.

Ada got out of bed. No one else was up yet. She made a snack and watched TV. She watched a funny show about animals. Ada laughed and laughed. All the noise woke Dad.

Dad came into the room. “Why are you up so early?” he asked.

“It’s a special day. It’s my birthday,” Ada said.



3. Dad woke up because
 - (A) Ada was making lots of noise.
 - (B) he wanted to spend time with Ada.
 - (C) he wanted to get up early.
4. Why is Ada up so early?
 - (A) She wanted a snack.
 - (B) It was her birthday.
 - (C) She wanted to watch TV.

Which Answer Is Correct and Why?

Look at the answer choices for each question.

Read why each answer choice is **correct** or not correct.

3. Dad woke up because

- A Ada was making lots of noise.

This answer is correct. The story says that *“All the noise woke Dad.”*

- B he wanted to spend time with Ada.

This answer is not correct. Nothing in the story says that Dad woke up early because he wanted to spend time with Ada.

- C he wanted to get up early.

This answer is not correct. Nothing in the story says that Dad wanted to get up early.

4. Why is Ada up so early?

- A She wanted a snack.

This answer is not correct. The story says that Ada got up because *“It’s a special day. It’s my birthday.”* Ada does make a snack while she is up, but this is not the reason she got up early.

- B It was her birthday.

This answer is correct. The story says that Ada got up because *“It’s a special day. It’s my birthday.”*

- C She wanted to watch TV.

This answer is not correct. The story says that Ada got up because *“It’s a special day. It’s my birthday.”* Ada does watch a funny show while she is up, but this is not the reason she got up early.

PART FOUR: Build on What You Have Learned



MORE TO KNOW

Sometimes, there are no clue words to show cause and effect in a story. When there are no clue words, do the following:

- Think about *how* or *why* something happened. This will help you find a cause.
- Think about *what* happened. This will help you find an effect.
- Think about what you already know about *how* or *why* things happen.

Read this story about a problem.

Then answer the questions.

CLUNK! Paul's bike fell to the ground. "Oh no," Paul said.

"What's the matter?" his friend Roger asked.

"My bike is always falling over," Paul said. "My kickstand broke. Soon, my bike will be all scratched."

"My sister Bev can fix it," said Roger. "Once I ran my bike over a nail. My tire went flat, but she fixed it."

"Let's go to your house!" Paul said.

5. Why does Paul's bike keep falling over?
 - The tire is flat.
 - The kickstand is broken.
 - The wheel is broken.
6. If Paul's bike keeps falling,
 - the tire will go flat.
 - it will get scratched.
 - the seat will fall off.
7. What happened when Roger ran over a nail?
 - He hurt himself.
 - His bike got scratched.
 - His tire went flat.
8. Paul wants to go to Roger's house so that
 - he can ride his bike.
 - he can get his kickstand fixed.
 - he can get his tire fixed.

Read about Jack's favorite books.

Then answer the questions.

Favorite Books

The Snowy Day by Ezra Jack Keats

I like this book because it's about a boy who is a lot like me. His name is Peter. Peter wakes up to find that snow has fallen during the night. Peter is very happy. He has a day of fun playing in the snow.

Owl Moon by Jane Yolen

This is my favorite story. A father and a child go for a walk one winter night. There are many stars in the sky. The moon is bright so it is not very dark. The father and child are looking for an owl. At first, they do not find the owl.

But at last, they do.

9. Why does Jack like the book *The Snowy Day*?
Ⓐ because it is about snow
Ⓑ because it is about a boy
Ⓒ because it is about a boy who is a lot like Jack
10. In *The Snowy Day*, why is Peter happy?
Ⓐ Snow has fallen.
Ⓑ He can play inside.
Ⓒ He spends time with his father.
11. In *Owl Moon*, it is not very dark because
Ⓐ the snow is bright.
Ⓑ the moon is bright.
Ⓒ the sun is shining.
12. In *Owl Moon*, why did the father and child go to the woods?
Ⓐ to look for an owl
Ⓑ to look at the moon
Ⓒ to look for stars



TEST TIPS

- A test question about cause and effect may ask you *what* happened in a story.
- A test question about cause and effect may ask you *why* something happened.
- A test question about cause and effect often contains words such as *because*, *why*, or *what happened*.

Read this story about penguins.

Then answer questions about this story.

Choose the best answer for Numbers 13 and 14.

Penguins

Penguins are birds, but they cannot fly. Penguins have black-and-white bodies. They have large bodies and short legs. Their short legs make it hard for penguins to walk.

Penguins live mostly on land. They go into the water when they are hungry. Penguins are good swimmers. Most penguins eat fish and squid. They also eat a tiny animal called krill.

13. Why is it hard for penguins to walk?

- (A) because they are birds
- (B) because they cannot fly
- (C) because they have short legs

14. When penguins are hungry, they

- (A) try to fly.
- (B) go into the water.
- (C) hunt for food on the land.

**Read this letter that Mona wrote.
Then answer questions about the letter.
Choose the best answer for Numbers 15 and 16.**

Dear Aunt Caren,

Thank you for the gift you sent to me. The Wildcats cap and T-shirt are great. Mom and I watch their hockey games on TV. I will wear my new cap and shirt when we watch the games.

Mom said we might be able to get tickets to a Wildcats game. I hope so! I want to meet the players.

Thank you again for the gift.

Sincerely,
Mona

- 15. Why did Mona write the letter?**
- (A) to ask her aunt to come for a visit
 - (B) to thank her aunt for a gift
 - (C) to tell her aunt about a hockey team
- 16. Mona wants to go to one of the Wildcats' games because**
- (A) she wants to meet the players.
 - (B) she has never seen a hockey game before.
 - (C) she wants to wear her new cap and T-shirt.



Read a Fable

**Read this fable about an ant and a dove.
Then answer questions about the fable.
Choose the best answer for Numbers 1 through 6.**

The Ant and the Dove

A tiny ant was thirsty. He went to a river to get a drink. But the ant got too close to the water. The river carried him away. "Help!" cried the ant.

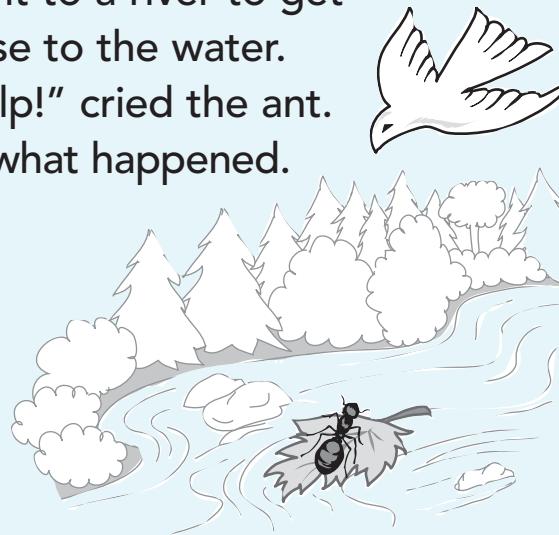
A dove was nearby. She saw what happened. She pulled a leaf from a tree and dropped it into the water. The ant climbed onto the leaf. Soon he floated to safety.

"Thank you," said the ant.
"One day I will help you."

"That is very kind," said the dove. But you could never help me."

A few days later the ant saw a bird catcher. He was getting his net ready to catch the dove. The ant ran over and stung the bird catcher in the foot. The bird catcher threw down his net in pain. The dove flew away.

"You saved my life," said the dove. "I was wrong. Even little friends can be great friends."



Understanding Sequence

1. What happened first?
Ⓐ The ant floated to safety.
Ⓑ The ant went to the river.
Ⓒ The ant cried, “Help!”

Understanding Sequence

2. What did the dove do right after she saw that the ant needed help?
Ⓐ She flew away.
Ⓑ She thanked the ant.
Ⓒ She pulled a leaf from a tree.

