

# STARS Strategies to Achieve Reading Success

# ACKNOWLEDGMENTS

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©2010 JupiterImages Corporation/page 20

ISBN 978-0-7609-6364-7

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North Billerica, MA 01862

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## PART ONE: Think About the Strategy

**What Is Main Idea?**

Stories and books all have a main idea. A movie or TV show also has a main idea. The main idea is the most important idea. It tells what something is mostly about.

- 1 Write the name of a favorite movie.

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- 2 Write two things that happen in the movie.

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- 3 Write what the movie is mostly about.

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**Work with a Partner**

- Tell your partner about a book you have read.
- Take turns telling each other what the book is mostly about.

## How Do You Find the Main Idea?

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

**Read the story below. Think about the most important idea in the story.**

Winter is the coldest season. The days are short, and it gets dark early. Plants stop growing in the winter. Some animals grow thick coats to keep warm.

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

The days are short, and it gets dark early.

Plants stop growing in the winter.

Some animals grow thick coats to keep warm.

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## PART TWO: Learn About the Strategy



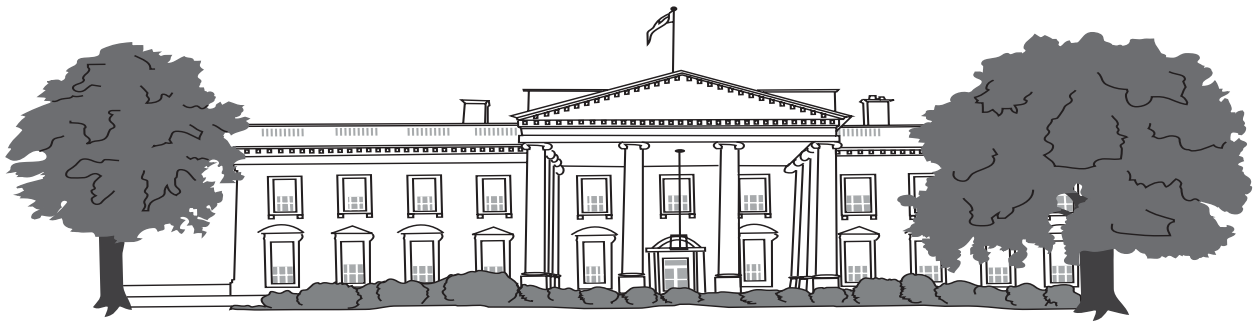
### WHAT TO KNOW

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 found in the first sentence.
- The main idea is sometimes found in the last sentence.
- The main idea is sometimes not found in a sentence. You can figure out the main idea by thinking about what the story is mostly about. Ask yourself, “What is the story telling me?”

**Read Marta’s story about the White House. As you read, think about the most important idea in the story.**

The White House is a large home. The White House has 132 rooms. There is an indoor pool and a theater. There is also a gym and a library.



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

The most important idea is: **The White House is a large home.**



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

Pete loves to go to the circus. Some people like to watch the elephants. Others like to watch the lion tamers. But not Pete. Pete likes to watch the clowns. The clowns act silly and make him laugh. Pete can't wait for the next circus to come to his town.



**1. What is the main idea of the story?**

- Ⓐ Some people like to watch the elephants.
- Ⓑ Others like to watch the lion tamers.
- Ⓒ Pete loves to go to the circus.
- Ⓓ Pete can't wait for the next circus to come to his town.

**2. Where or how did you find the main idea?**

- Ⓐ in the first sentence of the story
- Ⓑ in the last sentence of the story
- Ⓒ in the middle of the story
- Ⓓ by thinking about what the story is mostly about



### **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.

- Read the first sentence of the story.  
The main idea is sometimes found here.
- Read the last sentence of the story.  
The main idea is sometimes found here.
- Sometimes, the main idea is not found in a sentence.  
Think about what the story is mostly about.  
This will help you figure out the main idea.

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

A baby cat is called a kitten. Kittens love to play. A baby kangaroo is called a joey. A joey is about the size of a bumblebee. A baby horse is called a foal. A foal can walk the day it is born! Some people call a small child a kid. Did you know that this is also the name for a baby goat? There are lots of different names for baby animals.



3. What is the story mostly about?

- Ⓐ A baby cat is called a kitten.
- Ⓑ A foal can walk the day it is born!
- Ⓒ There are lots of different names for baby animals.
- Ⓓ A joey is about the size of a bumblebee.

4. Where or how did you find the main idea?

- Ⓐ in the first sentence of the story
- Ⓑ in the last sentence of the story
- Ⓒ in the middle of the story
- Ⓓ by thinking about what the story is mostly about





## 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?

Ⓐ A baby cat is called a kitten.

This answer is not correct.

The story is not mostly about a baby cat.

Ⓑ A foal can walk the day it is born!

This answer is not correct. The story is not mostly about a foal.

Ⓒ There are lots of different names for baby animals.

This answer is correct. The story is mostly about the different names for baby animals.

Ⓓ A joey is about the size of a bumblebee.

This answer is not correct. The story is not mostly about a joey.

4. Where or how did you find the main idea?

Ⓐ in the first sentence of the story

This answer is not correct.

The first sentence of the story says that “*A baby cat is called a kitten.*” This is not what the story is mostly about.

Ⓒ in the last sentence of the story

This answer is correct. The last sentence of the story says that “*There are lots of different names for baby animals.*”

This sentence tells what the story is mostly about.

Ⓓ in the middle of the story

This answer is not correct.

The sentences in the middle of the story tell about baby kangaroos and baby horses. They are not what the story is mostly about.

Ⓓ by thinking about what the story is mostly about

This answer is not correct.

The main idea is found in the last sentence of the story.

## PART FOUR: Build on What You Have Learned



### MORE TO KNOW

- Many stories have a title. A title usually tells something about the main idea.
- All stories have one main idea. Each part of a story also has a main idea.

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

### I Hate Baths

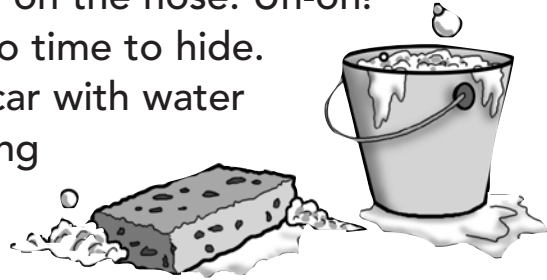
What's wrong with being a little dirty? My owner, Iris, thinks I must be clean all the time. But baths are no fun. I get cold and wet. It takes hours for my fur to dry. Each Sunday, Iris goes outside and fills a big tub with soap and water. Then I hear, "Spot, where are you?" I usually hide under the porch or behind the shed. But Iris is clever. She always finds me.

5. What is this part of the story mostly about?
  - Ⓐ Spot's owner
  - Ⓑ Spot's hiding places
  - Ⓒ Spot's fur
  - Ⓓ Spot's baths
6. What is the main idea of this part of the story?
  - Ⓐ A girl likes a clean dog.
  - Ⓑ A dog does not like baths.
  - Ⓒ A dog likes to hide.
  - Ⓓ A girl is very clever.
7. Where did you find the main idea?
  - Ⓐ in the first sentence of the story
  - Ⓑ in the last sentence of the story
  - Ⓒ by thinking about the most important idea in the story
  - Ⓓ in the title of the story
8. What is another good title for this part of the story?
  - Ⓐ "Spot, Where Are You?"
  - Ⓑ "The Hidden Dog"
  - Ⓒ "Who Needs Baths Anyway?"
  - Ⓓ "The Clever Dog Owner"



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

I see Iris now. She is in the backyard. She has a big pail of soapy water. Now she is turning on the hose. Uh-oh! I know what this means! There is no time to hide. Wait a minute. Iris is spraying the car with water from the hose. Whew! Iris isn't going to give me a bath. She is going to give the car a bath!



9. What is this part of the story mostly about?
- Ⓐ Iris gets ready to give the car a bath.
  - Ⓑ Iris gets ready to give her dog a bath.
  - Ⓒ A girl needs to clean a car.
  - Ⓓ A dog needs to take a bath.
10. What is the story telling you?
- Ⓐ Iris is going to wash the car.
  - Ⓑ Spot is going to get a bath.
  - Ⓒ Spot has no time to hide.
  - Ⓓ Iris likes to clean everything.
11. What is the main idea of this part of the story?
- Ⓐ Iris plays a trick on her dog.
  - Ⓑ Iris washes the car, not her dog.
  - Ⓒ Iris is in the backyard.
  - Ⓓ Iris likes to keep the car clean.
12. What is a good name for this part of the story?
- Ⓐ “Bath Time for Iris”
  - Ⓑ “No Time to Hide”
  - Ⓒ “No Bath for Spot”
  - Ⓓ “The Dirty Car”

## 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 the whole story.

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

Grandma makes lunch for Ann and her mom each morning. "You need your energy for school," she says. Ann is a student in second grade. Her mom is a student, too. She is studying to be a nurse. Ann and her mom do homework each night. Ann likes having things in common with her mom.



13. The story is mainly about
- Ⓐ a girl who is in second grade.
  - Ⓑ a mom who does homework.
  - Ⓒ a girl who has something in common with her mother.
  - Ⓓ a mom who is also a student.
14. Which of these is the best title for the story?
- Ⓐ "Mother and Daughter Students"
  - Ⓑ "My Mother, the Nurse"
  - Ⓒ "Homework Each Night"
  - Ⓓ "How to Have Energy for School"

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

Some animals use whatever they can find to make their homes. A hermit crab makes its home out of a seashell. When the crab gets too big for its home, it finds a larger shell. Beavers make their homes under the water. They use logs, sticks, and mud to build a den. Ants build their homes by digging in the dirt. They make tunnels and build their nests underground.

- 15.** What is the main idea of the story?
- Ⓐ Beavers use logs, sticks, and mud to build a den.
  - Ⓑ Some animals use whatever they can find to make their homes.
  - Ⓒ Ants build their nests under the ground.
  - Ⓓ Hermit crabs make their homes out of seashells.
- 16.** What is the best name for the story?
- Ⓐ “Underground Homes”
  - Ⓑ “Living Under the Water”
  - Ⓒ “How to Build Animal Homes”
  - Ⓓ “Animal Homes”

# Lesson 2

## RECALLING FACTS AND DETAILS

### PART ONE: Think About the Strategy



#### What Are Facts and Details?

Stories all have facts and details. Shows you watch on TV have facts and details, too. Facts and details tell more about the main idea.

- 1 Write the name of a TV show you watched in the past few days.

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- 2 Write what the TV show was mostly about.

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- 3 Write two things that happened in the TV show.

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#### Work with a Partner

- Tell your partner about a story you read.
- Take turns telling what the story is mostly about.
- Then tell some of the things that happen in the story.

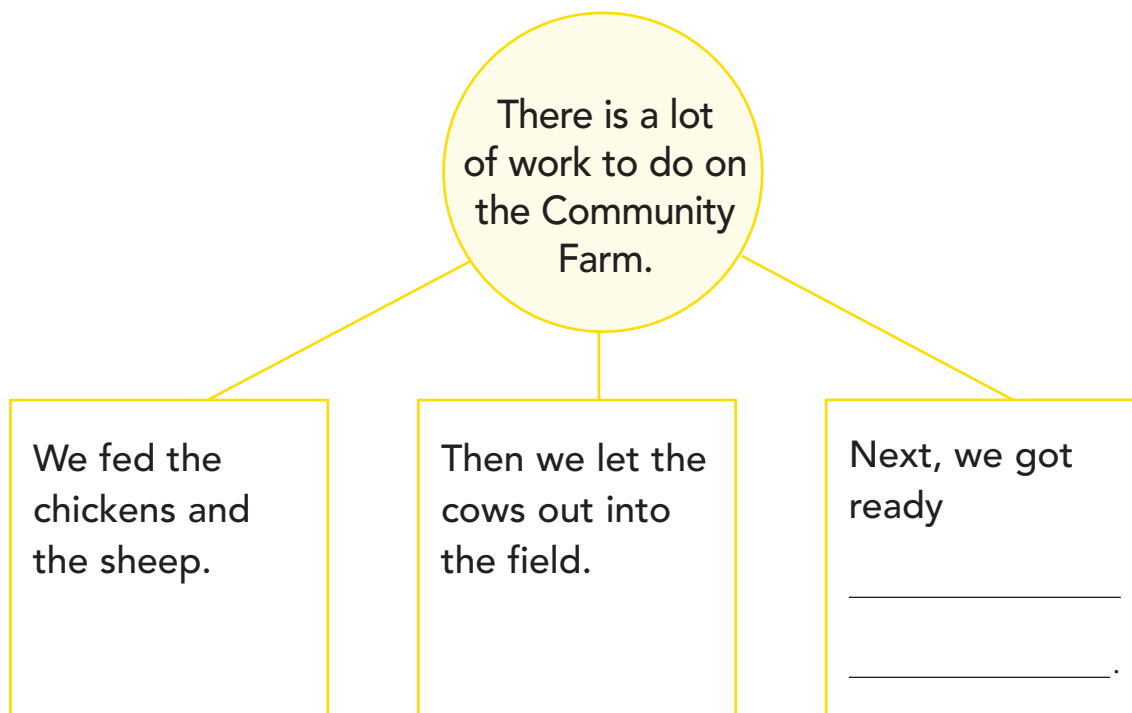
## How Do You Find Facts and Details?

You can find the facts and details in a story by thinking about the main idea.

**Read the story below. Think about the most important idea.  
Then tell more about the main idea.**

We fed the chickens and the sheep. Then we let the cows out into the field. Next, we got ready for planting.  
There is a lot of work to do on the Community Farm.

1. First, let's find the main idea of the story. The main idea is found in the last sentence. It is underlined for you.
2. Next, think about the details that tell more about the main idea.
3. Look at the circle below. The circle tells the main idea.



4. Now look at the squares. They show the details from the story. These details tell more about the main idea.
5. Complete the detail in the last square.

## PART TWO: Learn About the Strategy



### WHAT TO KNOW

Sentences that tell more about the main idea are called **facts and details**. Facts and details help explain the main idea.

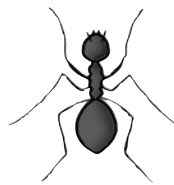
- Facts and details often answer *who*, *what*, *where*, *when*, and *why* questions.
- Some of these questions might be “*Who* is the story about? *What* happens in the story? *Where* does the story take place? *When* does the story take place? *Why* do these things happen?”

**Read this story about insects. The main idea is found in the first sentence. It is underlined for you. As you read, think about the sentences that tell more about the main idea.**

All insects have six legs. A spider looks like an insect, but it is not. A spider has eight legs. Ants, bees, and butterflies are insects. They all have six legs.



spider



ant



bee



butterfly

The sentences that tell more about the main idea are:

**A spider looks like an insect, but it is not.**

**A spider has eight legs.**

**Ants, bees, and butterflies are all insects.**

**They all have six legs.**



**Read this story about Hector. The main idea is found in the last sentence. It is underlined for you. As you read, think about the facts and details that tell more about the main idea. Then answer the questions.**

Hector walked past the pet store. In the window was a bird inside a big cage. The bird was very large and had bright feathers. On the cage was a sign. The sign said that the bird could talk. Hector went home and asked his dad if he could get the bird. "I want a pet that can talk," said Hector.

1. What happened in the story?

- Ⓐ Hector saw a pet that he wanted.
- Ⓑ Hector played with a bird.
- Ⓒ Hector talked to a bird.
- Ⓓ Hector got a new pet.

2. Why did Hector want the bird?

- Ⓐ The bird was large.
- Ⓑ The bird had bright feathers.
- Ⓒ The bird could talk.
- Ⓓ The bird was in a big cage.



### 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 recalling facts and details.

## PART THREE: Check Your Understanding



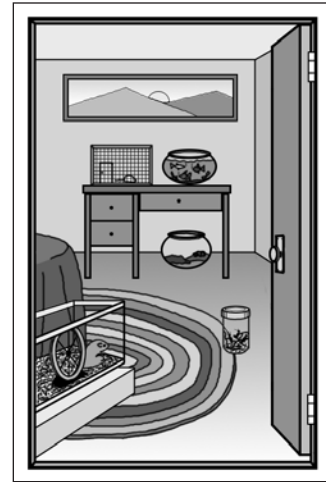
### REVIEW

Facts and details explain the main idea.

- Look for sentences that tell more about the main idea.
- Look for sentences that answer *who*, *what*, *where*, *when*, and *why* questions.

**Read more about Hector. As you read, ask yourself, “What is the main idea? What information tells more about the main idea?” Then answer the questions.**

Dad’s eyes grew wide. He didn’t say a word. He took Hector by the hand and walked to Hector’s room. Inside the room was a fish tank with three fish, a cage with a hamster, and another cage with a mouse. There was also a bowl with a tiny frog. Hector knew what his father was trying to say. “I’m not going to get a bird, am I?” Hector said.



3. What pet does Hector already have?

- Ⓐ a bird
- Ⓑ a frog
- Ⓒ a puppy
- Ⓓ a cat

4. Where does Hector keep his pet mouse?

- Ⓐ in a tank
- Ⓑ in a bowl
- Ⓒ in a cage
- Ⓓ in a box

## 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 pet does Hector already have?

Ⓐ a bird

This answer is not correct.  
Hector wants a pet bird.  
He does not already have one.

Ⓑ a frog

This answer is correct. The story says that *“There was also a bowl with a tiny frog.”*

Ⓒ a puppy

This answer is not correct.  
There are no details in the story that tell about a puppy.