Understanding Sequence

3. When did the ant see the bird catcher?
Ⓐ the same day that the dove saved him
Ⓑ a few days after the dove saved him
Ⓒ the day before the dove saved him

Recognizing Cause and Effect

4. The ant went to the river
Ⓐ to get a drink.
Ⓑ to go for a swim.
Ⓒ to see the dove.

Recognizing Cause and Effect

5. What happened when the ant got too close to the river?
Ⓐ He ran away.
Ⓑ He was carried away.
Ⓒ He saw the bird catcher.

Recognizing Cause and Effect

6. How did the ant save the dove’s life?
Ⓐ by dropping a leaf into the water
Ⓑ by taking the net away from the bird catcher
Ⓒ by stinging the bird catcher in the foot

PART ONE: Think About the Strategy



What Is a Prediction?

A prediction is a good guess about something. You might guess that the baseball game will be called off if it rains. When you make a prediction, you use what you already know to make a good guess about something.

- 1 Make a guess about what will happen if the fire alarm goes off at school.

- 2 You made this guess because



Work with a Partner

- Tell what you think will happen when it gets dark tonight.
- Will someone tell you to get ready for bed?
Will stars come out? What else might happen?

How Do You Make a Prediction?

You can make a prediction about a story before you begin reading. First, read the title of the story. Then make a guess about what you will read.

**Read the story below. Read the title first.
Then make a prediction about what will happen.**

The Very Bad Day

Today was the worst day ever. I forgot to bring my lunch to school. I was hungry all day. On the playground, I fell and got a big scrape on my knee. On the way home, it started to rain. I got all wet.

1. Let's think about what the title tells you about the story.
2. Look at the magnifying glass below.
It shows the title of the story.
3. Now look at the box.
The box shows a good guess about the story.
4. Finish writing the prediction in the box.



Prediction:

Lots of _____
things are going
to happen.

PART TWO: Learn About the Strategy



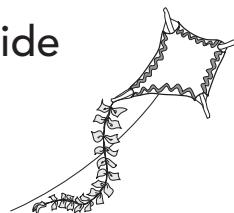
WHAT TO KNOW

Making a prediction is a way of using clues from a story to guess what might happen next.

- Clues are often in the title of a story. Read the title. Then make a guess about what you will read.
- Clues are often in the story details. Details about what people do help you guess what they might do later in the story.
- Clues are often in any pictures that go with the story. Pictures show something that is happening or will happen soon.

Read the first part of a story about Vic. As you read, think about what might happen next in the story.

Vic wanted to try out his new kite. He looked outside to see if it was windy. Vic saw the trees moving back and forth. Vic smiled.



Think about what you have just read. Make a good guess about what might happen next. Then read the rest of the story. See how close your guess is to what really happens.

Vic grabbed his kite and his jacket. He raced outside to fly his new kite.

What happened next in the story was:

Vic raced outside to fly his new kite.

**Read this letter that Josh wrote. As you read, ask yourself,
“Which details will help me predict what will happen next?”
Then answer the questions.**

January 19, 2010

Dear Ella,

A big snowstorm came to Buffalo on Monday. We got two feet of snow! Playing in the snow is fun. But shoveling snow is not.

This is the most snow I have ever seen at one time. It is hard to believe we could get even more. I heard on the news that another storm is coming tomorrow!

Your friend,
Josh

1. What do you think will happen tomorrow?
 - (A) Lots of rain will fall.
 - (B) More snow will fall.
 - (C) Lots of sun will shine.
2. Where did you find clues to help you make your prediction?
 - (A) in the details that tell about playing in the snow
 - (B) in the details that tell about what Josh heard on the news
 - (C) in the details that tell about shoveling snow



Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about making predictions.

PART THREE: Check Your Understanding



REVIEW

Making a prediction is a way of using clues from a story to make a good guess about what might happen next.

- Clues are often found in the title, in the details, and in any pictures.

Read this story about dogs. As you read, look for clues that tell about the kinds of things that dogs do. Then answer the questions.

Never pet a strange dog. Always ask the dog's owner if the dog is friendly. When a dog meets you for the first time, let the dog sniff your hand. This is how the dog gets to know you. See if the dog's tail is wagging. A wagging tail means a happy dog. If the dog growls or barks, leave the dog alone.



3. If a dog likes you, it will probably
 - growl or bark.
 - wag its tail.
 - sniff your hand.
4. What detail from the story helped you answer question 3?
 - If the dog growls or barks, leave the dog alone.
 - Never pet a strange dog.
 - A wagging tail means a happy dog.

Which Answer Is Correct and Why?

Look at the answer choices for each question.

Read why each answer choice is **correct** or not correct.

3. If a dog likes you, it will probably

(A) **growl or bark.**

This answer is not correct.

The story says that a happy dog wags its tail. The story also says that if a dog growls or barks, you should leave the dog alone. You can guess that if a dog likes you, it will not bark or growl.

(B) **wag its tail.**

This answer is correct. The story says that a wagging tail means a happy dog. If you let a dog sniff your hand and the dog is wagging its tail, you can guess that the dog probably likes you.

(C) **sniff your hand.**

This answer is not correct. This answer tells something you should let a dog do the first time you meet it.

4. What detail from the story helped you answer question 3?

(A) **If the dog growls or barks, leave the dog alone.**

This answer is not correct.

The story says that if the dog growls or barks, you should leave the dog alone. You can guess that the dog probably is not happy if it growls or barks.

(B) **Never pet a strange dog.**

This answer is not correct. This answer does not help you guess what a happy dog will do. This answer tells you something that you should not do.

(C) **A wagging tail means a happy dog.**

This answer is correct. If you let a dog sniff your hand and the dog is wagging its tail, you can guess that the dog probably likes you.

PART FOUR: Build on What You Have Learned



MORE TO KNOW

- Think about what you already know about what you are reading. If you are reading about trucks, think about what you already know about trucks. If you are reading about lions, think about what you already know about lions.
- Use what you know and clues in the story to make a prediction.

Read the first part of the story. Then answer the questions.

Tia sat at the table picking at her eggs. Her stomach hurt. Summer was over. School was starting. She liked her new teacher. But Tia would ride the bus to school this year.

Mom came into the kitchen. She was all dressed for her first day of school, too. She taught first grade. Mom looked at Tia's face. She knew something was wrong.

5. Tia probably looks
 - (A) happy.
 - (B) tired.
 - (C) afraid.
6. What is Tia probably most worried about?
 - (A) meeting her teacher
 - (B) riding the school bus
 - (C) eating her breakfast
7. Predict what Tia's mother will do today.
 - (A) teach students
 - (B) ride the bus with Tia
 - (C) stay home
8. What will probably happen next?
 - (A) Tia will get on the bus.
 - (B) Tia will get dressed.
 - (C) Mom will ask Tia what is wrong.

**Read the next part of the story.
Then answer the questions.**

Are you worried about school?" asked Mom.

Tia nodded. "Yes."

"But you will see all your friends. And you like your new teacher."

"It's not that," said Tia. "I have never been on a bus before. I am afraid."

"Today I will give you a ride. After school, we will both ride the city bus. You will see that it's not scary at all.

Now eat your breakfast. We leave in 10 minutes."

Tia smiled. Her stomach did not hurt any more. She asked her father to warm up her eggs.



9. What will Tia probably do next?
Ⓐ ride the city bus
Ⓑ eat her breakfast
Ⓒ see her friends
10. Predict what Tia will be doing in 10 minutes.
Ⓐ doing her homework
Ⓑ getting ready for school
Ⓒ waiting by Mom's car
11. What will Tia probably do in a few days?
Ⓐ ride the school bus
Ⓑ ride the city bus
Ⓒ ride to school with Mom
12. How will Tia probably feel after she rides the city bus?
Ⓐ more afraid
Ⓑ less afraid
Ⓒ no different

PART FIVE: Prepare for a Test



TEST TIPS

- A test question about making a prediction may ask you to make a good guess about what will happen next in a story.
- A test question about making a prediction usually contains the words *predict*, *probably*, or *most likely*.

Read this story about Yan.

Then answer questions about the story.

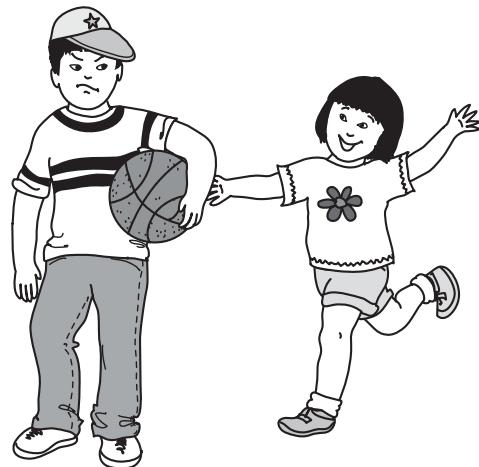
Choose the best answer for Numbers 13 and 14.

Mom told Yan that his cousin Li was coming to visit in one hour. Mom told Yan that he would have to spend all day with her.

"I don't want to waste a whole day with a girl!" said Yan.

"Li is always kind to you," said Mom. "I want you to plan a fun day for her."

Yan sighed. He knew his mother was right.



13. What will Yan do next?

- (A) plan fun things to do with his cousin
- (B) draw a picture for his cousin
- (C) plan a day that his cousin will not enjoy

14. Yan's cousin has been at his house for a while. What will she most likely say to Yan?

- (A) "I want to go home!"
- (B) "I do not want to play with you ever again!"
- (C) "Playing with you is lots of fun!"

**Read part of a letter that Wanda is writing.
Then answer questions about the letter.
Choose the best answer for Numbers 15 and 16.**

March 17, 2010

Dear Glen,

I have a new baby sister. She keeps Mom and Dad busy. When she is not sleeping, she is eating or crying. I don't like it when she cries. It hurts my ears.

I thought it would be fun to have someone to play with. But this baby is boring. She doesn't know how to play. Mom says things will be different when my sister is older.

- 15.** What will Wanda probably write next?

- (A) I wish I had a brother, not a sister.
- (B) I hope Mom is right.
- (C) I wish I had more time to play with the baby.

- 16.** What will Wanda probably do when the baby is older?

- (A) listen to her cry
- (B) take a nap with her
- (C) play games with her

PART ONE: Think About the Strategy



What Is Word Meaning in Context?

Sometimes you hear words that you don't know. Many times you can figure out the meaning of the word by how the person uses it.

- 1 Write what you think the word *castle* means. It's okay if you don't know the real meaning. Just make a good guess.

- 2 Someone says to you: "The king lives in a big castle." Write what you think the word *castle* means now.

- 3 What word in the underlined sentence helped you figure out what *castle* means?



Work with a Partner

- Talk about some of the new words you have learned.
- Take turns using each new word in a sentence.
- Have your partner figure out what the new word means.

How Do You Find Word Meaning in Context?

You can find the meaning of a new word when you read, too. As you read, think about how the word is used in the story. This will help you figure out what the new word means.

Read the story Rob wrote.

See if you can figure out what the word *seedling* means.

My uncle and I planted some tiny trees. The seedlings are only about twelve inches high. We planted the seedlings in my uncle's yard. It will take a long time for these tiny trees to grow.

1. First, think about how the word *seedling* is used in the story.

2. Look at the chart below.

It shows the sentence that comes before the word *seedling*. Then it shows the sentence that contains the word *seedling*. Finally, it shows the sentence that comes after the word *seedling*.

My uncle and I planted some tiny trees.	The seedlings are only about twelve inches high.	We planted the seedlings in my uncle's yard.
Before		After

3. Now think about what the sentences tell you.

Rob says that he and his uncle planted tiny trees.

Rob also says that they planted seedlings.

Rob says that the tiny trees will take a long time to grow.

4. You can tell that a *seedling* is _____.

PART TWO: Learn About the Strategy



WHAT TO KNOW

When you use clues in a story to figure out the meaning of a new word, you are **finding word meaning in context**. The words around a new word often give clues to the word's meaning.

- Clues are often in the sentence where the new word appears. Clues may also be in the sentences before and after the new word.
- Clues about the meaning of a new word are often found by thinking about the way the word is used in the sentence.

Read this story about hawks. As you read, think about the meaning of the word *soar*.



Hawks have long wings. They use their long wings to soar in the air. Hawks look at the ground while they fly high in the sky. They are looking for food to eat.

You can figure out the meaning of the word *soar* by looking at the words around it. The words *in the air* and *fly high in the sky* are clues to the meaning of the word *soar*.

The meaning of the word *soar* is “fly high in the air.”

Read this story about toothbrushes. As you read, ask yourself, “What clues will I use to figure out the meaning of the word *hogs*?” Then answer the questions.

Toothbrushes have been around for a long time. The first toothbrushes were made of sticks. People used to chew on the sticks. The sticks did a good job of keeping teeth clean.

People later used stiff hairs to make toothbrushes. Some people used hair from hogs or other creatures with four legs. They put the hair on sticks or bones to make a toothbrush.

1. You can tell that hogs are a kind of
 - (A) stick.
 - (B) animal.
 - (C) toothbrush.
2. Which words give a clue to the meaning of the word *hogs*?
 - (A) creatures with four legs
 - (B) hair on sticks or bones
 - (C) keeping teeth clean



Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about finding word meaning in context.

PART THREE: Check Your Understanding



REVIEW

The words around a new word often give clues about the word's meaning.

- Look for clues in the sentence where the word is found. Look also in sentences before and after the new word.
- Look for clues about the meaning of a new word by thinking about the way the word is used in the sentence.

Read this ad. As you read, think about how you will figure out the meaning of any new words. Then answer the questions.

**All video games only \$14.99 at Toyland!
That's the lowest price you'll find anywhere.**

Zookeeper—Build your own zoo!

Go!—Fly a plane or race a car.

Start Smart—Learn to read and have fun too.

Sports Stars—Be the star of your own team.
Play baseball, football, or soccer.

3. What is the best meaning of the word *price*?
 - (A) “what you have to pay for something”
 - (B) “a game you can play”
 - (C) “the number of people who can play a game”
4. The word *team* probably means
 - (A) “a game you can play by yourself.”
 - (B) “a group of people who play a sport together.”
 - (C) “a game that is played without a ball.”

Which Answer Is Correct and Why?

Look at the answer choices for each question.

Read why each answer choice is **correct** or not correct.

3. What is the best meaning of the word *price*?

- Ⓐ “what you have to pay for something”

This answer is correct.
\$14.99 in the sentence before helps you figure out that the word *price* means “*what you have to pay for something*.”

- Ⓑ “a game you can play”

This answer is not correct.
There are no words in the ad that give the word *price* this meaning.

- Ⓒ “the number of people who can play a game”

This answer is not correct.
There are no words in the ad that give the word *price* this meaning.

4. The word *team* probably means

- Ⓐ “a game you can play by yourself.”

This answer is not correct.
There are no words in the ad that give the word *team* this meaning.

- Ⓑ “a group of people who play a sport together.”

This answer is correct. The words in the ad near the word *team* are baseball, football, and soccer. You probably already know that these games are kinds of sports. You probably also know that they are played by a group. You can figure out that a team is a group that plays a sport together.

- Ⓒ “a game that is played without a ball.”

This answer is not correct.
There are no words in the ad that give the word *team* this meaning.

PART FOUR: Build on What You Have Learned



MORE TO KNOW

- Once you think you know the meaning of a new word, read the sentence where the word appears. Use this new meaning as you read. Does the sentence still make sense? If so, you have probably figured out the meaning of the new word.

Read the first part of a story about rabbits.