Ⓓ a cat

This answer is not correct.  
There are no details in the story that tell about a cat.

4. Where does Hector keep his pet mouse?

Ⓐ in a tank

This answer is not correct.  
This detail tells something about Hector’s pet fish.

Ⓑ in a bowl

This answer is not correct.  
This detail tells something about Hector’s pet frog.

Ⓒ in a cage

This answer is correct.  
This detail tells something about Hector’s pet mouse.

Ⓓ in a box

This answer is not correct.  
There are no details in the story that tell about any kind of pet being kept in a box.

### MORE TO KNOW

Writers use facts and details for many reasons.

- Some writers use details to tell about a person, a place, or a thing.
- Some writers use details to tell the order in which things happen.
- Some writers use details to tell how to do something.

**Read this story about a special bird. Then answer the questions.**

### The Bald Eagle

The bald eagle is one of the largest birds in the world. It is also strong.

The bald eagle is not really bald. It only looks that way. The feathers on its head are white and hard to see. The feathers on its body are brown, except for the tail. The tail feathers are white, too.

You can find a picture of the bald eagle on the back of a dollar bill. It holds an olive branch in one claw. The olive branch stands for peace. The eagle holds arrows in its other claw. The arrows stand for power.



- Where can you find a picture of a bald eagle?
  - on a flag
  - on a branch
  - on an arrow
  - on a dollar bill
- The feathers on the head of a bald eagle are
  - white.
  - black.
  - brown.
  - yellow.
- Which of these is true?
  - The bald eagle is really bald.
  - The bald eagle is a small bird.
  - The bald eagle is all white.
  - The bald eagle has brown feathers on its body.
- The arrows on a dollar bill stand for
  - peace.
  - power.
  - beauty.
  - money.

**Read this letter that Lorna wrote. Then answer the questions.**

June 8, 2009

Dear Eva,

Today was the last day of second grade. I feel happy and sad at the same time. I am happy because summer break has begun. I can sleep as late as I want. I can also see my friends at camp and go on vacation with my father. But I am also sad. I am going to miss my teacher, Mr. Baxter. He is smart and funny. He was the best teacher I have ever had.

Write to me soon. Tell me all about your last day of school. Say hi to Aunt Lori and Uncle Louis for me.

Your cousin,  
Lorna

9. Today was the last day of
  - Ⓐ school.
  - Ⓑ camp.
  - Ⓒ vacation.
  - Ⓓ summer.
10. How does Lorna feel?
  - Ⓐ happy and afraid
  - Ⓑ smart and funny
  - Ⓒ happy and sad
  - Ⓓ funny and sad
11. What will Lorna do during summer break?
  - Ⓐ go to school
  - Ⓑ visit Eva
  - Ⓒ see Mr. Baxter
  - Ⓓ go to camp
12. Who is Mr. Baxter?
  - Ⓐ Lorna's father
  - Ⓑ Lorna's teacher
  - Ⓒ Lorna's cousin
  - Ⓓ Lorna's uncle

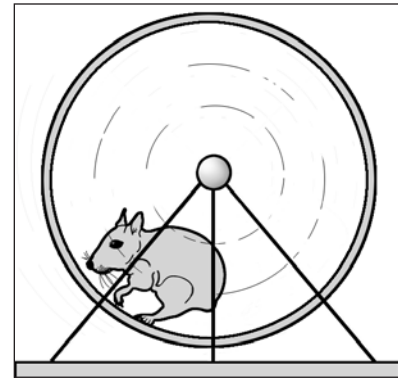
## PART FIVE: Prepare for a Test

### TEST TIPS

- A test question about facts and details may ask you about something that happened in a story.
- A test question about facts and details may ask you *who*, *what*, *where*, *when* and *why* questions.

**Read this story about a common pet. Then answer questions about the story. Choose the best answer for Numbers 13 and 14.**

Golden hamsters are the most popular kind of hamster. They are gentle and easy to care for. They grow to be about five inches long. Most of their fur is gold. The fur on their belly is gray or white. Hamsters need plenty of water and special food. They also need a cage and a hamster wheel. Hamsters use the wheel to run. Exercise keeps them strong and healthy.



**13.** The fur on a hamster's body is mostly

- Ⓐ gray.
- Ⓑ white.
- Ⓒ gold.
- Ⓓ brown.

**14.** What does a hamster need so it can exercise?

- Ⓐ special food
- Ⓑ a wheel
- Ⓒ a cage
- Ⓓ plenty of water

**Read this story that Kyle wrote about his pet hamster. Then answer questions about the story. Choose the best answer for Numbers 15 and 16.**

I have a pet hamster named Scamper. I chose this name because he likes to run. Scamper gets on his wheel and runs every night. The noise of the wheel is loud. Sometimes it keeps me awake at night.

When I first got Scamper, I filled his bowl with food. Soon the food was gone and his cheeks had grown twice their size. I was worried. Mom told me that hamsters have special pockets in their cheeks. They keep their food in these pockets. This makes their cheeks puff out. As they eat the food, their cheeks get smaller.

- 15.** The story says that Kyle's hamster likes to
- Ⓐ eat.
  - Ⓑ run.
  - Ⓒ sleep.
  - Ⓓ drink.
- 16.** Where do hamsters keep their food?
- Ⓐ in their cage
  - Ⓑ in a bowl
  - Ⓒ under their feet
  - Ⓓ in special pockets

# Lesson 3

## UNDERSTANDING SEQUENCE

### PART ONE: Think About the Strategy



#### What Is Sequence?

Books and movies all tell a story. They tell about things in the order in which they happen. 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.

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

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#### Work with a Partner

- Tell your partner about three things you will do when you get home from school.
- Then tell which you will do first, second, and last.



## How Do You Find Sequence?

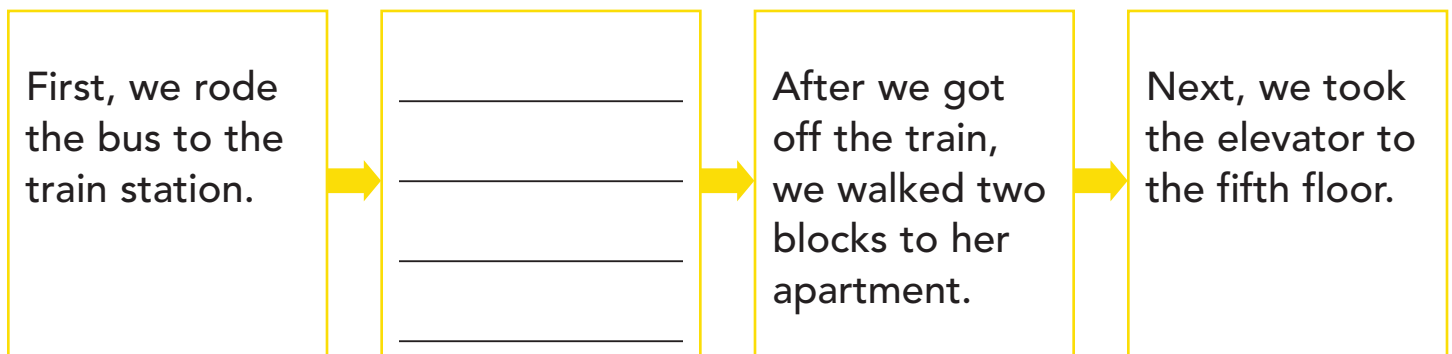
When you read a story, think about the beginning, the middle, and the ending. This will help you figure out what happened first, second, and so on. You can also look for clue words that tell about order.

Some of these clue words are *first*, *then*, *after*, and *next*.

**Read the story below. Think about the order in which things happen in the story.**

We went to visit my grandmother on Saturday. First, we rode the bus to the train station. Then we got on a train. After we got off of the train, we walked two blocks to her apartment. Next, we took the elevator to the fifth floor. Grandma was so glad to see us.

1. Look at the chart below.
2. The chart tells the order in which things happen in the story. One thing is missing from the chart.
3. Fill in the empty box.



## PART TWO: Learn About the Strategy



### WHAT TO KNOW

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

- Clue words such as *first*, *next*, *then*, *last*, *finally*, *before*, and *after* often tell the order in which things happen.
- Clues about time tell the order in which things happen. Clues about time are times of day, days of the week, months of the year, and dates.
- 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 Ling. As you read, think about the order in which things happen in the story.**

Tonight, Dad will read a bedtime story to Ling. But Ling must get ready. First, Ling washes his face and brushes his teeth. Then Ling puts on his pajamas. Next, Ling chooses a book for Dad to read.



The order in which things happen in the story is:  
**First, Ling washes his face and brushes his teeth.**  
**Then Ling puts on his pajamas.**  
**Next, Ling chooses a book for Dad to read.**

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



June 5

Today, I baked a cake for the first time. Dad helped me, but I did most of the work by myself. First, I turned on the oven. Then I opened the cake mix and put it into a bowl. Next, I added water and eggs to the bowl. Dad showed me how to use the mixer to mix the batter. When it was all mixed, I poured the batter into a pan. Last, Dad took the pan and put it into the oven.

1. What did Ava do first?

- Ⓐ She used a mixer.
- Ⓑ She turned on the oven.
- Ⓒ She opened the cake mix.
- Ⓓ She added water and eggs.

2. Which clue word tells what Ava did second?

- Ⓐ then
- Ⓑ last
- Ⓒ next
- Ⓓ first



### 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.



### REVIEW

Sequence tells the order in which things happen.

- Look for clue words such as *first*, *next*, *then*, *last*, *finally*, *before*, and *after*. These clue words often tell the order in which things happen.
- Look for clues that tell about time. Look for times of day, days of the week, months of the year, and dates.
- When there are no clue words, 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 Nick and his new friend. As you read, ask yourself, “What happened first? What happened next?” Then answer the questions.**

### My New Friend

I met a new friend yesterday. His name is James. He moved into the apartment next to mine last week. Today we played soccer. We had lots of fun. Tomorrow we will go to the park. I want James to meet my friends before school starts in the fall.



3. What happened yesterday?
  - Ⓐ Nick and James played soccer.
  - Ⓑ Nick met a new friend.
  - Ⓒ James moved into a new home.
  - Ⓓ James met some of Nick's friends.
4. Which clue word tells when Nick and James played soccer?
  - Ⓐ yesterday
  - Ⓑ before
  - Ⓒ today
  - Ⓓ tomorrow

## 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 happened yesterday?

Ⓐ Nick and James played soccer.

This answer is not correct.

This answer tells what happened today.

Ⓑ Nick met a new friend.

This answer is correct. This answer tells what happened yesterday.

Ⓒ James moved into a new home.

This answer is not correct.

This answer tells something that happened last week.

Ⓓ James met some of Nick's friends.

This answer is not correct.

This answer tells something that will happen tomorrow.

4. Which clue word tells when Nick and James played soccer?

Ⓐ yesterday

This answer is not correct.

The clue word *yesterday* tells when Nick met his new friend.

Ⓑ before

This answer is not correct.

The clue word *before* tells when Nick wants James to meet some of his friends.

Ⓒ today

This answer is correct. The

clue word *today* tells when Nick and James played soccer.

Ⓓ tomorrow

This answer is not correct.

The clue word *tomorrow* tells when Nick and James will go to the park.

## PART FOUR: Build on What You Have Learned

### MORE TO KNOW

Many things you read tell things in the order in which they happened. Look for sequence in:

- fables
- journal entries
- directions
- folktales
- letters
- tall tales

**Read these directions for making hand puppets.  
Then answer the questions.**

### Hand Puppets

Hand puppets are easy to make. First, find a paper lunch bag and some colored pens. After you have your supplies, draw a face on the bottom of the bag. This is the part of the bag that folds up. Next, add any other features you like. Draw a bow tie, or glue on some buttons. Finally, put your hand inside the bag. Your new puppet is ready to use!



5. What do you do first?
  - Ⓐ Draw a face on the bottom of the bag.
  - Ⓑ Put your hand inside the bag.
  - Ⓒ Draw a bow tie.
  - Ⓓ Find a paper lunch bag and some colored pens.
6. Which clue word tells what to do second?
  - Ⓐ first
  - Ⓑ after
  - Ⓒ finally
  - Ⓓ then
7. What do you do last?
  - Ⓐ Draw a face on the bottom of the bag.
  - Ⓑ Draw a bow tie.
  - Ⓒ Put your hand inside the bag.
  - Ⓓ Find a paper lunch bag and some colored pens.
8. Which clue word tells what to do last?
  - Ⓐ after
  - Ⓑ first
  - Ⓒ finally
  - Ⓓ then

**Read this journal entry that Ty wrote.**  
**Then answer the questions.**



May 8

This morning, I slept late. I missed breakfast.

Dad made pancakes, but no one saved any for me.

This afternoon, I went over to Ben's house to play.

Ben was sick. So I went home. Dad was glad to see me.

He was raking the yard and needed help.

Tonight was pizza night. Mom rolled the dough and put it in a pan. Dad and I added the sauce and toppings.

Dad forgot to set the timer on the oven! No one wanted burned pizza, so we went out to Pizza Barn.



Now it's bedtime, and I am not sleepy. That will teach me to spend so much time in bed!

9. Think about what you just read.  
The clues that tell about order are
- Ⓐ dates.
  - Ⓑ days of the week.
  - Ⓒ times of day.
  - Ⓓ months of the year.
10. When did Ty look for Ben?
- Ⓐ in the morning
  - Ⓑ in the afternoon
  - Ⓒ at night
  - Ⓓ at bedtime
11. What did Ty do at night?
- Ⓐ He slept late.
  - Ⓑ He ate pancakes.
  - Ⓒ He helped make pizza.
  - Ⓓ He looked for Ben.
12. What did Dad do during the afternoon?
- Ⓐ He raked the yard.
  - Ⓑ He helped make pizza.
  - Ⓒ He made breakfast.
  - Ⓓ He rolled dough.

## 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 ask you to put some things that happened in the story in order.
- A test question about sequence may contain words such as *first*, *second*, *last*, *before*, or *after*.

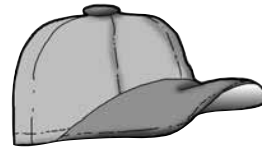
**Read this story about two friends. Then answer questions about the story. Choose the best answer for Numbers 13 and 14.**

Lydia and Brad went to the school fair. They each had five dollars to spend. Lydia spent all her money on games. She won a stuffed bear, a ring, and a baseball cap. Brad spent all his money on food. He bought a big drink, a pretzel, and a bag of popcorn. On the way home, Lydia carried her prizes, and Brad carried popcorn.

Lydia was hungry. "I spent all my money on games."

Brad was sad. "I didn't win any prizes."

Lydia had an idea. She gave Brad her baseball cap, and he gave her his popcorn. The two friends walked home smiling.



**13.** Which of these happened last?

- Ⓐ Lydia spent her money on games.
- Ⓑ Brad gave Lydia his bag of popcorn.
- Ⓒ Brad told Lydia why he was sad.
- Ⓓ Brad spent his money on food.

**14.** What did Lydia and Brad do after their money was gone?

- Ⓐ They won lots of prizes.
- Ⓑ They ate lots of food.
- Ⓒ They walked home.
- Ⓓ They went to the school fair.



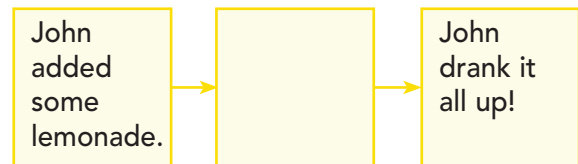
**Read this story about John. Then answer questions about the story. Choose the best answer for Numbers 15 and 16.**

John was thirsty. He did not want just a glass of milk or water. "I'll make up a drink of my own," he said. First, John poured some water into a glass. Then he added some orange juice. Next, John added some salt to the glass. Then he took a small taste. "It needs something else," he said. So he added a little sugar. Then he found some lemonade and added that. John took another sip. "Not bad," he smiled. And then John drank it all up!

**15.** Which of these did John add to the water first?

- Ⓐ sugar
- Ⓑ lemonade
- Ⓒ salt
- Ⓓ orange juice

**16.** The boxes show some things that happened in the story.



What belongs in the empty box?

- Ⓐ John took another sip.
- Ⓑ John filled a glass with some water.
- Ⓒ John added some orange juice.
- Ⓓ John stirred the mix with a big spoon.



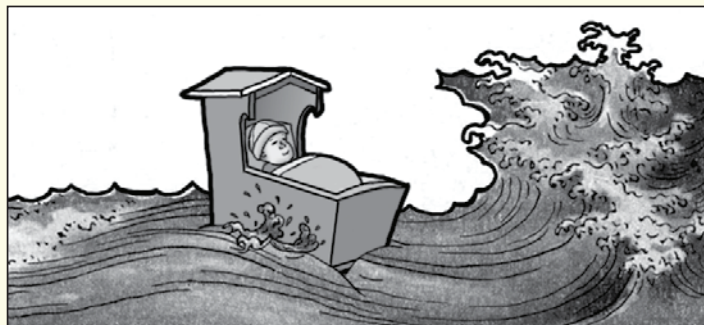
## PART ONE: Read a Tall Tale

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

Paul Bunyan was the biggest and hungriest baby ever. All he did was eat. The more he ate, the more he grew. The more he grew, the more food he needed.

After three months, Paul had grown bigger than his father. Mr. Bunyan had to build Paul a new cradle every two days. One day, Mrs. Bunyan told her husband, "Something must be done. There is no more room in the house for our baby!" Mr. Bunyan made a nursery for Paul in the barn. There was plenty of room for Paul there.