Then answer the questions.

Crunch, crunch, crunch!

Jack the rabbit was munching on a carrot. "Shhh! Don't eat so loud," said his friend Will. "Farmer Green might hear us."

"He will not hear us," said Jack. "He is in the field planting corn." Jack pulled on some big green leaves. Up came another carrot.

"What if he comes back?" asked Will. "If he sees us eating his carrots, he will chase us."

Crunch! Jack bit into his second carrot. "So what? We are faster than he is."

5. You can tell that *munching* means
Ⓐ “playing.”
Ⓑ “eating.”
Ⓒ “pulling.”
6. Which word gives a clue to the meaning of *munching*?
Ⓐ eat
Ⓑ rabbit
Ⓒ carrot
7. What does *chase* mean?
Ⓐ “eat fast”
Ⓑ “run after someone”
Ⓒ “find something”
8. Which words give a clue to the meaning of *chase*?
Ⓐ if he comes back
Ⓑ bit into his second carrot
Ⓒ faster than he is

**Read the second part of the story about rabbits.
Then answer the questions.**

"What are you two doing?" a loud voice asked.

Jack dropped his carrot. Will jumped. It was Jack's mother.

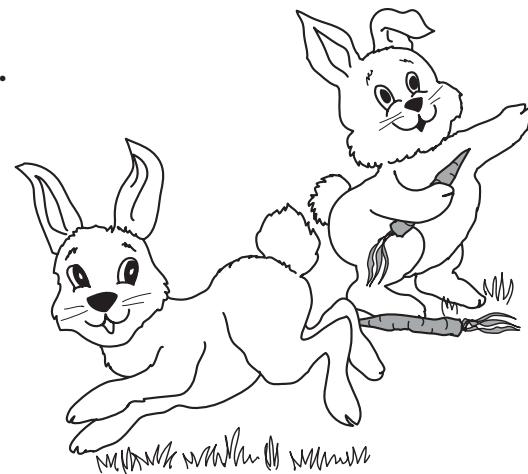
"Farmer Green does not like rabbits eating his carrots," she said.

"But he is in the field," Jack said.

"No, he is not. He is in the barn getting his shovel. That means he wants to dig up some carrots.

We must leave now!"

The rabbits knew it was time to hurry home.



9. You can tell that a shovel is
 - (A) a tool used for digging.
 - (B) a place where carrots grow.
 - (C) a building where tools are kept.
10. Which words give a clue to the meaning of *shovel*?
 - (A) he is in the field
 - (B) in the barn
 - (C) dig up some carrots
11. You can tell that the word *hurry* means
 - (A) "stay out of."
 - (B) "look away."
 - (C) "do something fast."
12. Which words give a clue to the meaning of *hurry*?
 - (A) knew it was time
 - (B) must leave now
 - (C) the three rabbits

PART FIVE: Prepare for a Test



TEST TIPS

- A test question about finding meaning in context asks you about the meaning of a word from a reading passage. The word may be a word you have not seen before. The word may also be used in a new way.
- A test question about finding meaning in context has many answer choices. Try each answer choice in the sentence where the word appears. See what answer choice makes the most sense in the sentence.

Read this story that Oscar wrote.

Then answer questions about the story.

Choose the best answer for Numbers 13 and 14.

I love the long, warm days of summer. Many days, I swim at the City Pool. Other days, I play with my friends at the park. When it is really hot, I like to walk through the grass in my bare feet. At night, I like to listen to the sound of crickets. Their chirping sings me to sleep.

13. You can tell that *warm* means

- (A) “very cold.”
- (B) “a bit hot.”
- (C) “too hot.”

14. The word *chirping* means

- (A) “the place a cricket lives.”
- (B) “something that makes you sleepy.”
- (C) “the noise that a cricket makes.”

**Read this card. Then answer questions about the card.
Choose the best answer for Numbers 15 and 16.**

To the Best Nephew

Here's a little card
with a tiny golden fish.
He hopes that your birthday
brings you all that you wish.



May your day be filled
with much fun and joy.
And may all your gifts
be favorite toys.

*Love,
Uncle Ali*

15. What does the word *wish* mean?
- (A) “want something very much”
 - (B) “give something to someone else”
 - (C) “get something you want”
16. You can tell that *favorite* means
- (A) “something you cannot have.”
 - (B) “the thing that someone likes best.”
 - (C) “a present that someone gives you.”



Read a Tall Tale

**Read this tall tale about Pecos Bill.
Then answer questions about the tall tale.
Choose the best answer for Numbers 1 through 6.**

Pecos Bill and the Rainstorm

"The sun sure is hot," Sam said to his friend, Pecos Bill.

Bill wiped his burning face. "It sure is."

Pecos Bill was a cowboy. But he was not just any cowboy. He could do things that most cowboys could not. He knew he had to do something about the awful heat.

Bill looked up at the sky. He saw a tall mountain. Near the mountain he saw a rain cloud. Bill had an idea. He hopped on his horse and raced off.

He rode until he got to the mountain. He took out his rope and made a loop. He spun the rope and tossed it into the sky. Bill caught the rain cloud with his rope. He pulled the cloud behind him as he rode back to where Sam was waiting. The cloud was bursting with water. It looked like it would pop any minute!



Making Predictions

1. What will probably happen next?
 A The stars will come out.
 B The sun will get hotter.
 C Rain will fall.

Making Predictions

2. Predict what Bill will do when he is tired of the rain.
 A fly up to the sky and push the cloud away
 B catch the cloud in his rope and take it away
 C tell Sam to make the cloud go away

Making Predictions

3. What is something Bill can do that other cowboys probably cannot do?
 A use a rope
 B ride a horse
 C rope a cloud

**Finding Word Meaning
in Context**

4. Bill wiped his burning face. The word *burning* means
 A “having a red color.”
 B “feeling very hot.”
 C “looking angry or mean.”

**Finding Word Meaning
in Context**

5. Bill saw a tall mountain. You can tell that a mountain is
 A a high piece of land.
 B a place that is far away.
 C a kind of field.

**Finding Word Meaning
in Context**

6. The cloud was bursting with water. This means that the cloud
 A held only a little water.
 B was filled with lots of water.
 C held no water.

PART ONE: Think About the Strategy



What Are Conclusions and Inferences?

There are many times when you figure out something on your own without being told what is happening. If you hear a loud rumble, you might know that your school bus is coming before you see it. If you see someone laughing, you know that person just heard something funny.

- 1 What will probably happen if you start to cough and feel warm all over?

- 2 You know this will probably happen because _____.



Work with a Partner

- Take turns asking each other “What might happen?” questions.
- Ask questions such as, “What might happen if you woke up late for school?” or “What might happen if you found an elephant in your backyard?”
- Use your imagination!

How Do You Draw Conclusions and Make Inferences?

When you read a story, you figure out things on your own all the time. If you read a story about a boy making a snowman, you already know it is winter. If you read a story where the action takes place near a barn and lots of animals, you know the story takes place on a farm.

Read the story. See what you can figure out on your own.

On Saturday, many children went to Jill's house. They all brought Jill a present. There were balloons everywhere. There was even a cake with candles on top.

1. Think about what the story tells you. Let's draw a conclusion.
2. Look at the boxes below. The boxes show clues in the story that help you figure out what is happening.
3. Complete the sentence in the second box.

Story Clues	What is happening?
<p>Many children went to Jill's house.</p> <p>They all brought Jill a present.</p> <p>There were balloons everywhere.</p> <p>There was even a cake with candles on top.</p>	<p>Today must be Jill's _____.</p>

PART TWO: Learn About the Strategy



WHAT TO KNOW

Some things in a story are not clearly told to the reader. Sometimes, you must figure things out on your own. Whenever you figure out something on your own, you are **drawing a conclusion or making an inference**.

- Think about the details in a story. Use the details to figure out things that are not told to you.
- Use the details in a story and what you know from your own life to draw a conclusion or make an inference.