Paul liked his new home in the barn. But then there was another problem. Even though Paul was huge, he was still a baby. He liked to be rocked to sleep. But he was too big and too heavy to rock. Mr. Bunyan had an idea. He used the horses to pull Paul and his cradle into the Atlantic Ocean. There the waves rocked Paul to sleep.



**Finding Main Idea**

1. The main idea of the tall tale is found
  - Ⓐ in the first sentence.
  - Ⓑ in the last sentence.
  - Ⓒ in the middle of the tall tale.
  - Ⓓ by thinking about what the tall tale is mostly about.

**Recalling Facts and Details**

4. Paul spent most of his time
  - Ⓐ eating.
  - Ⓑ sleeping.
  - Ⓒ playing.
  - Ⓓ crawling.

**Finding Main Idea**

2. What is the tall tale mostly about?
  - Ⓐ a clever idea
  - Ⓑ a baby who lives in a barn
  - Ⓒ a baby who keeps growing
  - Ⓓ a mother and father who have many problems

**Understanding Sequence**

5. Which of these happened first?
  - Ⓐ Mr. Bunyan made a nursery in the barn.
  - Ⓑ Paul grew bigger than his father.
  - Ⓒ Paul's cradle was pulled into the Atlantic Ocean.
  - Ⓓ Mrs. Bunyan told her husband to hire a team of horses.

**Recalling Facts and Details**

3. What did Paul's father build every two days?
  - Ⓐ a barn
  - Ⓑ a cradle
  - Ⓒ a nursery
  - Ⓓ a house

**Understanding Sequence**

6. You can tell the order of things that happened in the tall tale by
  - Ⓐ looking for clue words.
  - Ⓑ thinking about the main idea.
  - Ⓒ finding the facts and details.
  - Ⓓ thinking about the beginning, the middle, and the ending.



**Read this story about a girl and her kitten. Then answer questions about the story. Choose the best answer for Numbers 7 through 12.**

### **Where Is Sox?**

Jenna got home from school and ran into the living room. She wanted to play with her new kitten, Sox. He was usually asleep on the couch. But not today.



Jenna ran to the kitchen. But he wasn't there. Then she went up to the attic where Sox likes to hide. Jenna looked inside boxes and an old chest. But Sox wasn't there.

Jenna told her dad that she could not find Sox. "Did he get outside?" asked Jenna. She knew that Sox was only a kitten. He wouldn't be safe outside.

"A package came today," Dad said. "Maybe he got out when I opened the door to get it." Jenna ran outside and called for Sox. She searched everywhere but she couldn't find him.

Dad said it was time for bed. Jenna knew she would not be able to sleep.

"Can I go outside and look some more?" she asked.

"I'll go," Dad said. "If I find Sox, I will wake you."

Jenna closed her eyes and tried to sleep. Then she heard a strange sound. She listened for the strange noise again. It sounded like a baby crying. Jenna got up and quietly walked around the house. The noise was coming from the coat closet. Jenna opened the door. There was Sox. Jenna was happy to find Sox. Sox was happy to be found.

### Finding Main Idea

7. What is the story mostly about?
- Ⓐ a kitten that likes to hide
  - Ⓑ a girl who has a new pet
  - Ⓒ a girl who cannot find her kitten
  - Ⓓ a girl who hears a strange sound

### Recalling Facts and Details

10. Where is Sox usually found in the afternoon?
- Ⓐ in the kitchen
  - Ⓑ in the attic
  - Ⓒ in the closet
  - Ⓓ in the living room

### Finding Main Idea

8. Which of these is also a good name for the story?
- Ⓐ “Poor Jenna”
  - Ⓑ “The New Kitten”
  - Ⓒ “How to Find a Lost Pet”
  - Ⓓ “Sox, Where Are You?”

### Understanding Sequence

11. Which of these happened first?
- Ⓐ Jenna ran outside.
  - Ⓑ Jenna got home from school.
  - Ⓒ Jenna looked in the kitchen.
  - Ⓓ Jenna tried to sleep.

### Recalling Facts and Details

9. The strange sound came from
- Ⓐ inside the coat closet.
  - Ⓑ behind a bed.
  - Ⓒ inside a box.
  - Ⓓ outside the house.

### Understanding Sequence

12. The boxes show some things that happened in the story.



What belongs in the empty box?

- Ⓐ Jenna’s father went outside.
- Ⓑ Jenna ran to the kitchen.
- Ⓒ Jenna looked under the porch.
- Ⓓ Jenna heard a strange noise.

# 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 to flowers when they don't get water for a long time.

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- 2 This happens because \_\_\_\_\_

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#### Work with a Partner

- Take turns telling about things that happen and why.
- You might say, "I got 100 on my spelling test because I studied very hard" or "I fell off my bike because I rode over a big bump in the road."

## How Do You Find 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 below. Think about what happened in the story and why.**

There are many new houses being built where I live. A forest was cleared of trees to make room for the houses. Now there is no place for all the animals. The deer and wild turkeys must find a new place to live.

1. Let's find an example of cause and effect in the story.
2. Look at the boxes below.

What happened? (effect)
The deer and wild turkeys must find a new place to live.

Why did it happen? (cause)
_____ was cleared of trees to make room for the houses.

3. The first box tells what happened. This is the *effect*.
4. Finish the sentence in the second box to tell why it happened. This is the *cause*.

## PART TWO: Learn About the Strategy



### WHAT TO KNOW

Anything that happens has two parts.  
These two parts are 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*, *so that*, *since*, and *because* often tell about cause and effect. Other clue words are *if* and *reason*.

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



"Anya, please clear the table," said Mother. Anya looked at all the dishes. It would take forever to clear the table. So, Anya piled all the dishes in one tall stack. She then picked up the stack and walked toward the sink. Crash! All the dishes fell to the floor because they were piled too high.

One thing that happened to Anya and why is:

What happened: **All the dishes fell to the floor.**

Why it happened: **They were piled too high.**



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

Chen put some dirt into a pot. Next, he pushed a seed into the dirt. Then Chen put the pot near a sunny window. Soon he would have his very own bean plant.

Chen checked the pot each day. After one week, nothing had happened. Chen asked his sister if she knew why the seed was not growing. "Have you given it lots of sun?" she asked. Chen nodded. "Have you given it water?" she asked. Chen's eyes grew large. Now he knew the reason the seed was not growing. He forgot to give it water!

1. Chen's seed did not grow because
  - Ⓐ he forgot to give it lots of sun.
  - Ⓑ he forgot to put it in dirt.
  - Ⓒ he forgot to give it water.
  - Ⓓ he forgot to check the pot each day.
2. Which clue word tells why the seed did not grow?
  - Ⓐ because
  - Ⓑ so
  - Ⓒ since
  - Ⓓ reason



### 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



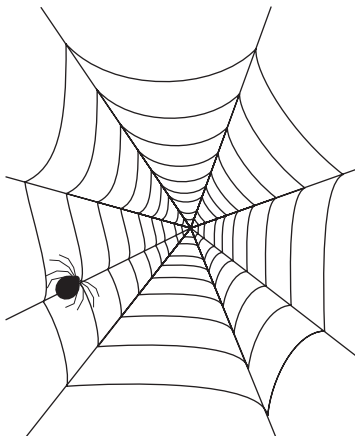
### REVIEW

*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 that tell about cause and effect are *so*, *so that*, *since*, *because*, *if*, and *reason*.

**Read this story about spiderwebs. Then answer the questions.**



Spiders like to eat insects. They use their webs to catch their food. Spiderwebs are very strong. The threads are sticky, like glue. Spiders do not stick to the threads, but insects do. A spider waits on the edge of its web for an insect to come by. If there is a tug on the threads, the spider knows an insect is caught in the web.

3. Insects get caught in a spiderweb because
  - Ⓐ the web is sticky.
  - Ⓑ the web is strong.
  - Ⓒ the web is hard to see.
  - Ⓓ the web is made of glue.
4. How does a spider know that an insect is caught in its web?
  - Ⓐ The web breaks.
  - Ⓑ The threads become sticky.
  - Ⓒ The spider feels a tug on the threads.
  - Ⓓ The spider hears a strange noise.

## 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. Insects get caught in a spiderweb because

● the web is sticky.

This answer is correct. The story says that *“The threads are sticky, like glue. Spiders do not stick to the threads, but insects do.”*

Ⓑ the web is strong.

This answer is not correct. The story says that spiderwebs are strong, but this is not a reason that insects get caught in a web.

Ⓒ the web is hard to see.

This answer is not correct. The story does not say that spiderwebs are hard to see.

Ⓓ the web is made of glue.

This answer is not correct. The story does not say that spiderwebs are made of glue. The story says that *“The threads are sticky, like glue.”*

4. How does a spider know that an insect is caught in its web?

Ⓐ The web breaks.

This answer is not correct. The story does not say that the web breaks. The story says that *“Spiderwebs are very strong.”*

Ⓑ The threads become sticky.

This answer is not correct. The story does not say that a sticky web is the reason a spider knows that an insect is trapped in its web.

● The spider feels a tug on the threads.

This answer is correct. The story says that *“If there is a tug on the threads, the spider knows an insect is caught in the web.”* The clue word *if* helps you find the cause and effect.

Ⓓ The spider hears a strange noise.

This answer is not correct. The story does not say anything about a strange noise.

## 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 one thing might cause something else to happen.

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

Betsy Ross heard a knock on the door of her sewing shop. She jumped up to answer the door. There was her old friend, George Washington. She was so surprised to see him that she dropped her sewing.

"I thought you were fighting a war in Boston," she said.

"I need your help, Betsy," he said.

Betsy was nervous. Her face turned red. "But, George, I'm not a soldier."

5. Why did Betsy jump up?  
Ⓐ to open a window  
Ⓑ to close the door  
Ⓒ to open the door  
Ⓓ to look out a window
6. Betsy dropped her sewing because  
Ⓐ she forgot what she was doing.  
Ⓑ she was surprised to see her old friend.  
Ⓒ she was frightened by a visitor.  
Ⓓ she was nervous.
7. Why did Betsy's face turn red?  
Ⓐ She was scared.  
Ⓑ She was nervous.  
Ⓒ She was shy.  
Ⓓ She was excited.
8. George Washington came to see Betsy because  
Ⓐ he needed her help.  
Ⓑ he needed more soldiers.  
Ⓒ he wanted to see an old friend.  
Ⓓ he wanted to leave the war in Boston.

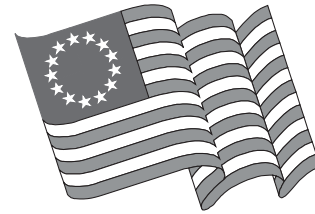


**Read the next part of the story about Betsy Ross.  
Then answer the questions.**

"I need to cheer my men," George said. "I think a flag would help. I want the best seamstress to sew one for me."

A frown came over Betsy's face. "I have never made a flag before," Betsy said.

George pulled a piece of paper from his pocket. He said, "Here is a picture I drew. The paper is worn, so the picture is hard to see. It's a flag with red and white stripes. There is a blue square in the corner and a circle made with 13 stars."



Betsy said, "What a beautiful design! I just hope I can sew it."

"If you can't make this flag, then no one can," George said.

9. Why did George want Betsy to make a flag?
  - Ⓐ to comfort his men
  - Ⓑ to cheer his men
  - Ⓒ to surprise his men
  - Ⓓ to amaze his men
10. George chose Betsy because
  - Ⓐ she knew how to make a flag.
  - Ⓑ she had a good design.
  - Ⓒ she was the best seamstress.
  - Ⓓ she was the only seamstress.
11. Betsy frowned because
  - Ⓐ she did not like George's idea.
  - Ⓑ she had never made a flag before.
  - Ⓒ she did not want to help George.
  - Ⓓ she did not like George's design.
12. Why was the picture hard to see?
  - Ⓐ The picture was small.
  - Ⓑ The paper was worn.
  - Ⓒ The paper was small.
  - Ⓓ The picture was not drawn well.

## PART FIVE: Prepare for a Test



### 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 the words *because*, *why*, *reason*, or *what happened*.

**Read this story that Eli wrote about his dog. Then answer questions about the story. Choose the best answer for Numbers 13 and 14.**

I have a dog named Mac. Mac is white and black. He is part sheep dog. Sheep dogs are trained to keep sheep together in their flock. There are no sheep where I live. But Mac does not know that. He thinks my friends and I are sheep. When we are outside, Mac runs in circles around us. Mac looks so silly. We laugh, but Mac doesn't know why. He thinks he is just doing his job.

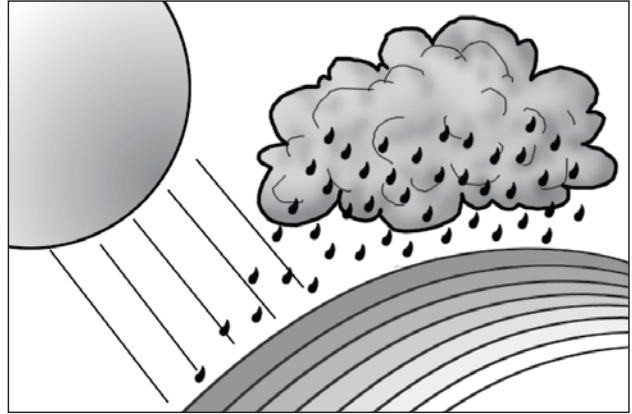
13. Why does Mac run in circles around Eli and his friends?
- Ⓐ Mac wants their help finding sheep.
  - Ⓑ Mac thinks Eli and his friends are dogs.
  - Ⓒ Mac wants to play with Eli and his friends.
  - Ⓓ Mac thinks Eli and his friends are sheep.

14. Mac looks so silly that Eli and his friends
- Ⓐ smile.
  - Ⓑ shout.
  - Ⓒ run.
  - Ⓓ laugh.

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

### **Where Does Rain Come From?**

When the air becomes cool, drops of water form in the clouds. Lots of water makes the clouds heavy. Since the clouds can't hold the water, the water falls from the clouds. The water falls to the earth in raindrops. Sometimes the sun comes out right after a rain shower. That's the best time to find a rainbow. Rainbows form when the sun shines through the rain.



- 15.** What happens when clouds become heavy with water?
- Ⓐ The air becomes cool.
  - Ⓑ The clouds grow larger.
  - Ⓒ The water falls from the clouds.
  - Ⓓ The sun comes out.

- 16.** How do rainbows form?
- Ⓐ Drops of water form in the clouds.
  - Ⓑ The sun shines through heavy clouds.
  - Ⓒ The sun shines through the rain.
  - Ⓓ Water falls from the clouds.

## PART ONE: Think About the Strategy



### What Is Comparing and Contrasting?

Thinking about the ways two or more things are alike is called *comparing*.  
Thinking about the ways two or more things are different is called *contrasting*.

- 1 Write three ways you and someone in your family are alike.

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- 2 Write three ways you and this person are different.

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### Work with a Partner

- Take turns finding out about things you both like.  
Maybe you both like the same sports or TV shows.
- Take turns finding out about things you both do not like.  
Maybe you both do not like the same foods or games.
- See how many likenesses and differences you can find.



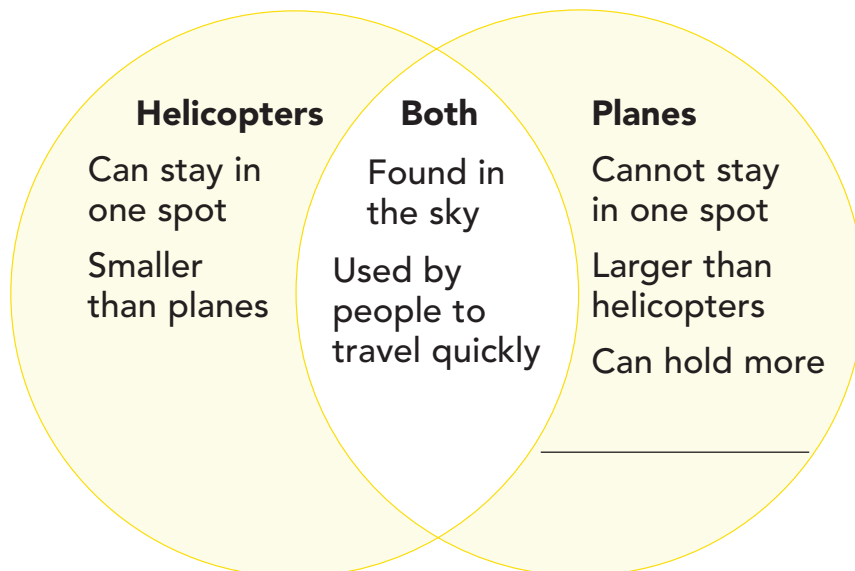
## How Do You Find Likenesses and Differences?

Many stories compare and contrast two or more things. You can find examples of comparing and contrasting by thinking about the details you read.

**Read the story below. Think about how the two things in the story are alike and different.**

Helicopters and planes are both found in the sky. People ride in them to travel to places quickly. Helicopters can stay in one spot in the air. Planes cannot. Planes are larger than helicopters. They also can hold more people.

1. Think about the details that tell how helicopters and planes are alike.
2. Now think about the details that tell how they are different.
3. Look at the circles below. The part of the circle labeled *Helicopters* tells how helicopters are different from planes. The part of the circle labeled *Planes* tells how planes are different from helicopters. The part of the circle labeled *Both* tells how planes and helicopters are alike.
4. Fill in the missing information. Show one more way that planes are different from helicopters.





### WHAT TO KNOW

Finding how two or more things are alike and how they are different is called **comparing and contrasting**. Comparing is finding how things are alike. Contrasting is finding how things are different.

- Clue words that tell how things are alike are *same*, *like*, and *alike*.
- Clue words that tell how things are different are *but*, *unlike*, *different*, and *however*.
- People, places, objects, and events can all be compared and contrasted.

**Read this story about shells. As you read, think about the ways snail shells and clamshells are alike and the ways they are different.**

Snails and clams live inside shells. These shells are hard. Clamshells can open and close. Snail shells cannot. Both kinds of shells keep the animals safe.



snail



clam

Ways in which snail shells and clamshells are alike:

**Both shells are hard.**

**Both shells keep the animals safe.**

Ways in which snail shells and clamshells are different:

**Clamshells can open and close. Snail shells cannot.**

**Read this story about two sisters. As you read, look for clue words that tell how the sisters are alike and how they are different. Then answer the questions.**

### **Two of a Kind**

Carla and Marta are twins. They are the same age and the same height. Carla and Marta even look alike. They both have big brown eyes and dark hair. Carla and Marta are not alike in all ways, however. Carla likes sports. Marta does not like sports.

1. What is one way that Carla and Marta are alike?
  - Ⓐ Both are tall.
  - Ⓑ Both like to read.
  - Ⓒ Both like sports.
  - Ⓓ Both are the same age.
2. Which clue word tells how Carla and Marta are different?
  - Ⓐ but
  - Ⓑ alike
  - Ⓒ same
  - Ⓓ however



### **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 comparing and contrasting.

## PART THREE: Check Your Understanding



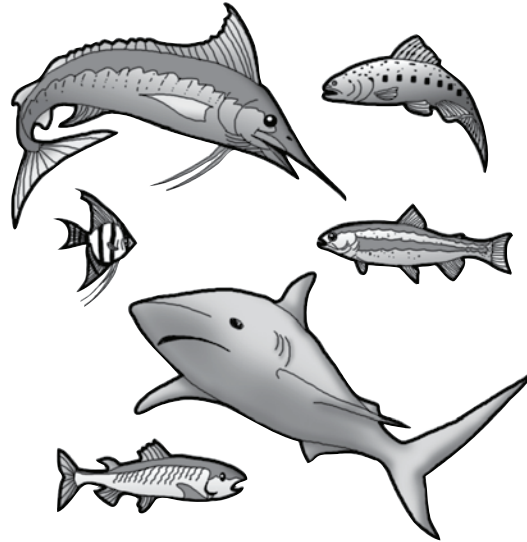
### REVIEW

Comparing is finding how things are alike.  
Contrasting is finding how things are different.

- Clue words that tell about a likeness are *same*, *like*, and *alike*.
- Clue words that tell about a difference are *but*, *unlike*, *different*, and *however*.
- Look for people, places, objects, and events that are being compared and contrasted.

**Read this story about fish. As you read, look for ways some fish are alike and ways they are different. Then answer the questions.**

All fish live in water, but not all fish live in the same parts of the water. Some fish like to live near the top of the water. These fish are usually blue, green, or black. Other fish live in deeper water. These fish are different colors. They are usually silver or red.



3. How are all fish alike?

- Ⓐ They all are the same size.
- Ⓑ They all live in water.
- Ⓒ They all are the same color.
- Ⓓ They all eat the same food.

4. Which clue word tells that fish do not all live in the same parts of the water?

- Ⓐ but
- Ⓑ like
- Ⓒ unlike
- Ⓓ different

## 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. How are all fish alike?

Ⓐ They all are the same size.

This answer is not correct.

The story does not say anything about the size of fish.

Ⓢ They all live in water.

This answer is correct. The story says that *“All fish live in water, but not all fish live in the same parts of the water.”*

Ⓒ They all are the same color.

This answer is not correct.

The story says that some fish are blue, green, or black. Other fish are silver or red.

Ⓓ They all eat the same food.

This answer is not correct.

The story does not say anything about the kind of food fish eat.

4. Which clue word tells that not all fish live in the same parts of the water?

Ⓢ but

This answer is correct. The story says that *“All fish live in water, but not all fish live in the same parts of the water.”* The clue word *but* tells you that there is a difference in where some fish live.

Ⓑ like

This answer is not correct.

The clue word *like* is used in the story, but it does not tell how two or more things are alike.

Ⓒ unlike

This answer is not correct.

The clue word *unlike* is not used in the story.

Ⓓ different

This answer is not correct. The clue word *different* is used in the story to tell about the different colors of fish. *“These fish are different colors. They are usually silver or red.”*

## PART FOUR: Build on What You Have Learned



### MORE TO KNOW

Sometimes, there are no clue words in a story to tell how things are alike or how they are different. When there are no clue words, do the following:

- Think about the people, places, or objects that you read about. Ask yourself, “How are they alike?”
- Think about the people, places, or objects that you read about. Ask yourself, “How are they different?”

**Read the first part of a letter that Deana wrote.  
Then answer the questions.**



Camp Woodtrail

August 13, 2009

Dear Nadia,

I am having so much fun in Maine at Camp Woodtrail. This camp is so much better than the camp I went to last summer. Camp Reed was so boring. But Woodtrail is great. There is so much to do. I even made a new friend. Her name is Pam.

Today, we went to the kitchen to learn how to cook. We made bacon and eggs. Pam's eggs came out perfect, but not mine. Our leader had to pull the fire alarm because I burned my eggs so badly!

5. Camp Woodtrail is
  - Ⓐ bigger than Camp Reed.
  - Ⓑ less fun than Camp Reed.
  - Ⓒ more fun than Camp Reed.
  - Ⓓ more boring than Camp Reed.
6. The fire alarm was pulled because
  - Ⓐ bacon had burned.
  - Ⓑ eggs had burned.
  - Ⓒ there was a fire outside.
  - Ⓓ there was a fire in the kitchen.
7. How were Pam's eggs different from Deana's eggs?
  - Ⓐ Pam's eggs were tasty.
  - Ⓑ Pam's eggs were fried.
  - Ⓒ Pam's eggs were burned.
  - Ⓓ Pam's eggs were perfect.
8. How are Pam and Nadia alike?
  - Ⓐ Both go to Camp Woodtrail.
  - Ⓑ Both are the same age.
  - Ⓒ Both are Deana's friend.
  - Ⓓ Both like cooking.

**Read the next part of the letter that Deana wrote.**  
**Then answer the questions.**

Tuesday night was the most fun. We toasted marshmallows over the campfire and watched falling stars. Falling stars are small rocks in space that fly across the sky. They were once part of comets. Comets are huge balls of ice and rock. So, falling stars are smaller than comets. But both falling stars and comets make a streak across the sky. I counted 30 falling stars. Pam counted only 10.

I hope you are enjoying baseball camp. See you in two weeks.

Your friend,  
Deana



9. How are comets and falling stars alike?
- Ⓐ Both are hard to see.
  - Ⓑ Both make a streak across the sky.
  - Ⓒ Both are about the same size.
  - Ⓓ Both are seen every night.
10. How was Tuesday night different from other nights?
- Ⓐ It was the longest ever.
  - Ⓑ It was the happiest.
  - Ⓒ It was the most fun.
  - Ⓓ It was the worst ever.
11. How are Deana and Nadia alike?
- Ⓐ Both like baseball.
  - Ⓑ Both are at camp.
  - Ⓒ Both counted falling stars.
  - Ⓓ Both will return home in one week.
12. Which of these is true?
- Ⓐ Pam enjoys watching falling stars more than Deana.
  - Ⓑ Pam counted more falling stars than Deana.
  - Ⓒ Pam counted fewer falling stars than Deana.
  - Ⓓ Pam knows more about falling stars than Deana.





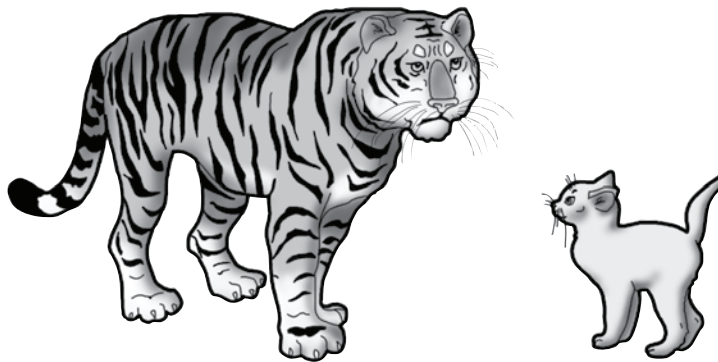
### TEST TIPS

- A test question about how things are alike usually contains clue words such as *same*, *like*, or *alike*.
- A test question about things that are different usually contains clue words such as *different*, *unlike*, or *not like*.

**Read this story about kittens and tigers. Then answer questions about the story. Choose the best answer for Numbers 13 and 14.**

### Two Kinds of Cats

Kittens and tigers are both kinds of cats. Tigers live outdoors in the wild. Kittens live inside with people. Kittens make good pets. They are easy to care for and lots of fun. Tigers do not make good pets. They are too dangerous. Kittens are small and tame. Tigers are large and untamed.



**13.** How are tigers and kittens alike?

- Ⓐ Both are good pets.
- Ⓑ Both live in the wild.
- Ⓒ Both are kinds of cats.
- Ⓓ Both are tame.

**14.** What is one way that tigers are not like kittens?

- Ⓐ Tigers are larger than kittens.
- Ⓑ Tigers are smaller than kittens.
- Ⓒ Tigers are more fun than kittens.
- Ⓓ Tigers are easier to care for than kittens.



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

Last month was Flag Day. Our town had a parade in the morning. First we saw the marching band. Then came the clowns, floats, and fire engines. The fire engines made more noise than the band!

Today was July 4th. Our town had another parade. This parade began in the afternoon. There were no clowns, but there were floats, fire engines, and a marching band. And the fire engines still made lots of noise!

**15.** How were the parades different?

- Ⓐ Only one parade had a marching band.
- Ⓑ Only one parade had fire engines.
- Ⓒ Only one parade had floats.
- Ⓓ Only one parade had clowns.

**16.** Which of these tells one way the parades were alike?

- Ⓐ Both were held on the same day.
- Ⓑ Both had floats.
- Ⓒ Both began at the same time.
- Ⓓ Both began in the afternoon.

# Lesson 6

## MAKING PREDICTIONS

### PART ONE: Think About the Strategy



#### What Is a Prediction?

A prediction is a good guess about something. You might guess that it is going to rain because you see many dark clouds in the sky. 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 in the winter if the air outside gets very, very cold.

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- 2 You made this guess because \_\_\_\_\_

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#### Work with a Partner

- Tell what you think will happen tomorrow morning.
- Will you hear an alarm go off?
- Will someone make breakfast for you? What else might happen?

## How Do You Make a Prediction?

You can make a prediction about a story before you begin reading. Sometimes the title gives you a clue about what you will be reading.

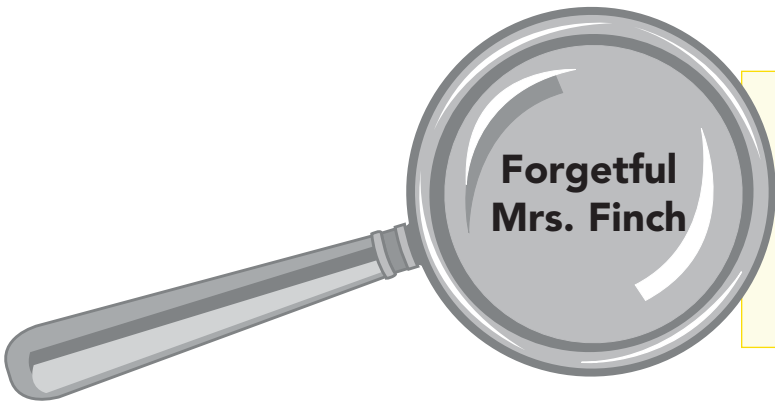
**Read the title of the story that Ben wrote. Make a prediction about what will happen in the story. Then read the passage.**

### **Forgetful Mrs. Finch**

Mrs. Finch sometimes forgets to lock her gate. That's when her dog Charlie gets out. Charlie comes over to my yard. He barks until someone plays with him. I hear a noise outside now. I think Mrs. Finch forgot to lock her gate again.

1. Let's think about what the title of Ben's story tells you.
2. Look at the magnifying glass below. It shows the title of the story.

Now look at the box. The box shows a good guess about the story. Was this your guess too? If so, you were right.



#### **Prediction:**

A woman is going to forget to do something.

3. Now predict what kind of noise Ben heard. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## PART TWO: Learn About the Strategy



### WHAT TO KNOW

When you think about what might happen next in a story, you are **making a prediction**. Making a prediction is a way of using clues from a story, as well as things you already know, to make a good guess about what might happen next.

- Clues are often in the title of a story. Read the title, and then make a guess about what you will be reading.
- Clues are often in the facts and details in a story. Details about the things characters do and say often help you make a prediction about what they might do or say later in the story.
- Clues are often in any pictures included with a story. Pictures often show something that is happening or will happen soon.

**Read the first part of this story about a boy named Jon.  
As you read, think about what might happen next in the story.**

Jon was at the school fair. He bought four raffle tickets. He wanted to win the new basketball that was being raffled off.

The school principal read the winning ticket number aloud. Jon looked at his ticket. He jumped up and down. He tried to shout, but no sound came out.



**Think about what you just read. Think about what you already know about how people act. Make a good guess about what might happen next. Then continue reading. See how close your guess is to what really happens.**

Jon took a deep breath. Then he called out, "That's my number! I won the basketball!"

What happened next in the story was: **Jon won the basketball.**

**Read this story about two friends. As you read, ask yourself, “Which facts and details will help me predict what will happen next?” Then answer the questions.**

Sam and Will went to the library. “I want to find a book about planes,” said Will.

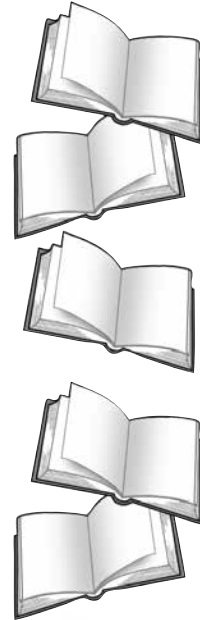
“I want to find a book about horses,” said Sam.

Will was reading about jets when he saw Sam standing by a large bookcase. Her head was down, and she was not holding a book.

“Did you find your book?” asked Will.

“No,” said Sam. “I can’t find any books about horses.”

“There’s a woman behind the desk over there. She’s here to help people,” said Will.



**1.** What will probably happen next in the story?

- Ⓐ Sam will ask Will to help her.
- Ⓑ Sam will look for a book about planes.
- Ⓒ Sam will ask the woman to help her.
- Ⓓ Sam will decide not to look for a book anymore.

**2.** Where did you find clues to help you make your prediction?

- Ⓐ in the title of the story
- Ⓑ in the things Will said
- Ⓒ in the details that tell where Sam was standing
- Ⓓ in the details that tell about the book Will was reading



### **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.



### REVIEW

Making a prediction is a way of using clues from a story, as well as things you already know, to make a good guess about what might happen next.

- Look for clues in the story to help you make a good guess about what might happen next. Clues are often in the title, in the facts and details, and in any pictures.
- Ask yourself, “What do I already know about the things I am reading about?”

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

### Owls

Owls are large birds. Owls sleep during the day and are awake during the night. They like to live in tall trees or barns. Owls are different from other birds. Owls do not look for worms or berries to eat. Owls are called birds of prey. This means that owls hunt for their food. They like to eat small animals.



3. What will an owl probably do when it's hungry?
  - Ⓐ look for a tall tree
  - Ⓑ look for berries
  - Ⓒ look for a mouse
  - Ⓓ look for worms
4. Which detail from the story helped you make your prediction?
  - Ⓐ Owls like to live in tall trees or barns.
  - Ⓑ Owls are large birds.
  - Ⓒ Owls do not look for worms or berries to eat.
  - Ⓓ Owls like to eat small animals.

## 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 an owl probably do when it's hungry?

Ⓐ look for a tall tree

This answer is not correct. The story says that *"They like to live in tall trees or barns."* You can guess that a hungry owl will not look for a place to live. A hungry owl will look for something to eat.

Ⓑ look for berries

This answer is not correct. The story says that *"Owls do not look for worms or berries to eat."*

Ⓒ look for a mouse

This answer is correct. The story says that *"They like to eat small animals."* You can make a good guess that a hungry owl will look for a small animal, like a mouse, to eat.

Ⓓ look for worms

This answer is not correct. The story says that *"Owls do not look for worms or berries to eat."*

4. Which detail from the story helped you make your prediction?

Ⓐ Owls like to live in tall trees or barns.

This answer is not correct. This detail from the story tells where owls like to live.

Ⓑ Owls are large birds.

This answer is not correct. This detail from the story tells about the size of owls.

Ⓒ Owls do not look for worms or berries to eat.

This answer is not correct. This detail from the story tells what owls do not eat.

Ⓓ Owls like to eat small animals.

This answer is correct. This detail from the story tells what owls like to eat when they are hungry.

## PART FOUR: Build on What You Have Learned



### MORE TO KNOW

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

**Read the first part of a story about Matt and his mother.  
Then answer the questions.**

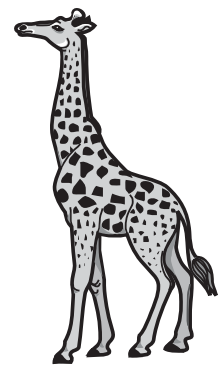
Matt likes animals of all kinds. Today, he and his mother are at the zoo.