Read this story. As you read, see if you can figure out what happened to Carl.

Carl was playing soccer. He kicked the ball as hard as he could. “Ouch!” Carl yelled. The ball flew down the field. Carl left the field and went to sit down.



The story does not tell you what happened to Carl. But there are details that help you figure out what happened to him.

**He kicked the ball as hard as he could.
“Ouch!” Carl yelled.**

These details help you figure out that Carl hurt himself. You probably also know from your own life that people often say “Ouch!” when they are hurt.

Read this story about the flag. As you read, look for details that help you figure out what the flag looks like today. Then answer the questions.

The flag of the United States has stars and stripes. The first flag had 13 stars and 13 stripes. The flag has changed many times. When a new state joined the country, a star was added to the flag. The number of stripes did not change. Today there are 50 states.

1. You can tell that today the flag has
 - (A) fewer stars than the first flag.
 - (B) more stars than the first flag.
 - (C) more stripes than the first flag.
2. What detail from the story helped you answer question 1?
 - (A) Today there are 50 states.
 - (B) The flag has changed many times.
 - (C) The first flag had 13 stars.



Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about drawing conclusions and making inferences.

PART THREE: Check Your Understanding



REVIEW

Drawing a conclusion or making an inference is a way of figuring out things that are not told in a story.

- Think about the details in a story. Details help you figure out something that is not explained.
- Use details in the story and what you know from your own life to draw a conclusion or make an inference.

**Read this poem. As you read, ask yourself,
“What details help me figure out what the poem is about?”
Then answer the questions.**

Up in the sky
They float all day,
Drifting about,
Some white, some gray.

They bring us rain.
They bring us snow.
They can be found
Up high or down low.

3. The poem is about something that is found
 - (A) in the sky.
 - (B) on the ground.
 - (C) high in a tree.
4. You can tell that the poem is about
 - (A) stars.
 - (B) clouds.
 - (C) birds.

Which Answer Is Correct and Why?

Look at the answer choices for each question.

Read why each answer choice is **correct** or not correct.

3. The poem is about something that is found

Ⓐ **in the sky.**

This answer is correct. The poem begins with the words “*Up in the sky they float all day.*” This detail is a clue that tells you the poem is about something found in the sky.

Ⓑ **on the ground.**

This answer is not correct. There are no clues in the poem that help you figure out that the poem is about something found on the ground.

Ⓒ **high in a tree.**

This answer is not correct. There are no clues in the poem that help you figure out that the poem is about something found high in a tree.

4. You can tell that the poem is about

Ⓐ **stars.**

This answer is not correct. There are no clues in the poem that help you figure out that the poem is about stars. The poem says that “*They bring us rain, they bring us snow.*” Stars cannot bring rain or snow.

Ⓑ **clouds.**

This answer is correct. There are many clues that help you figure out that the poem is about clouds. Clouds can bring rain and snow. Clouds are found in the sky.

Ⓒ **birds.**

This answer is not correct. There are no clues in the poem that help you figure out that the poem is about birds.

PART FOUR: Build on What You Have Learned



MORE TO KNOW

- Look for details in a story that tell about the way a person or character looks, acts, thinks, feels, and talks.
- Think about where something happens or when it happens. If something happens in a classroom, you know that it is happening in a school. If something happens when the sun is coming up, you know that it is morning.

**Read the first part of a story Joey wrote.
Then answer the questions.**

"Guess what?" my little brother asked.

I looked at the clock. It was 7:00 in the morning. I wanted to go back to sleep. We both had to be up for school in one hour. Tomorrow would be Saturday. Then I could sleep late.

"I heard the news on TV," Richie said. "There was a big snowstorm last night." My room was dark, but I could still see a big smile on Richie's face.

5. You can tell that Richie is
 - (A) happy.
 - (B) tired.
 - (C) sad.
6. What time do Richie and Joey need to be up for school?
 - (A) 6:00
 - (B) 8:00
 - (C) 9:00
7. You can tell that today is
 - (A) Sunday.
 - (B) Saturday.
 - (C) Friday.
8. What did Richie probably hear on TV?
 - (A) There is no work today.
 - (B) There is rain today.
 - (C) There is no school today.

**Read the next part of the story Joey wrote.
Then answer the questions.**



"There's no school today," Richie said. He was jumping up and down.



I wasn't sure what to think. Richie was quite excited. But I had been fooled by him before.



I hopped out of bed and raced to the window. It had snowed! The snow was almost as high as my mother's car.



"I'm going to put my snowsuit on!" Richie said. "Do you want to join me?"



"It's only 7:00," I said. "Wake me up in two hours."



9. You can tell that

- (A) Richie always tells the truth.
- (B) Richie does not like to miss school.
- (C) Richie sometimes plays tricks on his brother.

11. You can tell that

- (A) there is more snow outside than ever before.
- (B) there is a little bit of snow outside.
- (C) there is lots of snow outside.

10. Richie is probably

- (A) going back to bed.
- (B) going out to play.
- (C) going to watch TV.

12. When does Joey want to wake up?

- (A) 5:00
- (B) 9:00
- (C) 11:00

PART FIVE: Prepare for a Test



TEST TIPS

- A test question about drawing conclusions or making inferences asks you to figure out something that is not clearly told in a story.
- A test question about drawing conclusions or making inferences often contains the words *you can tell* or *probably*.

Read this story about a thief.

Then answer questions about the story.

Choose the best answer for Numbers 13 and 14.

Long ago Robin Hood lived in England. He and a group of men lived in Sherwood Forest. Robin Hood was a thief. But he was a different kind of thief. He stole from the rich. Then he gave everything to the poor. Poor people loved Robin. But rich people were afraid of him. They did not want to go into the forest.

13. You can tell that the poor people loved Robin because
- (A) he did not steal from them.
 - (B) he helped them.
 - (C) he made them rich.
14. Rich people probably didn't want to go into the forest because
- (A) they knew Robin Hood would chase them.
 - (B) the poor people might ask them for money.
 - (C) they thought they might be robbed.

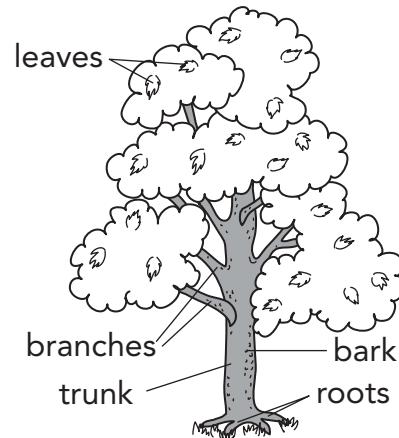
Read this story about trees.

Then answer questions about the story.

Choose the best answer for Numbers 15 and 16.

A tree is a living thing. A tree has many parts. It has roots, a trunk, branches, and leaves. All of these parts grow each year.

There is a part of a tree that is not alive. This part of the tree is the bark. Bark is hard and tough. Bark protects the tree. Bark stretches as the tree grows. On some trees, the bark stretches easily. On these trees, the bark is smooth. On other trees, the bark does not stretch easily. The bark on these trees looks rough and bumpy.



- 15.** You can tell that a tree you look at this year
- (A) will be bigger next year.
 - (B) will be the same size next year.
 - (C) will be smaller next year.

- 16.** What can you tell about a tree with bark that is smooth?
- (A) The tree grows slowly.
 - (B) The bark stretches easily.
 - (C) The tree is not alive.

PART ONE: Think About the Strategy**What Are Pictures?**

Lots of stories you read have pictures. The pictures show something about the story. Pictures also help you understand the story better.

Suppose you are reading a story about two friends who are playing a game. But you do not know what kind of game they are playing.

Then you see the picture below.



The picture helps you figure out what kind of game the girls are playing.

You can tell that the girls are playing _____.