"Look at the giraffes," said Matt.

"The sign says that giraffes have long necks to help them reach the tops of trees," Mom said. She kept reading. "Giraffes spend much of the day eating."

"They're probably hungry," said Matt. "I'll give them some of my popcorn."

Mother shook her head. "You'd better read this other sign, Matt."



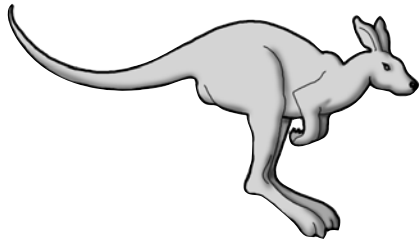
5. What does the other sign probably say?
  - Ⓐ "Please feed the giraffes."
  - Ⓑ "Do not pet the giraffes."
  - Ⓒ "Do not feed the giraffes."
  - Ⓓ "Giraffes have long necks."
6. What will Matt probably do next?
  - Ⓐ He will feed the giraffes.
  - Ⓑ He will ask his mother to take him home.
  - Ⓒ He will tell his mother to give some popcorn to the giraffes.
  - Ⓓ He will change his mind about giving popcorn to the giraffes.
7. Predict what a giraffe will eat the next time it is hungry.
  - Ⓐ popcorn
  - Ⓑ grass
  - Ⓒ animals
  - Ⓓ leaves
8. Predict what Matt might like to be when he grows up.
  - Ⓐ an artist
  - Ⓑ an animal doctor
  - Ⓒ a teacher
  - Ⓓ a scientist





**Read the next part of the story about Matt and his mother.  
Then answer the questions.**

Matt and his mother had seen lots of animals. "What would you like to do next?" Mom asked. "We have time to see only one more animal. We can see the lions, the apes, or the zebras."



Matt wanted to see all these animals. But he still had not seen his favorite animal, the kangaroo. Matt looked at a map of the zoo. The kangaroos and the zebras were right next to each other. Matt had an idea.

9. Matt's idea is probably
  - Ⓐ to see the lions.
  - Ⓑ to see both the zebras and the kangaroos.
  - Ⓒ to see only the kangaroos.
  - Ⓓ to return another day when he and his mother have more time.
10. Predict what Matt will do next.
  - Ⓐ He will tell his mother that he wants to see the lions.
  - Ⓑ He will tell his mother his idea.
  - Ⓒ He will tell his mother that he does not care what they do next.
  - Ⓓ He will see the kangaroos and zebras without telling his mother.
11. Predict which of these Matt would see if he had to choose only one.
  - Ⓐ the apes
  - Ⓑ the lions
  - Ⓒ the zebras
  - Ⓓ the kangaroos
12. Matt and his mother are planning another fun day. Which of these will Matt probably want to do?
  - Ⓐ go to a park
  - Ⓑ go to an aquarium
  - Ⓒ go for a train ride
  - Ⓓ go swimming in the ocean



### TEST TIPS

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

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

### As a Snake Grows

When you get bigger, your whole body grows, including your skin. When a snake gets bigger, its skin does not grow. A snake has to grow new skin each time it gets larger. When a snake is ready for its new skin, it must first shed the old skin. A snake will usually crawl between a narrow or tight place. This helps the old skin come off. Once the old skin is off, the new skin underneath can be seen.

13. A snake begins to crawl through a small space between two rocks. What will probably happen next?
- Ⓐ The snake will begin to grow.
  - Ⓑ The snake will look for food.
  - Ⓒ The snake's new skin will be seen.
  - Ⓓ The snake will shed its old skin.
14. Predict what will happen when a snake grows as large as it ever will.
- Ⓐ The snake will still shed its skin.
  - Ⓑ The snake will never shed its skin again.
  - Ⓒ The snake will keep growing.
  - Ⓓ The snake will never crawl again.

**Read this story about Dee and her dog. Then answer questions about the story. Choose the best answer for Numbers 15 and 16.**

Dee comes home from school at three o'clock. Her dog Fred always waits for her at the front door. When he hears her footsteps, his tail begins to wag. Sometimes, Fred holds his leash in his mouth. This means he wants to go for a walk. Fred likes to walk by the park. He barks and jumps when he sees the other dogs.

Fred just awoke from his nap. Now he is at the front door waiting for Dee. He has his leash in his mouth. He is waiting and waiting and waiting. Finally, Fred hears footsteps.



**15.** What will most likely happen next?

- Ⓐ Fred will bark.
- Ⓑ Fred will jump.
- Ⓒ Fred will wag his tail.
- Ⓓ Fred will go to sleep.

**16.** Predict what Dee will do after she comes home.

- Ⓐ Dee will feed Fred.
- Ⓑ Dee will play with Fred.
- Ⓒ Dee will do her homework.
- Ⓓ Dee will take Fred for a walk.



## PART ONE: Read a Letter

**Read this letter written by a boy who grew up to invent the telephone. Then answer questions about the letter. Choose the best answer for Numbers 1 through 6.**

October 29, 1862

Dear Father,

I can't believe I am so far from home. When Grandfather met me at the train station, he asked, "Are those the best clothes you have?" When I said "yes," he took me to buy a new suit right away. Then he threw out my old clothes.

I miss you and Mom, but Grandfather says I am here to study. I am learning a lot. He wants to teach me just as he taught you to be an expert in speech. I told him that I want to become a musician. But Grandfather said that studying music was foolish. I will still study music one day.

When I am not studying, I am reading books on speech and sound. One book said that sound could be sent over a wire. Imagine if that could happen! I also have ideas for how to teach people who cannot hear. When I return home, I have decided that this is one thing I would like to do. I love Mom, and I want to help others like her.

Love,  
Alexander Graham Bell

**Recognizing Cause and Effect**

1. Alexander is away
- Ⓐ visiting his parents.
  - Ⓑ buying a new suit.
  - Ⓒ studying with his grandfather.
  - Ⓓ inventing the telephone.

**Comparing and Contrasting**

4. A suit is most like
- Ⓐ a costume.
  - Ⓑ a uniform.
  - Ⓒ a new outfit.
  - Ⓓ a set of clothes.

**Recognizing Cause and Effect**

2. Why didn't Alex study music while he was away?
- Ⓐ There was no one to teach him.
  - Ⓑ Grandfather said it was foolish.
  - Ⓒ He enjoyed studying speech more.
  - Ⓓ He didn't want to study music.

**Making Predictions**

5. What probably led to Alexander's invention of the telephone?
- Ⓐ the idea that studying music is not foolish
  - Ⓑ the idea that sound could be sent over a wire
  - Ⓒ the idea that he could teach people who could not hear
  - Ⓓ the idea about studying music

**Comparing and Contrasting**

3. How are Alexander and his father alike?
- Ⓐ Both liked to read.
  - Ⓑ Both learned about speech from Grandfather.
  - Ⓒ Both wanted to become musicians.
  - Ⓓ Both wanted to teach speech to others.

**Making Predictions**

6. Predict what Alexander will do when he returns home.
- Ⓐ become a musician
  - Ⓑ study with his father
  - Ⓒ teach people who are deaf
  - Ⓓ learn more about speech



**Read this story about a strange happening. Then answer questions about the story. Choose the best answer for Numbers 7 through 12.**

"I know it's here," Brett said, searching the lake.

Brett's older sister, Amy, began to yawn. "We've been out here for three hours. We haven't seen a thing."

"I know it will show up," Brett said. "I've seen it three nights in a row."

Amy didn't want to spend her vacation looking for a strange glow in the lake. "You can stay all you want. I'm going back to the cabin to go to bed."

"Wait!" called Brett. "Look at this."

Amy saw her brother pointing to a patch of glowing yellow water.

"What is THAT?" Amy said.

"I will tell you," said a deep voice behind them. Amy and Brett turned around and saw their dad. "Some people say that glow is Champ."

"Who's Champ?" Amy asked.

"According to the legend, a monster lives in this lake," Dad said.

"A real monster?" Brett asked.

"No one knows for sure," Dad said. "But every time that glow appears, a few days later someone claims to have seen Champ."



### Recognizing Cause and Effect

7. Brett was at the shore of the lake because
- Ⓐ he wanted to go swimming.
  - Ⓑ he wanted to find a monster.
  - Ⓒ he wanted to see if a strange glow returned.
  - Ⓓ he wanted to find his father.

### Comparing and Contrasting

10. A legend is most like
- Ⓐ a fact.
  - Ⓑ a tall tale.
  - Ⓒ a funny story.
  - Ⓓ a monster.

### Recognizing Cause and Effect

8. Why did Amy want to go back to the cabin?
- Ⓐ She was hungry.
  - Ⓑ She was tired.
  - Ⓒ She was lonely.
  - Ⓓ She was frightened.

### Making Predictions

11. What will probably happen the next night?
- Ⓐ Brett and Amy will stay in their cabin.
  - Ⓑ Brett and Amy will look for the yellow glow again.
  - Ⓒ Brett and Amy will go to bed early.
  - Ⓓ Brett and Amy will go swimming.

### Comparing and Contrasting

9. How is Brett different from Amy?
- Ⓐ Brett is taller.
  - Ⓑ Brett is older.
  - Ⓒ Brett is younger.
  - Ⓓ Brett is braver.

### Making Predictions

12. Predict what will happen in a few days.
- Ⓐ Brett will leave the lake and never return.
  - Ⓑ Amy will be the only person to see Champ.
  - Ⓒ People will claim to have seen Champ.
  - Ⓓ A yellow glow will be seen in the trees.

## 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 *crowd* means. It's okay if you don't know the real meaning. Just make a good guess.

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- 2 Someone says to you: "There were so many people at the concert that we couldn't see over the crowd." Write what you think the word *crowd* means now.

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

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### 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 below that Sara wrote.**  
**See if you can figure out what the word *double* means.**

I have four hamsters now. That’s double the number I started with. I used to have just two hamsters. But one hamster had two babies.

1. Let’s figure out what the word *double* means.

Think about how the word is used in the story.

The chart below shows three sentences.  
It shows the sentence that comes before the word *double*.  
Then it shows the sentence that contains the word *double*.  
Finally, it shows the sentence that comes after the word *double*.

I have four hamsters now.	That’s double the number I started with.	I used to have just two hamsters.
Before		After

2. Now think about what the sentences tell you.

Sara says that she has four hamsters now.  
Sara says that this is double the number she started with.  
She used to have just two hamsters.

3. You can tell that *double* means \_\_\_\_\_ .

## PART TWO: Learn About the Strategy



### WHAT TO KNOW

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

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

**Read this story about some students who are working hard.**  
**As you read, think about the meaning of the word *recess*.**

The children in Ms. Hale's room are making get-well cards for an ill classmate. Ms. Hale looks at the clock. "Five more minutes. Then we'll go to recess." The children smile. They have been working very hard. They need a break.



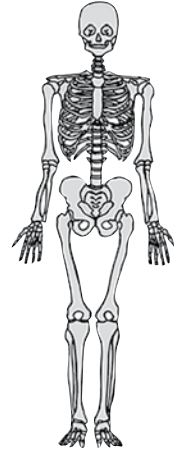
You can figure out the meaning of the word *recess* by looking at the words around it. The words *working very hard* and the words *need a break* are clues to the meaning of the word *recess*.

**The meaning of the word *recess* is "a break from work."**



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

There are 206 bones in your body. The bones are joined together to make a skeleton. Some bones keep parts of the body safe from hurt or damage. Bones in your chest protect your heart and lungs. Thirty bones protect your brain. These bones are all tightly locked together.



1. You can tell that the word *damage* means
  - Ⓐ “worry.”
  - Ⓑ “safety.”
  - Ⓒ “harm.”
  - Ⓓ “happiness.”
2. Which word gives a clue to the meaning of the word *damage*?
  - Ⓐ bones
  - Ⓑ hurt
  - Ⓒ chest
  - Ⓓ lungs



### 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 and phrases around a new word often give clues about the word's meaning.

- Look for clues in the sentence where the word appears. 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 poem that Chris wrote. As you read, think about how you will figure out the meaning of any new words. Then answer the questions.**

He stands outside, three mounds of snow,  
As small white flakes fall to and fro.  
My man of snow strikes quite a pose,  
Tall and straight, like his carrot nose.  
A smile of pebbles, closed real tight,  
And two eyes of coal, make quite a sight.  
Two sticks for arms, a broom in hand,  
His scarf-wrapped neck looks oh so grand.



3. In the poem, the word *mounds* probably means
- Ⓐ “blocks.”
  - Ⓑ “flakes.”
  - Ⓒ “heaps or piles.”
  - Ⓓ “hills or mountains.”

4. What is the best meaning of the word *pose* in the poem?
- Ⓐ “ask a question”
  - Ⓑ “a picture or photo”
  - Ⓒ “pretend to be someone else”
  - Ⓓ “the way someone or something stands”

## 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. In the poem, the word *mounds* probably means

Ⓐ “blocks.”

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

Ⓑ “flakes.”

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

Ⓒ “heaps or piles.”

This answer is correct. The words in the poem near the word *mounds* describe a snowman. You can figure out that the word *mounds* probably means “heaps or piles.” You know that most snowmen are made of balls or piles of snow.

Ⓓ “hills or mountains.”

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

4. What is the best meaning of the word *pose* in the poem?

Ⓐ “to ask a question”

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

Ⓑ “a picture or photo”

This answer is not correct. There are no words in the poem that give the word *pose* this meaning. A person might pose for a photo, but this does not mean that a picture or photo is a *pose*.

Ⓒ “to pretend to be someone else”

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

Ⓓ “the way someone or something stands”

This answer is correct. The words “*tall and straight*” give a clue to the meaning of the word *pose*. You can figure out that a pose is the way someone or something stands.



## MORE TO KNOW

- Look for a synonym near a new word.  
A synonym is a word with the same meaning.
- Look for an antonym near a new word.  
An antonym is a word with the opposite meaning.
- 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 camels.  
Then answer the questions.**

Did you ever wonder why a camel has such a large hump on its back? There is a good explanation for this.

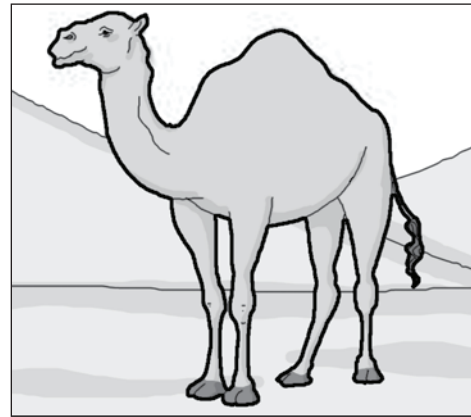
If you are like most people, you think a camel's hump holds water. Guess again. A camel's hump holds fat. The fat comes from the food the camel eats. That fat has to be kept somewhere. As food enters the camel's body, any fat is stored in a large clump on its back. This is the hump that you see.

- The word *hump* probably means
  - “a spot or stain.”
  - “something that grows large.”
  - “a lump that sticks out of something.”
  - “a dark place on the skin or fur.”
- The word *explanation* is in the first paragraph. What is the best meaning of *explanation*?
  - “belief”
  - “story”
  - “idea”
  - “reason”
- Which clue word is a synonym of the word *stored*?
  - kept
  - body
  - enters
  - found
- The word *clump* is in the last paragraph. Which word gives a clue to the meaning of *clump*?
  - fat
  - hump
  - back
  - large

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

Most camels live in the desert. There is not much food or water for camels in these dry lands. The camel often has to depend on the fat stored in its hump.

A camel eats a lot of food before long trips through the desert. This helps build up a good supply of fat. This also makes the hump grow. The fat helps give the camel energy to move. It also helps the camel's body make water. This stops the camel from being thirsty. The more a camel moves in the desert, the more fat it uses. This makes the hump shrink in size.



9. You can tell that a desert is a place that is  
Ⓐ dry.                      Ⓒ wet.  
Ⓑ cool.                    Ⓓ cloudy.
10. The word *shrink* is in the second paragraph. Which clue word is an antonym of *shrink*?  
Ⓐ fat  
Ⓑ grow  
Ⓒ move  
Ⓓ size
11. What is the best meaning of the word *thirsty*?  
Ⓐ “in need of food”  
Ⓑ “in need of fat”  
Ⓒ “in need of a drink”  
Ⓓ “in need of help”
12. The word *energy* is in paragraph 2. Which word gives a clue to the meaning of *energy*?  
Ⓐ water                      Ⓒ supply  
Ⓑ move                      Ⓓ body





### TEST TIPS

- A test question about finding meaning in context asks you about the meaning of a word as it is used in a story. Some words have more than one meaning. Be sure you choose the meaning that tells how the word is used in the story.
- A test question about finding meaning in context usually has several answer choices. Try each answer choice in the sentence where the word appears. Choose the answer that makes the most sense in the story.

**Read this biography about the first woman to become a doctor. Then answer questions about the story. Choose the best answer for Numbers 13 and 14.**

One day, Elizabeth Blackwell visited her friend Mary. Mary had been ill. She wished she could go to a woman doctor. It was the 1840s. There were no doctors who were women. Mary pleaded with her friend to study to become a doctor.