**Work with a Partner**

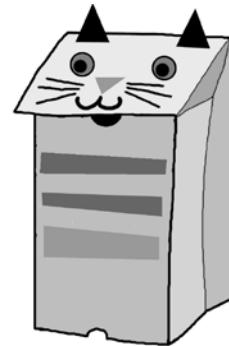
- Look through a picture book together.
- Talk about what the pictures tell you.
- Do they tell you more about the story? Do they tell you things you already know? Do they tell you something you couldn't figure out from the story?

How Do You Read Pictures?

Many stories have pictures. The pictures tell more about the story. They might tell what someone in the story is doing. They might tell what someone in the story looks like.

Read the story. Then look at the picture. Think about what the picture tells you.

Abu cut shapes from colored paper. He cut out circles and triangles. Then he pasted the shapes onto a paper bag. Next, Abu took a crayon and drew a face on the bag. Abu smiled. Now he was ready to play with his new toy.



1. Let's read a picture. First, think about what the author tells you.
2. Look at the first box in the chart below.
The first box lists the details the author tells you.
3. Now look at the second box in the chart.
The second box tells what details the picture shows.
4. Finish writing what the picture shows.

Details the author tells you	Details I know from the picture
Abu cut shapes from colored paper. He pasted the shapes onto a paper bag. Abu drew a face on the bag. Abu was ready to play with his new toy.	The picture shows the toy Abu made. Abu made a _____. _____.

PART TWO: Learn About the Strategy



WHAT TO KNOW

Many stories have pictures. Pictures often show something that is explained in the story. Sometimes you must figure out what a picture shows. When you figure out what a picture shows, you are **reading pictures**.

- Clues are often found in the details of the story. Think about what the picture shows. Then think about what you have read. What did you learn in the story that will help you understand what the picture shows?
- Look back to the story to find the answer to a question about a picture. The answer is often found by thinking about the details of the story.

Read this story about Tina. As you read, think about the different ways that Tina is feeling. Then think about what the picture shows.

Tina woke up happy. She was going to her friend's house for the day. Then Tina's friend called. She was sick. Tina could not come over. Tina was sad. Tina's father came home early. He asked Tina if she wanted to go to the playground. Tina was happy again.

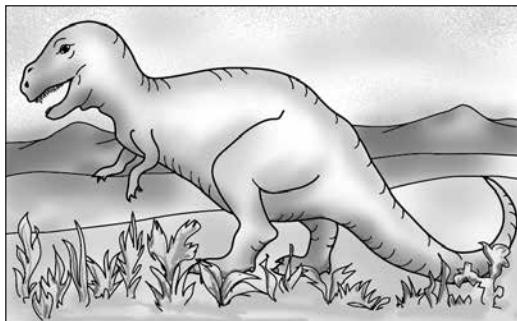


The picture shows that **Tina felt sad after her friend called**.

Read this story about dinosaurs. As you read, ask yourself, “What details will help me figure out what the picture shows?” Then answer the questions.

One of the biggest dinosaurs was *Tyrannosaurus rex*.

This dinosaur walked on its two back legs. It had two small, short front legs. Another large dinosaur was the *Apatosaurus*. This dinosaur walked on all four legs. Some dinosaurs were birds. They had wings and could fly.



1. You can tell that the picture shows
 - (A) a bird.
 - (B) an *Apatosaurus*.
 - (C) a *Tyrannosaurus rex*.
2. What detail gives a clue about what the picture shows?
 - (A) This dinosaur walked on its two back legs.
 - (B) They had wings and could fly.
 - (C) The *Apatosaurus* walked on all four legs.



Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about reading pictures.

PART THREE: Check Your Understanding

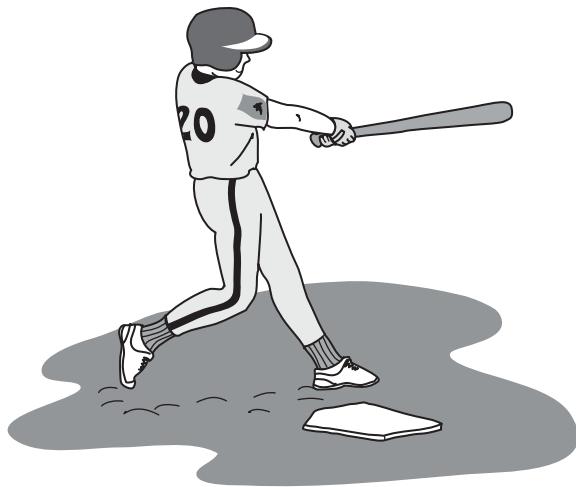


REVIEW

The details in a story often give clues to what a picture shows.

- Look for clues in the details of the story. Think about what you read. Then think about what the picture shows.
- Look back to the story to help you figure out what a picture shows. The answer is often found by thinking about the details in the story.

Read this story about baseball. As you read, think about the details in the story. Then answer the questions.



Many children play on a baseball team. Players do many things. A pitcher throws the ball to a batter. A batter swings a bat. The batter's job is to hit the ball. A fielder tries to stop the ball.

3. What kind of player does the picture show?
 A a pitcher
 B a fielder
 C a batter
4. What detail gives a clue about what the picture shows?
 A A pitcher throws the ball to a batter.
 B A batter swings a bat.
 C A fielder tries to stop the ball.

Which Answer Is Correct and Why?

Look at the answer choices for each question.

Read why each answer choice is **correct** or not correct.

3. What kind of player does the picture show?

(A) a pitcher

This answer is not correct.

The details in the story tell you that a pitcher is someone who throws a ball. The person in the picture is not throwing a ball.

(B) a fielder

This answer is not correct. The details in the story tell you that a fielder is someone who tries to stop the ball. The person in the picture is not trying to stop a ball.

(C) a batter

This answer is correct. The details in the story tell you that a batter is someone who swings a bat. The person in the picture is swinging a bat.

4. What detail gives a clue about what the picture shows?

(A) A pitcher throws the ball to a batter.

This answer is not correct. This detail tells about a pitcher. The picture does not show someone who is throwing a ball to a batter.

(B) A batter swings a bat.

This answer is correct. This detail tells about a batter. This detail helps you figure out that the picture shows a batter. The picture shows someone who is swinging a bat.

(C) A fielder tries to stop the ball.

This answer is not correct. This detail tells about a fielder. The picture does not show someone who is trying to stop a ball.

PART FOUR: Build on What You Have Learned

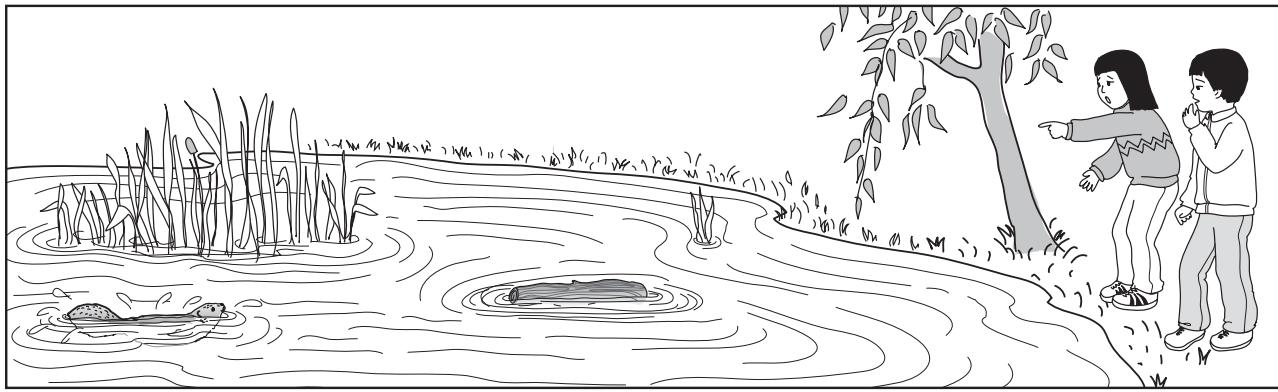


MORE TO KNOW

- Some things in a story are not clearly told to the reader. Sometimes, the details don't come right out and tell what the picture is about.
- Sometimes, you have to think about what you have read. Then you can figure out what the picture shows.

Read the first part of this story about Kim and Tan. Then answer the questions.

"Tan, look!" Kim yelled. She pointed to the pond.
"There is something in the water. It has a head and tail."
"Do you think it's a sea monster?" Tan asked.



5. The picture shows
 - (A) Kim pointing.
 - (B) Tan pointing.
 - (C) Kim and Tan swimming.
6. You can tell from the picture that there is
 - (A) nothing in the pond.
 - (B) something in the pond.
 - (C) a monster in the pond.
7. Kim and Tan both look
 - (A) sad.
 - (B) happy.
 - (C) afraid.
8. What can you tell from the picture?
 - (A) The creature is a duck.
 - (B) The creature is moving toward Kim and Tan.
 - (C) The creature needs help.

Read the second part of the story about Kim and Tan. Then answer the questions.

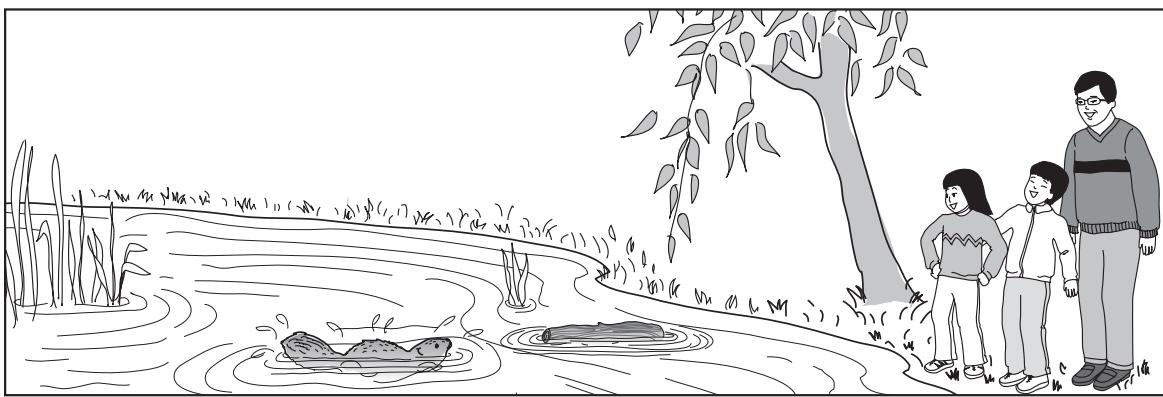
Kim shook her head. "I do not think sea monsters live in ponds."

The creature moved closer.

"Oh, no!" Kim cried. "What will we do?"

Tan froze. Kim was ready to run.

"What are you looking at?" a voice asked. It was their father. "Don't worry. That is just a beaver. He will not bother you. He probably just wants the log floating in the water so he can build a dam."



9. What are Tan, Kim, and their father doing?
 - (A) running away
 - (B) watching the beaver
 - (C) looking for logs
10. You can tell from the picture that Kim and Tan are
 - (A) not afraid anymore.
 - (B) ready to leave the pond.
 - (C) helping the beaver.
11. In the picture, the beaver is probably
 - (A) going to go on land.
 - (B) trying to get a log.
 - (C) building a dam.
12. The picture helps you figure out that
 - (A) beavers like to eat logs.
 - (B) beavers know how to swim.
 - (C) beavers are afraid of people.

PART FIVE: Prepare for a Test



TEST TIPS

- A test question about reading pictures often asks you about what a picture shows.
- A test question about reading pictures might ask you to make a guess about something in a picture.

Read this story that Paulo wrote.

Then answer questions about the story.

Choose the best answer for Numbers 13 and 14.

Today my uncle took me to the beach. I had never been to a beach before.

First, I went to feel how cold the water was. A big wave came and knocked me over. My shoes got all wet.

Next, I made a sand castle. But then another wave came. You can guess what happened.

The last thing I did was buy an ice-cream cone. The ice cream melted fast.

It slid off the cone and into the sand.

My uncle asked if I wanted to come back to the beach tomorrow.

I told him I would rather see a movie instead.



13. The picture shows

- (A) what happened to Paulo's shoes.
- (B) what happened to Paulo's ice-cream cone.
- (C) what happened to Paulo's sand castle.

14. You can tell from the picture that Paulo is

- (A) sad.
- (B) hungry.
- (C) wet.

Read this story about deer.

Then answer questions about the story.

Choose the best answer for Numbers 15 and 16.

Deer are found in the woods. The female deer is smaller than the male deer. She takes care of the baby deer. She finds food for them. She shows them how to live in the wild. Male deer have antlers on the top of their heads. The antlers look like branches from a tree.

Deer do not bother people. Sometimes they come near people's homes to eat leaves or berries. They do this only when it is hard to find food.



- 15.** Look at the picture. You can tell that the picture is of
- (A) a male deer.
 - (B) a female deer.
 - (C) a baby deer.

- 16.** What is the deer doing in the picture?
- (A) running
 - (B) eating
 - (C) sleeping



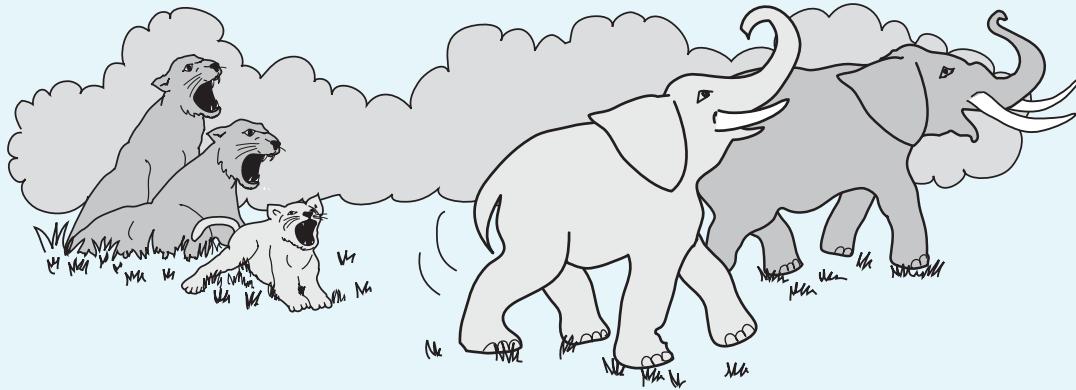
Read a Folktale

Read this folktale about lions. Then answer questions about the folktale. Choose the best answer for Numbers 1 through 6.

Long ago lions did not roar. Lions made no noise at all. Then everything changed. Elephants moved into the land where lions lived. They ate the grass and the leaves from the trees. They scared the lions and the other animals.

One day all the lions got together. Liona was the queen of the lions. She had an idea. "Elephants are afraid of noise. They run away."

The lions started making all kinds of noise. They chirped, they mooed, and they quacked. Nothing happened. Then they roared. All of the elephants ran away. The lions were happy. They had their home back. From that day on, lions have always roared.



Drawing Conclusions and Making Inferences

1. You can tell that before the elephants came,
 A the lions lived alone.
 B the lions lived with other animals.
 C the lions lived with cows.

Drawing Conclusions and Making Inferences

2. What can you tell about the elephants in the story?
 A They do not like lions.
 B They are quiet.
 C They like to eat plants.

Drawing Conclusions and Making Inferences

3. You can tell that Liona
 A could not roar.
 B had a good idea.
 C liked to scare other lions.

Reading Pictures

4. In the picture, the lions are
 A mooing.
 B quacking.
 C roaring.

Reading Pictures

5. The picture shows that the elephants are
 A eating trees.
 B running away.
 C making noise.

Reading Pictures

6. Look at the picture. You can guess that the elephants are
 A afraid of the lions.
 B looking for food.
 C scaring the lions.