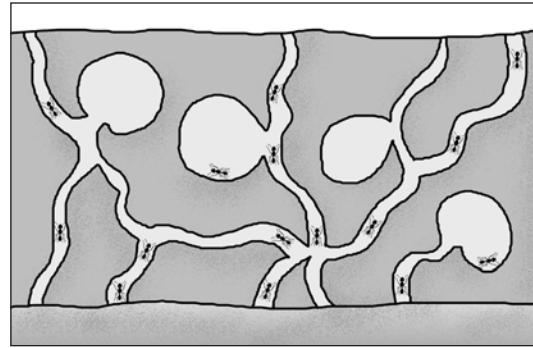
Elizabeth knew that becoming a doctor would be difficult. She would have to go to school and work hard. But she did it. Elizabeth became the first woman doctor in the United States.

13. The word *pleaded* is in the first paragraph. The word *pleaded* means
- Ⓐ “begged.”
  - Ⓑ “asked.”
  - Ⓒ “invited.”
  - Ⓓ “questioned.”
14. The word *difficult* is in the last paragraph. What is the best meaning of the word *difficult*?
- Ⓐ “fun”
  - Ⓑ “hard”
  - Ⓒ “plain”
  - Ⓓ “simple”



Read this story written by Rob. Then answer questions about the story. Choose the best answer for Numbers 15 and 16.

I got my ant farm when I was in first grade. My ant farm is like a large, flat frame. There is clear glass on each side of the frame. Inside the frame is sand. The ants live in the sand inside the frame.



The ants are visible through the glass. I can see them dig in the sand and make tunnels.

The ants are like a family. They work together and care for one another.

If you want pets that are easy to care for, you should get an ant farm. Ant farms don't cost much and you can purchase them at most pet stores.

15. The word *visible* is in paragraph 2. What is the best meaning of the word *visible*?

- Ⓐ “working hard”
- Ⓑ “fun to watch”
- Ⓒ “able to be seen”
- Ⓓ “hard to find”

16. The word *purchase* is in the last paragraph. The word *purchase* means

- Ⓐ “make.”
- Ⓑ “buy.”
- Ⓒ “discover.”
- Ⓓ “care for.”

# Lesson 8

## DRAWING CONCLUSIONS AND MAKING INFERENCES

### 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 fire alarm, you know that you have to get outside. If you see someone skipping and smiling, you know that person is happy.

- 1 What would probably happen if you ran to catch the bus, but you forgot to tie your shoes?

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- 2 You know this would probably happen because \_\_\_\_\_

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#### Work with a Partner

- Take turns asking each other “What might happen?” questions.
- Ask questions such as, “What might happen if you leave the window open when it rains?” or “What might happen if you found a spaceship in your yard?”

## How Do You Draw Conclusions and Make Inferences?

When you read a story, you probably figure out things on your own. If you read a story about a girl who lives in a place where there are dolphins, you know she lives near the ocean. If you read a story about a boy getting on an airplane, you know he is going on a trip.

**Read the story below that Jack wrote.  
See what you can figure out on your own.**

On Saturday, I helped my dad. I pushed a cart and followed him. Dad put many things in the cart. When we were done, Dad paid for everything. We come here every week. We'd be very hungry if we didn't.

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 where Jack is.

Story Clues	Where is Jack?
Jack is pushing a cart.	
Dad put many things in the cart.	
Jack and his dad go there every week.	
He and his dad would be hungry if they didn't.	

## 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 out information on your own. Whenever you figure out something on your own, you are **drawing a conclusion** or **making an inference**.

- Pay attention to the details in a story. Use the details to figure out information that is 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 is being described.**

Dark clouds fill the sky.  
Suddenly thunder booms.  
A streak of light flashes across  
the sky. Water begins to pour  
down from the clouds.



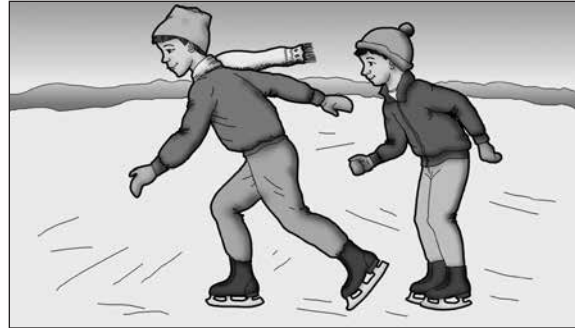
This story does not tell you what is being described. The story does, though, give you details that help you figure out what is being described.

**Dark clouds fill the sky.**  
**Suddenly thunder booms.**  
**A streak of light flashes across the sky.**  
**Water begins to pour down from the clouds.**

These details help you figure out that a rainstorm is being described. You probably know from your own life that these things happen during some storms.

**Read this story about two boys who are going to see if a lake is safe for skating. As you read, look for details that will help you figure out if the lake is safe. Then answer the questions.**

Michael and Seth go to Benson State Park during the winter. They like to skate on the frozen lake. Every day, the park ranger checks the ice on the lake. If it is safe to skate, she puts up a sign that says, TODAY THE ICE IS SAFE. If it is not safe to skate, she puts up a sign that says, TODAY THE ICE IS NOT SAFE. Michael and Seth are at the park. They read the sign for today. Then they put on their skates.



1. You can tell that
  - Ⓐ today is Saturday.
  - Ⓑ today is a safe day for skating.
  - Ⓒ today is a warm day.
  - Ⓓ today is not a safe day for skating.
2. Which detail from the story helped you answer question 1?
  - Ⓐ Michael and Seth go to Benson State Park during the winter.
  - Ⓑ Every day, the park ranger checks the ice on the lake.
  - Ⓒ Then they put on their skates.
  - Ⓓ They like to skate on the frozen lake.



### 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

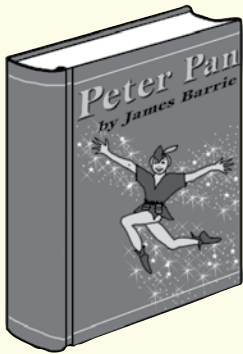


### REVIEW

Drawing a conclusion or making an inference is a way of figuring out information that is not told to you in a story.

- Think about the details that are told to you. Use these details to help you figure out information that is not explained.
- Use the details and what you know from your own life to draw a conclusion or to make an inference.

**Read this book review of *Peter Pan*. As you read, ask yourself, “What details are explained? What information can I figure out on my own?” Then answer the questions.**



*Peter Pan* is a book by James Barrie. The book tells the story of a boy named Peter Pan. All Peter wants to do is have fun.

He does not want to grow up. He spends most of his time in a place called Neverland.

Peter also enjoys spending time with the Darling children. He listens to their bedtime stories. They think Peter is lively and fun. They like watching him fly. Peter teaches the children how to fly, too. Soon, they are all off to Neverland for many adventures.

3. You can tell that Peter visits the Darling children

- Ⓐ once a week.
- Ⓑ each afternoon.
- Ⓒ every morning.
- Ⓓ during the night.

4. You can tell that Peter is not like other people because

- Ⓐ he is lively and fun.
- Ⓑ he can fly.
- Ⓒ he likes stories.
- Ⓓ he does not want to grow up.

## 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. You can tell that Peter visits the Darling children

Ⓐ once a week.

This answer is not correct. There are no details in the book review that tell that Peter visits the children once a week.

Ⓑ each afternoon.

This answer is not correct. There are no details in the book review that tell that Peter visits the children each afternoon.

Ⓒ every morning.

This answer is not correct. There are no details in the book review that tell that Peter visits the children every morning.

Ⓓ during the night.

This answer is correct. The details in the book review tell that Peter liked to listen to the children's bedtime stories. Since bedtime stories are told at night, you can guess that Peter visits the children during the night.

4. You can tell that Peter is not like other people because

Ⓐ he is lively and fun.

This answer is not correct. You know from your own life that lots of people are lively and fun. This does not make Peter different from other people.

Ⓓ he can fly.

This answer is correct. You know from your own life that people cannot fly. This makes Peter different from other people.

Ⓒ he likes stories.

This answer is not correct. You know from your own life that lots of people like stories. This does not make Peter different from other people.

Ⓓ he does not want to grow up.

This answer is not correct. You know from your own life that lots of people do not want to grow up. This does not make Peter different from other people.

## PART FOUR: Build on What You Have Learned



### MORE TO KNOW

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

**Read the first part of a story about a baby bird that needs help. Then answer the questions.**

Tia and James were playing in Tia's yard. They found a baby bird near some bushes.

James looked up at a large oak tree. "I think he fell out of a nest," he said. "But I can't see a nest from here. We need to help him."

"Let's ask my mom what we should do," Tia said.

Tia's mom helped the children fill a shoe box with tissue. This made a nice bed for the bird. Then she told them to put the box under a lamp so the bird would not get cold.

5. You can tell that Tia found the bird
  - (A) in a tree.
  - (B) in a nest.
  - (C) on a branch.
  - (D) on the ground.
6. The children could not return the bird to the nest because
  - (A) they could not reach the nest.
  - (B) they wanted to keep the bird.
  - (C) they could not see the nest.
  - (D) they were afraid to climb the tree.
7. The children will put the bird under a lamp so that
  - (A) the bird will be warm.
  - (B) the bird will have light.
  - (C) the bird will be easier to see.
  - (D) the bird will feel safe.
8. You can tell that
  - (A) Tia's mother does not want the bird.
  - (B) the children want to keep the bird as a pet.
  - (C) the children often care for birds.
  - (D) the children care about the bird.



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

Soon the bird made a peeping noise.  
It looked up and opened its mouth wide.

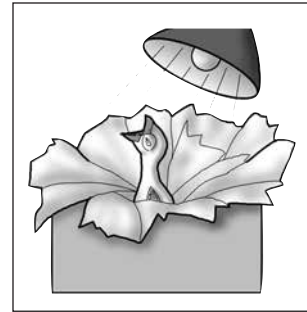
"I think he's hungry," James said. "What do we feed him? Toast? Milk?"

Tia's mom shook her head. "Toast is too big. Bread crumbs are better. And no milk. We will give him water."

The children gave the bird water by using an eyedropper. Then they gave the bird some bread crumbs. The bird then fell asleep. But soon it was peeping again. The bird was hungry already. In fact, the bird was hungry all the time.

"We can't do this for long," Tia said. "We have to go to school and soccer practice and do our homework."

Tia's mom helped the children get the ladder. Soon the mother bird was the one feeding the baby bird.



9. You can tell that the bird made peeping sounds because
  - Ⓐ it was hurt.
  - Ⓑ it was sleepy.
  - Ⓒ it was hungry.
  - Ⓓ it was afraid.
10. The children fed the bird bread crumbs because
  - Ⓐ the bird asked for bread crumbs.
  - Ⓑ they had nothing else to feed him.
  - Ⓒ the crumbs were small enough for the bird to eat.
  - Ⓓ they did not know what else to feed it.
11. Why did the children need a ladder?
  - Ⓐ to feed the bird
  - Ⓑ to reach the nest
  - Ⓒ to find food
  - Ⓓ to hide from the bird
12. The children put the bird back in its nest because
  - Ⓐ the mother bird was looking for the baby bird.
  - Ⓑ Tia's mother told them to.
  - Ⓒ the children could not feed the bird all the time.
  - Ⓓ the children did not like the bird.

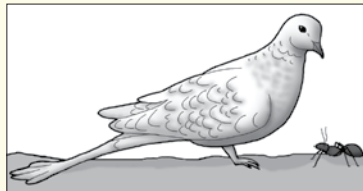


### TEST TIPS

- 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 fable about an ant and a dove. Then answer questions about the fable. Choose the best answer for Numbers 13 and 14.**

An ant went to a river to drink. The ant fell in and was carried along in the water. The ant tried to swim, but it was hopeless. A dove saw what was happening. The dove found some leaves and threw one into the river. The ant climbed onto the leaf and was carried to the shore. Soon after, the ant saw a hunter. The hunter was taking aim at the dove. The ant stung the hunter in the foot and saved the dove's life.



**13.** What is probably true about the ant?

- Ⓐ The ant knew how to swim.
- Ⓑ The ant and the dove were friends.
- Ⓒ The ant knew that the dove had helped him.
- Ⓓ The ant would have reached shore without the leaf.

**14.** From the fable, you can tell that

- Ⓐ the ant was afraid of the hunter.
- Ⓑ the hunter missed his aim.
- Ⓒ the dove did not see the hunter.
- Ⓓ the hunter wanted to help the dove.

**Read this story about how people have worked over the years. Then answer questions about the story. Choose the best answer for Numbers 15 and 16.**

Long ago, people had only their muscles to help them work. It took a long time to build a house or plant crops. In time, people used animals to help them work. Oxen and donkeys carried heavy loads. Later, people made simple machines. Two such machines were the lever and the pulley. They made some work easier. Today, there are many kinds of machines that make work easier. How many can you think of?

- 15.** From the story, you figure out that
- Ⓐ all animals can help people with work.
  - Ⓑ building a house is the hardest kind of work.
  - Ⓒ people have never liked to work.
  - Ⓓ long ago, people did not have washing machines.
- 16.** You can tell that
- Ⓐ donkeys are no longer used to carry heavy loads.
  - Ⓑ there are only two kinds of machines.
  - Ⓒ animals were used for work before machines were.
  - Ⓓ people no longer use their muscles for work.

# Lesson 9

## DISTINGUISHING BETWEEN FACT AND OPINION

### PART ONE: Think About the Strategy



#### What Is a Fact?

Have you ever told someone your pet's name or what school you go to? If so, you were telling facts. A fact tells something that can be proved. If you say, "I had a math test today," you are telling a fact.

- 1 Write one fact about your bedroom.

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#### What Is an Opinion?

Have you ever told someone about something you like? If so, you were telling an opinion. An opinion tells something you think or believe. An opinion cannot be proved. If you say, "I liked the movie Space Games," you are expressing an opinion.

- 2 Write one opinion about your bedroom.

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- 3 Write how your fact is different from your opinion.

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#### Work with a Partner

- Take turns telling a fact about something, such as animals or sports.
- Then tell an opinion about the same thing.

## How Do You Find Facts and Opinions?

Some reading passages contain details that tell facts. Some passages also contain details that are opinions. Some passages contain both facts and opinions. You can tell the difference between a fact and an opinion by asking yourself one question: “Does this detail tell about something that can be proved?” If your answer is “yes,” then the detail is a fact. If your answer is “no,” then the detail is an opinion.

Read the story below. See if you can tell the facts from the opinions.

Cheng is the funniest kid ever. He tells the best jokes. We have been friends since first grade. We live near each other. I will never have a better friend than Cheng.

1. Think about what is a fact and what is an opinion in the story.
2. Let’s find what can be proved and what cannot be proved.
3. Look at the chart below. Fill in the missing information.

Detail	Can this be proved?	Fact	Opinion
Cheng is the funniest kid ever.	No		✓
He tells the best jokes.	No		✓
We have been friends since first grade.	Yes	✓	
We live near each other.			
I will never have a better friend than Cheng.			

## PART TWO: Learn About the Strategy



### WHAT TO KNOW

If a statement is true and can be proved, it is a **fact**. If a statement tells what someone thinks or feels, it is an **opinion**. Facts can be proved. Opinions cannot. When you figure out if a statement is a fact or an opinion, you are **distinguishing between fact and opinion**.

- Facts are statements that can be checked or proved.
- Opinions are statements that cannot be proved. They tell what someone thinks or feels.
- Opinions often contain clue words. Some clue words are *think, feel, believe, and seem*. Other clue words are *always, never, all, none, most, least, greatest, best, and worst*.

**Read this story about the beach. As you read, look for statements that tell something that can be proved. Also look for things that tell what someone thinks or feels.**

I love the beach. The beach is the best place to take a vacation. There is lots of sand at the beach. I can make sand castles. There is also lots of water at the beach. I like to go swimming.

The statements that are true and can be proved are:

**There is lots of sand at the beach.**

**I can make sand castles.**

**There is also lots of water at the beach.**

The statements that tell what someone thinks or feels are:

**I love the beach.**

**The beach is the best place to take a vacation.**

**I like to go swimming.**

**Read this ad for sneakers. As you read, ask yourself, “Which statements can be proved? Which statements cannot be proved?” Then answer the questions.**

## **Buy a pair of High Jumpers today!**

High Jumpers are the best sneakers ever made. They will make you jump higher and run farther than you ever have.

You will never want to buy another pair of sneakers again. Buy a pair today!



- High Jumpers come in sizes 2–7.
- High Jumpers come in four great colors: *black, white, blue, and red.*
- High Jumpers are on sale today and tomorrow.

1. Which of these is a *fact*?

- (A) High Jumpers are the best sneakers ever made.
- (B) They will make you jump higher and run farther.
- (C) You will never want to buy another pair of sneakers again.
- (D) High Jumpers come in sizes 2–7.

2. Which clue word tells an *opinion* about the color of High Jumpers?

- (A) best
- (B) great
- (C) never
- (D) seem



### **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 distinguishing between fact and opinion.

## PART THREE: Check Your Understanding



### REVIEW

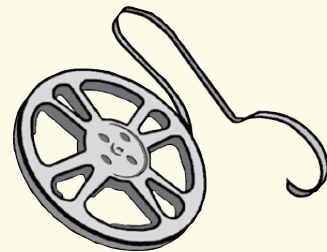
Facts can be proved, but opinions cannot be proved.

- To find out if a statement is a fact, do this: Ask yourself, “Can this statement be proved?”
- To find out if a statement is an opinion, do this: Ask yourself, “Does this statement tell what someone thinks or feels?”
- Look for clue words that tell an opinion such as *think*, *feel*, *believe*, and *seem*. Also look for these clue words: *always*, *never*, *all*, *none*, *most*, *least*, *greatest*, *best*, and *worst*.

**Read this movie review. As you read, think about which statements are facts and which statements are opinions. Then answer the questions.**

There have been many movies for children. *King of the Beasts* is the finest yet. None of the other movies are as good as this one. I think every child should see this wonderful movie. The story is sweet. You will love the surprise ending.

*King of the Beasts* lasts about 90 minutes. I believe it is worth every minute.



3. Which of these is a *fact*?

- Ⓐ I think every child should see this wonderful movie.
- Ⓑ You will love the surprise ending.
- Ⓒ *King of the Beasts* lasts about 90 minutes.
- Ⓓ None of the other movies are as good as this one.

4. Which clue word tells an *opinion* in the last paragraph?

- Ⓐ believe
- Ⓑ think
- Ⓒ finest
- Ⓓ none



## 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. Which of these is a *fact*?

- Ⓐ I think every child should see this wonderful movie.

This answer is not correct. This answer tells an opinion. This answer cannot be proved. The clue word *think* tells you that this statement is an opinion, not a fact.

- Ⓑ You will love the surprise ending.

This answer is not correct. This answer tells an opinion. This answer cannot be proved. It tells what someone thinks or feels.

- *King of the Beasts* lasts about 90 minutes.

This answer is correct. This answer tells something that can be checked or proved. You can use a watch to check how long the movie lasts.

- Ⓓ None of the other movies are as good as this one.

This answer is not correct. This answer tells an opinion. This answer cannot be proved. The clue word *none* tells you that this statement is an opinion, not a fact.

4. Which clue word tells an *opinion* in the last paragraph?

- believe

This answer is correct. This clue word is used to tell an opinion about the movie. “*I believe it is worth every minute.*”

- Ⓑ think

This answer is not correct. This clue word appears in the first paragraph of the review, not the last. “*I think every child should see this wonderful movie.*”

- Ⓒ finest

This answer is not correct. This clue word appears in the first paragraph of the review, not the last. “*King of the Beasts is the finest yet.*”

- Ⓓ none

This answer is not correct. This clue word appears in the first paragraph of the review, not the last. The first paragraph says that “*None of the other movies are as good as this one.*”

## PART FOUR: Build on What You Have Learned



### MORE TO KNOW

- Facts can be checked. You can prove that a fact is true.
- Opinions tell what someone thinks, feels, or believes. An opinion can be about something that happened, an idea, a person, or a thing. Even if a person agrees with an opinion, it still cannot be proved.

**Read the first part of a story about David, who is having a bad week. Then answer the questions.**

David was a great brother. Mae felt sorry for him. First someone took his bike from the park. Then he got sick for three days. No one could have had a worse week than David.

"I think you are worried," said Mae. "Is something wrong at school?"

"Nothing could be more horrible. I failed my math test," David said.

"Failed!" Mae said.

"Shh!" said David. "I don't need the whole world to know."

- Which of these is a *fact*?
  - David was a great brother.
  - Someone took David's bike from the park.
  - Nothing could be more horrible.
  - No one could have had a worse week than David.
- Which clue word signals an *opinion* about David?
  - worse
  - think
  - great
  - best
- Which of these tells what someone thinks or feels?
  - "Is something wrong at school?"
  - "I think you are worried."
  - "I failed my math test."
  - "Failed!"
- Which of these can be proved?
  - David got sick for three days.
  - David was a great brother.
  - No one could have had a worse week than David.
  - Nothing could be more horrible.



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

Mae hugged her brother.  
"You are the best student ever," she said. "What happened?"

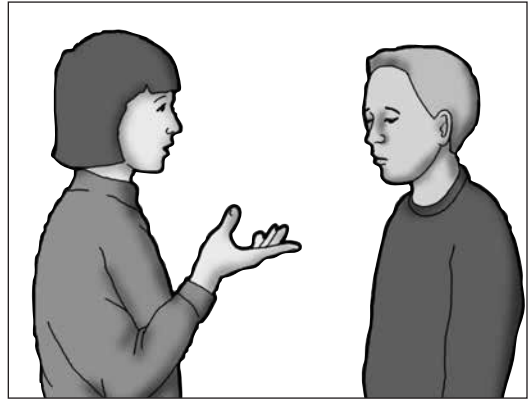
"Mrs. Barros has been teaching lots of new things. I missed a lot when I was sick."

"You should talk to her," Mae said. "She might let you take the test again."

"Do you think so?" David asked, almost smiling.

"She once let me take a test twice. She is the most understanding teacher."

"I am so glad I talked to you!" David said. "You are the nicest sister."



9. Which of these can be *proved*?
- Ⓐ David is the best student ever.
  - Ⓑ Mae is the nicest sister.
  - Ⓒ Mae hugged her brother.
  - Ⓓ Mrs. Barros is the most understanding teacher.
10. Which clue word tells an *opinion* about Mrs. Barros?
- Ⓐ always
  - Ⓑ think
  - Ⓒ most
  - Ⓓ seem
11. Which of these tells what someone thinks or feels?
- Ⓐ "Mrs. Barros has been teaching lots of new things."
  - Ⓑ "I am so glad I talked to you!"
  - Ⓒ "She once let me take a test twice."
  - Ⓓ "I missed a lot when I was sick."
12. Which of these tells a *fact*?
- Ⓐ "You are the best student ever."
  - Ⓑ "She once let me take a test twice."
  - Ⓒ "I am so glad I talked to you!"
  - Ⓓ "She is the most understanding teacher."

## PART FIVE: Prepare for a Test



### TEST TIPS

- A test question about facts and opinions may ask you to figure out if a statement is a fact or an opinion.
- To tell if a statement is a fact, ask yourself, “Can this statement be proved?” If it can, then it is a fact.
- To tell if a statement is an opinion, ask yourself, “Does this statement tell what someone thinks or feels?” If it does, then it is an opinion.

**Read this story about pet fish. Then answer questions about the story. Choose the best answer for Numbers 13 and 14.**

Having a pet fish is lots of fun. If you want a pet fish, you will need a fish bowl. You must clean the bowl every week. A dirty fish bowl looks horrible! It is also not good for the fish. You must also get special food for your fish. But don't feed your fish too much food! A fish's stomach is small. It is only as big as its eye.

A fish is a wonderful pet. A fish is quiet. It doesn't bark or bite. And a fish won't run away. It will always stay in its tank.

**13.** Which of these is a *fact* from the story?

- Ⓐ Having a pet fish is lots of fun.
- Ⓑ A dirty fish bowl looks horrible!
- Ⓒ It will always stay in its tank.
- Ⓓ A fish is a wonderful pet.

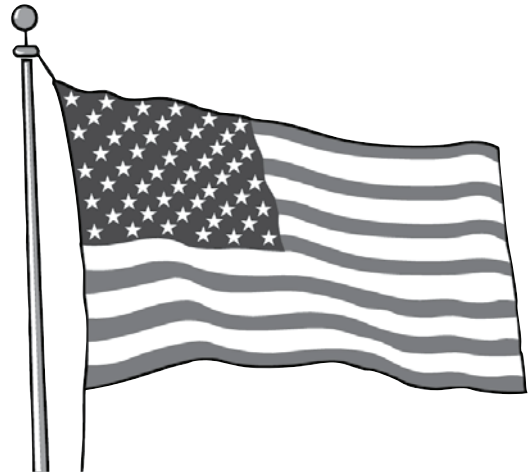
**14.** Which of these is an *opinion* from the story?

- Ⓐ A fish is quiet.
- Ⓑ Having a pet fish is lots of fun.
- Ⓒ You must clean the bowl every week.
- Ⓓ A fish won't run away.

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

### The United States Flag

Every country has a flag. The flag of the United States is red, white, and blue. It is the most beautiful flag of all. The first flag had 13 stars and 13 stripes. This was because the United States was once made up of 13 colonies. The colonies later became states. Each time a new state joined the country, a new star was added to the flag. This was a clever idea. Now our flag has fifty stars. I don't think any more stars will ever be added.



15. Which of these tells what someone thinks or feels?

- Ⓐ Every country has a flag.
- Ⓑ Now our flag has fifty stars.
- Ⓒ The first flag had 13 stars and 13 stripes.
- Ⓓ It is the most beautiful flag of all.

16. Which of these is a *fact*?

- Ⓐ This was a clever idea.
- Ⓑ It is the most beautiful flag of all.
- Ⓒ The flag of the United States is red, white, and blue.
- Ⓓ I don't think any more stars will ever be added.

**PART ONE:** Read a Story

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

"Hey kid," yelled a tall boy. He was near the slide. Tomas glanced at the boy. "Is he talking to me?" Tomas wondered. He was almost twice Tomas's size. Tomas grew nervous as the boy got closer. His knees were shaking. "Are you Tomas Lane?" the boy asked. "Yes," Tomas said, his voice cracking. "Why?" "My name is Jack Reese. I play for the Tigers." "That's the team we beat last night," thought Tomas. "I thought I had hit a home run last night," Jack said. "But you made a great catch and ended the game. That was fantastic! That was the best way to end the game." Tomas smiled. "Thanks! That was a great hit you made." Jack began to walk away. Then he looked back at Tomas. "Could you show me how to catch like that?" "Sure," said Tomas, "if you help me work on my swing."

### Finding Word Meaning in Context

1. The word *glanced* is in paragraph 2. *Glanced* means
- Ⓐ “stared.”
  - Ⓑ “frowned.”
  - Ⓒ “looked at quickly.”
  - Ⓓ “moved closer.”

### Drawing Conclusions and Making Inferences

4. You can tell that both Tomas and Jack play
- Ⓐ football.
  - Ⓑ baseball.
  - Ⓒ basketball.
  - Ⓓ soccer.

### Finding Word Meaning in Context

2. The word *nervous* is in paragraph 3. Which word gives a clue to the meaning of the word *nervous*?
- Ⓐ shaking
  - Ⓑ grew
  - Ⓒ suppose
  - Ⓓ closer

### Distinguishing Between Fact and Opinion

5. Which clue word tells an *opinion* about the catch that Tomas made?
- Ⓐ best
  - Ⓑ worst
  - Ⓒ always
  - Ⓓ most

### Drawing Conclusions and Making Inferences

3. Tomas and Jack are probably at
- Ⓐ a field.
  - Ⓑ a school.
  - Ⓒ a playground.
  - Ⓓ Tomas’s house.

### Distinguishing Between Fact and Opinion

6. Which of these is a *fact*?
- Ⓐ Jack is bigger than Tomas.
  - Ⓑ Jack is the nicest boy.
  - Ⓒ Tomas should not be afraid of Jack.
  - Ⓓ Tomas is the best player ever.





**Read this folktale. Then answer questions about the folktale.  
Choose the best answer for Numbers 7 through 12.**

A farmer went to pull some potatoes out of the ground. Suddenly, one of the potatoes said, "All the time I've been growing for you, you have hardly given me any water."

The farmer looked around. "Who was that talking to me?"

His dog said, "It was the sweet potato, you silly farmer!"

The farmer had never heard of a talking potato or a talking dog. He was scared. The farmer tried to pull a branch from a tree to protect himself.

"Oh, no you don't," said the tree. "For years, you have been enjoying my shade on hot days. Never have you said, 'Thank you.'"

The farmer was so afraid that he ran to the castle to tell the king what happened.

The king laughed. "You have been working too hard. Get some rest."

After the farmer left, the king pulled up his favorite chair. The chair said to the king, "Can you believe that farmer? Who ever heard of a talking potato?"





### Finding Word Meaning in Context

7. The word *protect* is in paragraph 3. What is the best meaning of the word *protect*?
- Ⓐ “fool or trick”
  - Ⓑ “hide from others”
  - Ⓒ “climb to a high place”
  - Ⓓ “keep safe from harm”

### Drawing Conclusions and Making Inferences

10. Why did the farmer probably go to see the king?
- Ⓐ He thought the king would hide him.
  - Ⓑ He thought the king would help him.
  - Ⓒ He thought the king would stop the potato from talking.
  - Ⓓ He thought the king would enjoy a funny story.

### Finding Word Meaning in Context

8. The word *shade* is in paragraph 3. *Shade* describes a place that is
- Ⓐ sunny.
  - Ⓑ cool.
  - Ⓒ dry.
  - Ⓓ safe.

### Distinguishing Between Fact and Opinion

11. Which of these cannot be proved?
- Ⓐ The farmer was frightened.
  - Ⓑ The farmer was in his field.
  - Ⓒ The farmer ran to the king.
  - Ⓓ The farmer’s dog is more clever than the farmer.

### Drawing Conclusions and Making Inferences

9. You can tell that a castle is a place where
- Ⓐ people get help.
  - Ⓑ a king lives.
  - Ⓒ people hide.
  - Ⓓ a king farms.

### Distinguishing Between Fact and Opinion

12. Which of these is a *fact*?
- Ⓐ The king was the wisest ruler.
  - Ⓑ The farmer was the silliest man.
  - Ⓒ The farmer should have given the potato more water.
  - Ⓓ The king laughed at the farmer’s story.

IDENTIFYING  
AUTHOR'S PURPOSE

## PART ONE: Think About the Strategy

**What Is Author's Purpose?**

Authors always write for a reason. Everything you read has a purpose. The author's purpose is to describe, to entertain, to explain, or to persuade.

Write what you think the author's purpose is for writing each of the following. Tell if the author's purpose is to describe, to entertain, to explain, or to persuade.

- 1 A newspaper article about a discovery on Mars

The author's purpose is to \_\_\_\_\_.

- 2 A book about a silly talking dog

The author's purpose is to \_\_\_\_\_.

- 3 An ad for a new movie

The author's purpose is to \_\_\_\_\_.

- 4 A paragraph about what a beaver's home looks like

The author's purpose is to \_\_\_\_\_.

**Work with a Partner**

- Take turns talking about some of the different things you have read. Think about things such as books, newspaper ads, and poems.
- Together, see if you can identify the author's purpose for what you have read.

# How Do You Find Author's Purpose?

Every story is written for a reason. When you read, ask yourself, “What does the author want me to know?” Your answer will help you figure out the author’s purpose.

**Read the story below that Michael wrote. See if you can figure out the author’s purpose.**

Greeting cards are easy to make. All you need are some markers and some paper. First, fold the paper in half. On the outside, write “Happy Birthday” or the reason you are giving the card. Then make a nice picture. On the inside, write your message. Then sign your name. See, isn’t that easy?

- 1. Think about what the author wants you to know.
- 2. Let’s find the author’s purpose.
- 3. Let’s narrow down the choices by using the chart below.
- 4. Check “yes” or “no” for each choice. You can check “yes” only once.

	Yes	No	
Does the passage mostly give details about a particular person, place, or thing?			Describe
Does the passage make you laugh?			Entertain
Does the passage tell how to do or make something?			Explain
Does the passage try to get you to do or buy something?			Persuade

- 5. Write the choice that has a check mark for “yes.” \_\_\_\_\_

## PART TWO: Learn About the Strategy



### WHAT TO KNOW

All authors write for a reason. The reason an author writes something is called the author's purpose. When you figure out why a story was written, you are **identifying the author's purpose**.

- Some stories mainly describe something, such as a person, place, or thing. The author's reason for writing is to **describe**.
- Some stories mainly tell about something funny or something enjoyable. Some stories also teach a lesson. The author's reason for writing is to **entertain**.
- Some stories mainly tell how to do something. Some stories give lots of information about a person, place, or thing. The author's reason for writing is to **explain**.
- Some stories are mainly written to try to get readers to do something, buy something, or believe something. The author's reason for writing is to **persuade**.

**Read this story. As you read, think about why the author probably wrote the story.**

My sister Liz is just like me. Liz and I are the same height. We both have brown eyes and long brown hair. No one can tell us apart, except our mom.

The author wrote this story to tell what two girls look like.  
The author's purpose was to describe something for readers.

**Read this sign. As you read, ask yourself, “Why was the sign written? What does the author want readers to know?” Then answer the questions.**

## **Soccer Sign-Up**

**Tuesday March 15 – Friday March 18**

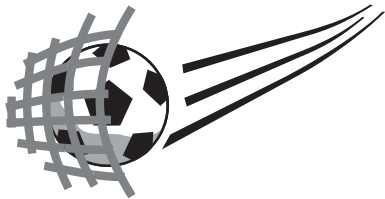


**Teams now forming for these age groups:**

**• 4-5 years • 6-7 years • 8-9 years • 10-11 years • 12 years**

**Travel teams now forming for these age groups:**

**• 13-14 years • 15-16 years**



***Teams fill fast!***

***Sign up early at:  
the Park Center***

1. The sign was written mainly to
  - Ⓐ describe what a soccer game is like.
  - Ⓑ explain when to sign up for different soccer teams.
  - Ⓒ get readers to play soccer.
  - Ⓓ entertain readers with a funny story.
2. You know your answer to question 1 is correct because the sign mainly
  - Ⓐ contains details that describe something.
  - Ⓑ gives facts or tells readers how to do something.
  - Ⓒ tries to get readers to do or believe something.
  - Ⓓ tells about something that is enjoyable to read.



### **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 identifying author's purpose.

## PART THREE: Check Your Understanding



### REVIEW

Authors write to describe, to entertain, to explain, or to persuade.

- To figure out if the author's purpose is to describe, do this:  
Ask yourself, "Does the author give lots of details about a person, place, or thing?"
- To figure out if the author's purpose is to entertain, do this:  
Ask yourself, "Does the author try to make me laugh?  
Does the author tell a story that is fun to read?"
- To figure out if the author's purpose is to explain, do this:  
Ask yourself, "Does the author tell me facts about a person, place, or thing? Does the author tell me how to do or make something?"
- To figure out if the author's purpose is to persuade, do this:  
Ask yourself, "Does the author try to get me to do something, buy something, or believe something?"