PART ONE: Read a Story

Read this story about Eric and Lilly.

Then answer questions about the story.

Choose the best answer for Numbers 1 through 8.

Peep . . . peep. Eric heard a strange noise.

Eric put his baseball bat on the ground. "Do you hear that noise, Lilly?"

Lilly put the ball down. "It's coming from the backyard," she said.

The noise got louder. Eric and Lilly ran to the back of their house. They saw a baby squirrel. It was shaking. The squirrel needed help.

"I think it's hurt," Eric said. He started to reach out to the baby squirrel.

"Don't touch it!" Lilly shouted. "Never touch a wild animal. It could bite you. Let's go in the house and get Dad."



Finding Main Idea

1. The story is mostly about
 - (A) wild animals.
 - (B) a baby squirrel that needs help.
 - (C) a boy and girl who like animals.

Recalling Facts and Details

2. Where was the noise coming from?
 - (A) the house
 - (B) the front yard
 - (C) the backyard

Understanding Sequence

3. Which of these happened first?
- (A) Eric put down his bat.
 - (B) Eric heard a noise.
 - (C) Lilly put the ball down.

Finding Word Meaning in Context

6. Lilly and Eric heard a strange noise. This means that
- (A) they did not like the noise.
 - (B) they had never heard the noise before.
 - (C) they knew what the noise was.

Recognizing Cause and Effect

4. Eric should not touch a wild animal because
- (A) he might hurt it.
 - (B) he could scare it.
 - (C) he might get bitten.

Drawing Conclusions and Making Inferences

7. You can tell that Lilly and Eric
- (A) are neighbors.
 - (B) are friends.
 - (C) are brother and sister.

Making Predictions

5. What will probably happen next?
- (A) Lilly and Eric will tell Dad what they found.
 - (B) Lilly and Eric will take the squirrel inside.
 - (C) Lilly and Eric will finish their game of baseball.

Reading Pictures

8. Look at the picture. The picture shows
- (A) a baby squirrel in a tree.
 - (B) a baby squirrel in the grass.
 - (C) a baby squirrel in a nest.

PART TWO: Read a Letter



Read this letter from school.

Then answer questions about the letter.

Choose the best answer for Numbers 9 through 16.

Dear Students and Parents,

We are going to take a trip! On October 13 we are going to Ames Apple Farm. First, Mrs. Ames will tell us all about apples. Then she will tell us about foods that are made with apples. Last, we will go out to the field to get apples to take home. Mrs. Ames will give each of us a piece of apple cake.

Be sure to wear clothes that you can get dirty. Pack a lunch and a snack. We will leave at 9 o'clock. We will return at 1 o'clock. All parents are welcome to join us.

Ms. McKay and Mr. Brown



Finding Main Idea

9. The letter is mostly about
- (A) apples.
 - (B) a trip.
 - (C) a farm.

Recalling Facts and Details

10. The trip will take place in
- (A) August.
 - (B) May.
 - (C) October.

Understanding Sequence

11. What will students do first?

- (A) pick apples
- (B) learn about apples
- (C) learn about foods made with apples

Finding Word Meaning in Context

14. You can tell that *return* means

- (A) “leave from.”
- (B) “go back.”
- (C) “go again.”

Recognizing Cause and Effect

12. What will happen to students at the farm?

- (A) They will get dirty.
- (B) They will get hungry.
- (C) They will get wet.

Drawing Conclusions and Making Inferences

15. Mr. Brown is probably

- (A) a teacher.
- (B) a student.
- (C) an apple farmer.

Making Predictions

13. Predict what students will do on the trip.

- (A) make apple cake
- (B) plant apple trees
- (C) pick apples

Reading Pictures

16. Look at the picture.

The picture shows

- (A) an apple store.
- (B) an apple tree.
- (C) an apple farm.

PART THREE: Read a Story



Read this story about children who lived in the White House. Then answer questions about the story. Choose the best answer for Numbers 17 through 24.

Children have lived in the White House for over 200 years. They did things you probably do. They played with toys and friends. They went outside and played games. But they also did things you probably could not do in your home.

One boy brought a pony inside. Another boy liked to hide under his father's desk. One girl used to sneak into the kitchen. When no one was looking, she filled her pockets with cookies. One boy liked to play with the bells that rang in the White House. He figured out how to make them all ring at the same time. Everyone was surprised!

Malia Obama was 10 when she went to live in the White House. Her sister Sasha was 7. They got a dog named Bo soon after they moved in.

Finding Main Idea

17. The story tells mostly about
- (A) how children like to play.
 - (B) children who lived in the White House.
 - (C) children who do things most children do.

Recalling Facts and Details

18. What animal was brought into the White House?
- (A) a pony
 - (B) a cat
 - (C) a snake

Understanding Sequence

19. How long have children lived in the White House?
- (A) over 10 years
 - (B) over 100 years
 - (C) over 200 years

Finding Word Meaning in Context

22. You can tell that *sneak* means
- (A) “hide.”
 - (B) “move quietly.”
 - (C) “take something.”

Recognizing Cause and Effect

20. What happened when bells all went off at the same time?
- (A) No one heard them.
 - (B) Everyone was surprised.
 - (C) Everyone was afraid.

Drawing Conclusions and Making Inferences

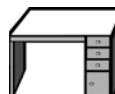
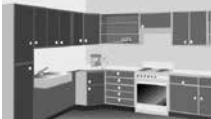
23. You can tell that children in the White House
- (A) played only outside.
 - (B) played only inside.
 - (C) played inside and outside.

Making Predictions

21. What probably happened when the pony was found in the White House?
- (A) The children were afraid.
 - (B) The pony was taken outside.
 - (C) The pony lived inside from that day on.

Reading Pictures

24. Which of these shows where one boy liked to hide?

- (A) 
- (B) 
- (C) 



Read this fairy tale about two sisters.

Then answer questions about the fairy tale.

Choose the best answer for Numbers 25 through 32.

There were once two sisters who were very different. One day the younger sister stopped at a well for some water. An old woman asked the girl for a drink. The girl smiled and gave her some water. The old woman said, "You are very kind. From now on, a jewel will fall from your lips every time you speak."

The girl told her older sister what happened. A pearl fell from her mouth as she spoke. Then, a diamond fell from her lips.

The next day the older sister went to the well. The old woman asked for a drink. "Here is your water," said the girl. "Now do for me what you did for my sister."

The old woman said, "You are not very kind. From now on, a frog shall fall from your lips every time you speak." Then the old woman showed herself as the fairy she was. The older sister went home and never spoke another word.

Finding Main Idea

25. What is the fairy tale mostly about?
- (A) a sister who is kind
 - (B) an old woman who is not nice
 - (C) an old woman who gives two sisters each a gift

Recalling Facts and Details

26. Who never spoke again?
- (A) the younger sister
 - (B) the older sister
 - (C) the old woman

Understanding Sequence

27. The first thing to fall from the younger sister's mouth was
- (A) a frog.
 - (B) a pearl.
 - (C) a diamond.

Finding Word Meaning in Context

30. You can tell that *kind* means
- (A) "quiet."
 - (B) "nice."
 - (C) "surprised."

Recognizing Cause and Effect

28. Why did the older sister go to the well?
- (A) She wanted some water.
 - (B) She wanted to thank the old woman.
 - (C) She wanted jewels to fall from her mouth too.

Drawing Conclusions and Making Inferences

31. You can tell that a well is a place where
- (A) people get water.
 - (B) people meet to talk.
 - (C) people are given gifts.

Making Predictions

29. Predict what the old woman might give to someone else who was not kind.
- (A) gold
 - (B) snakes
 - (C) flowers

Reading Pictures

32. Which of these shows what fell from the older sister's lips?