**Read this story. As you read, ask yourself, "Why did the author probably write this story?" Then answer the questions.**

The most common kind of skunk is the black skunk. The black skunk has a stripe of white fur that runs along its body.

When skunks are afraid, they spray a liquid into the air. This liquid smells awful. The strong smell keeps other animals away. You can tell that a skunk is ready to spray when it raises its back end into the air.



3. The author wrote the story mainly to
  - Ⓐ make readers laugh about skunks.
  - Ⓑ tell what skunks look like.
  - Ⓒ tell facts about skunks.
  - Ⓓ make readers like skunks.
4. You know your answer to question 3 is correct because the story mainly
  - Ⓐ describes something.
  - Ⓑ tells facts about something.
  - Ⓒ tells a funny story.
  - Ⓓ tries to get readers to do something.



## 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 author wrote the story mainly to

- Ⓐ make readers laugh about skunks.

This answer is not correct. The story does not tell things about skunks that are funny or that would make readers laugh.

- Ⓑ tell what skunks look like.

This answer is not correct. The story does tell something about what one kind of skunk looks like. But, the story does not mainly tell what skunks look like.

- Ⓒ tell facts about skunks.

This answer is correct. The story tells many facts and details about skunks.

- Ⓓ make readers like skunks.

This answer is not correct. The story does not contain any opinions about how people should feel about skunks.

4. You know your answer to question 3 is correct because the story mainly

- Ⓐ describes something.

This answer is not correct. The story does not contain lots of details that describe a person, place, or thing.

- Ⓒ tells facts about something.

This answer is correct. The story contains many facts and lots of information about skunks.

- Ⓓ tells a funny story.

This answer is not correct. The story does not tell a funny story or something that would make readers laugh.

- Ⓓ tries to get readers to do something.

This answer is not correct. The story does not contain opinions. The author does not try to get readers to do something, buy something, or believe something.



## PART FOUR: Build on What You Have Learned



### MORE TO KNOW

Different kinds of stories each have a different purpose.

- Some articles describe or explain. Some articles describe a person, place, or thing. Others explain something, such as why there are four seasons.
- Directions are written to explain. Directions tell you how to do something.
- Poems, folktales, and fables are written to entertain or to teach a lesson.
- Ads and some articles are written to persuade. They try to get people to buy something or believe something.

**Read each story. Then answer the questions.**

#### The Zoo

Animals from around the world live at the zoo. Workers at the zoo care for them.

#### The Zebra

The zebra looks like a white horse with black stripes. Its head, body, and tail look like those of a horse.

#### My Zoo

I have two gerbils and eight fish. Mom says I have too many animals. Wait till she learns that one of my gerbils is going to have babies!

#### Bob's Zoo

Come to Bob's Zoo. You'll see amazing animals. Spend the day. You'll be glad you came!

- |  |  |
|--|--|
| <p>5. The author's main purpose in <i>The Zoo</i> is to</p> <p>(A) describe.      (C) entertain.<br/>(B) explain.      (D) persuade.</p> | <p>7. The author's main purpose in <i>The Zebra</i> is to</p> <p>(A) describe.      (C) entertain.<br/>(B) explain.      (D) persuade.</p> |
| <p>6. The author's main purpose in <i>My Zoo</i> is to</p> <p>(A) describe.      (C) entertain.<br/>(B) explain.      (D) persuade.</p>  | <p>8. The author's main purpose in <i>Bob's Zoo</i> is to</p> <p>(A) describe.      (C) entertain.<br/>(B) explain.      (D) persuade.</p> |





Read each story. Then answer the questions.

### The Music Man

15 Central Street

Sign up for fall music lessons today. We have the finest teachers and best prices. Stop by and see Mike the Music Man today!

### Making Music

There are many ways to make music. There are violins, drums, horns, pianos, and many more. Each makes its own special sound. The next time you listen to music, see how many different sounds you can hear.

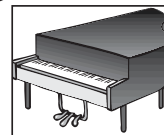
### The Violin

The violin has strings. Each string makes a different sound. The violin is small. It looks like a tiny cello.



### My Music Lesson

Today was my first piano lesson. My teacher's name is Miss Dexter. She is mostly nice. She sure can make a strange face when I don't play the right key, though.



9. The author's main purpose in *The Music Man* is to
- Ⓐ describe.      Ⓒ entertain.  
Ⓑ explain.      Ⓓ persuade.
10. The author's main purpose in *Making Music* is to
- Ⓐ describe.      Ⓒ entertain.  
Ⓑ explain.      Ⓓ persuade.
11. The author's main purpose in *The Violin* is to
- Ⓐ describe.      Ⓒ entertain.  
Ⓑ explain.      Ⓓ persuade.
12. The author's main purpose in *My Music Lesson* is to
- Ⓐ describe.      Ⓒ entertain.  
Ⓑ explain.      Ⓓ persuade.



### TEST TIPS

- A test question about identifying the author's purpose may ask you why an author probably wrote a certain story.
- A test question about identifying the author's purpose may ask you what you think an author wants readers to know. It may also ask you what you think an author feels or believes about something.

**Read this fable about an ant and a grasshopper.  
Then answer questions about the fable.  
Choose the best answer for Numbers 13 and 14.**

An ant was busy gathering food for the winter. Suddenly, a grasshopper leapt toward the ant. The grasshopper looked thin and tired.

"Could you spare some food?" he asked. "I am so hungry."

"What have you been doing the past few weeks?" asked the ant. "All of the other insects have been gathering food."

"I was enjoying the end of summer. I was dancing, hopping, and making music with my legs." The grasshopper made a sad face. He hoped the ant would feel sorry for him.

"You should have been getting ready for winter."

With those words, the ant went on his way.

Moral: Be ready today for the problems of tomorrow.

**13.** The author wrote the fable mainly to

- Ⓐ describe.
- Ⓑ explain.
- Ⓒ teach a lesson.
- Ⓓ persuade.

**14.** What does the author probably want you to know?

- Ⓐ Insects are often unkind.
- Ⓑ Fall is a time to gather food.
- Ⓒ Ants are smarter than grasshoppers.
- Ⓓ It is a good idea to be prepared.

**Read this poem about one of the seasons. Then answer questions about the poem. Choose the best answer for Numbers 15 and 16.**

**Fall Is Here!**

Red, orange,  
Yellow and gold,  
Leaves fall softly,  
When they turn old.

A cool wind blows  
Across the sky.  
Birds travel south,  
And wave good-bye.

The fields are full,  
The crops are ripe.  
The scarecrows watch  
To stop a swipe.

Sights and sounds,  
They make it clear;  
Summer is gone,  
And fall is here.



**15.** The author wrote the poem mainly to

- Ⓐ describe.
- Ⓑ explain.
- Ⓒ entertain.
- Ⓓ persuade.

**16.** Which of these does the author probably believe?

- Ⓐ Fall is better than summer.
- Ⓑ Nature is fun to watch.
- Ⓒ Everyone should write poems.
- Ⓓ Summer is the most interesting season.

## PART ONE: Think About the Strategy



## What Is Figurative Language?

Has anyone ever left you in stitches? If so, that person made you laugh so hard you could hardly stop. What about shooting the breeze? If you did, then you were chatting with a friend about nothing very important. Figurative language is the use of words in a way that is different from what the words usually mean.

- 1 Read this sentence.

My brother is so noisy that I can't stand it!

- 2 Now read the next sentence. It uses different words, but it has the same meaning as the first sentence.

My brother is so noisy that he drives me up a wall!

- 3 Write which sentence is more interesting, the first one or the second one. Tell why you think this is so.

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## Work with a Partner

- Talk about some of the words you have used or heard that have a meaning different from their usual meaning.
- You might have heard someone say, “Shake a leg” when that person wanted you to hurry up.
- See how many examples of figurative language you can think of.

# How Do You Understand Figurative Language?

Sometimes you can use word meaning in context to help you understand figurative language. Look for clues in a story to help you figure out what new meaning the words could have.

Clues might be in the sentence where the words are found. They may also be in the sentence just before or just after the one where the words are found.

Read the story below. See if you can figure out what the words *get the ball rolling* mean.

My friends and I were planning to build a playhouse for weeks. But all we did was talk. One day I said to my friends, "Let's get the ball rolling!" That's when finally we put our plan into action.

1. First, let's narrow down the clues to figure out what the words *get the ball rolling* mean.

Look at the chart below. It shows three sentences: the one that comes before the words *get the ball rolling*, the one that contains the words *get the ball rolling*, and the one that comes after the words *get the ball rolling*.

2. Look carefully at the three sentences.

But all we did was talk.	One day I said to my friends, "Let's get the ball rolling!"	That's when we put our plan into action.
Before		After

3. Now think about what the clues in the sentences tell you:
- No one has been doing anything except talking about building a playhouse.
  - The friends put their plan into action only after one of them says, "Let's get the ball rolling!"
4. So the words *get the ball rolling* must mean

## PART TWO: Learn About the Strategy



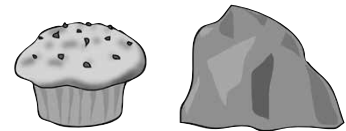
### WHAT TO KNOW

Authors choose special words to help readers create pictures in their mind. When you understand these words, you are **interpreting figurative language**.

- Look for things that are compared in a story. Think about why these two things are being compared.
- Look for words that have a meaning different from their usual meaning. Find word meaning in context to help you understand the meaning of these words.
- Think about any pictures that come to mind as you read. Use the pictures to help you understand what the author means.

**Read this story. As you read, think about the two things being compared.**

Tanya had just taken some muffins out of the oven. But when she tried to eat one, she couldn't even take a bite. "This muffin is as hard as a rock!" Tanya said.



The two things being compared are a muffin and a rock. The writer compares these things to help readers picture how hard the muffin is.

**Read this story. As you read, think about the meaning of the underlined words.**

Hugh had been very ill. He spent many days in the hospital. Now he was home and feeling better. The doctors told Hugh that he was finally out of the woods.

The words *out of the woods* have a meaning different from their usual meaning. You can find word meaning in context and figure out that the words *out of the woods* mean "out of danger."



**Read this story about a grumpy girl. As you read, look for words that have a meaning different from their usual meaning. Then answer the questions.**

Val and Jayne sat at the breakfast table. Jayne poured the last of the cereal into a bowl. "You just took the last serving of cereal!" Val said. "That's not very nice!"

Jayne was surprised. Her sister didn't even like cereal. Jayne glared at Val for a moment. Then she said, "Looks like someone got up on the wrong side of the bed."

1. What do the words *got up on the wrong side of the bed* mean?
  - Ⓐ "acted surprised"
  - Ⓑ "got out of bed late"
  - Ⓒ "woke up in a bad mood"
  - Ⓓ "sat at the table for a meal"
2. Which of these is a clue to the meaning of the words *got up on the wrong side of the bed*?
  - Ⓐ Jayne glared at her sister for a moment.
  - Ⓑ Her sister didn't even like cereal.
  - Ⓒ Jayne poured the last of the cereal into a bowl.
  - Ⓓ Val and Jayne sat at the breakfast table.



### 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 interpreting figurative language.

## PART THREE: Check Your Understanding



### REVIEW

Authors use figurative language to help readers create pictures in their mind.

- Look for things that are compared in the story.
- Look for words that have a meaning different from their usual meaning.
- Think about any pictures that come to mind as you read. Use those pictures to help you understand what the author wants you to know.

**Read this story about a science experiment.**

**As you read, ask yourself, “What pictures come to mind?”**

**Then answer the questions.**

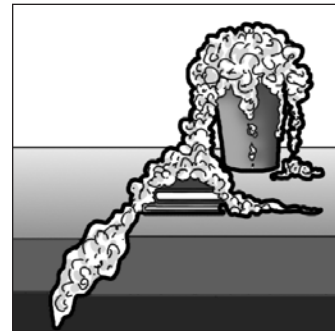
“Uh, oh!” Lily said.

“What did you do?” James asked.

“I poured *all* of the baking soda into the glass. I didn’t mean to! Have I ruined our experiment?”

James’ eyes almost popped out of his head. He watched the baking soda bubble out of the glass, onto his books, and across the classroom floor. The mixture looked like a volcano!

James sighed. “Yes, you ruined the experiment.” Then he laughed and said, “Look on the bright side. No one else will have an experiment quite like ours.”



3. What two things are compared in the story?

- Ⓐ a girl and a volcano
- Ⓑ a mixture and a volcano
- Ⓒ books and baking soda
- Ⓓ a mixture and a mess

4. What does James mean by *look on the bright side*?

- Ⓐ “Nothing could be worse.”
- Ⓑ “Think about what people will say.”
- Ⓒ “Look at the mess you made!”
- Ⓓ “Think about this in a good way.”



## 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 two things are compared in the story?

Ⓐ a girl and a volcano

This answer is not correct. There are no details in the story that compare a girl and a volcano. A volcano is mentioned in the story, but it is not compared with the girl.

Ⓑ a mixture and a volcano

This answer is correct. The story says that *“The mixture looked like a volcano!”* The two things being compared are a mixture and a volcano.

Ⓒ books and baking soda

This answer is not correct. There are no details in the story that compare books and baking soda. Both of these things are mentioned in the story, but they are not compared with each other.

Ⓓ a mixture and a mess

This answer is not correct. There are no details in the story that compare a mixture and a mess. Both of these things are mentioned in the story, but they are not compared with each other.

4. What does James mean by *look on the bright side*?

Ⓐ “Nothing could be worse.”

This answer is not correct. There are no details in the story to hint that James felt nothing could be worse than what had happened. In fact, by the end of the story, James is laughing.

Ⓑ “Think about what people will say.”

This answer is not correct. There are no details in the story to hint that James was worried about what others would say.

Ⓒ “Look at the mess you made!”

This answer is not correct. There are no details in the story that hint to this meaning. James was upset at first, but by the time he tells Lily to *“look on the bright side,”* he is laughing.

Ⓓ “Think about this in a good way.”

This answer is correct. The details in the story hint at this meaning. At first, James was upset and told Lily that she had ruined the experiment. Then he laughs and tells her to *“look on the bright side.”* James’ change in feeling helps the reader to understand that this is the correct meaning.



### MORE TO KNOW

- Think about the things being compared in a story. Ask yourself, “How are these two things alike?” This will help you create pictures in your mind.
- If you are not sure of the meaning of some words, keep reading. Try to find word meaning in context to figure out their meaning.

**Read the first part of a fairy tale about a prince who wants to marry a real princess. Then answer the questions.**

### The Princess and the Pea

A prince wanted to marry a real princess. Many girls said they were princesses, but none were telling the truth.

One night, there was a terrible storm. It rained cats and dogs. Wind howled like a wolf, and thunder boomed like a jet. There was a knock on the castle door. A lovely girl told the prince that she was a princess. She had lost her way. Could she stay at the castle for the night?

The Queen could see that her son and the girl liked each other. She said to herself, “I will find out if this girl is really a princess or not.”

5. In the fairy tale, what is the wind compared to?  
(A) a cat  
(B) a wolf  
(C) a dog  
(D) a lion
6. In the fairy tale, thunder is compared to  
(A) a prince.  
(B) a jet.  
(C) a storm.  
(D) an animal.
7. The words *rained cats and dogs* tell you that  
(A) animals fell from the sky.  
(B) rain was falling hard.  
(C) rain was falling gently.  
(D) rain sounded like barking dogs.
8. Which of these is a clue to the meaning of the words *rained cats and dogs*?  
(A) There was a terrible storm.  
(B) The princess had lost her way.  
(C) A prince wanted to marry a real princess.  
(D) There was a knock on the castle door.

**Read the next part of the fairy tale about the prince and the princess. Then answer the questions.**

The Queen placed a tiny pea under the mattress in the guest bedroom. On top of that, she piled 20 mattresses and 20 featherbeds. The bed was as tall as a giant! The Queen kept what she had done under her hat. She did not want the prince to know.



In the morning, the Queen asked the girl how she slept. "Horribly!" she said. "All night I felt something hard beneath me. I have bruises all over. They are the color of grapes!"

Only a princess could have such delicate skin. So, the prince and the princess were married, and the pea was put into a museum, where it can still be seen today.

9. What do the words *kept what she had done under her hat* mean?
- Ⓐ "hid something under one's hat"
  - Ⓑ "kept something secret"
  - Ⓒ "told others a secret"
  - Ⓓ "forgot where something was"
10. Which detail is a clue to the meaning of *kept what she had done under her hat*?
- Ⓐ The Queen placed a tiny pea under the mattress.
  - Ⓑ The Queen asked the girl how she slept.
  - Ⓒ On top of that, she piled 20 mattresses and 20 featherbeds.
  - Ⓓ She did not want the prince to know.
11. In the fairy tale, the bed is compared to
- Ⓐ a hat.
  - Ⓑ a giant.
  - Ⓒ a mattress.
  - Ⓓ a princess.
12. In the fairy tale, what does the princess compare her bruises to?
- Ⓐ peas
  - Ⓑ oranges
  - Ⓒ grapes
  - Ⓓ apples

## PART FIVE: Prepare for a Test



### TEST TIPS

- A test question about figurative language may ask you about words that have a meaning different from their usual meaning.
- A test question about figurative language may ask you about things that are compared in a story.

**Read this letter that Mona wrote to her cousin.**  
**Then answer questions about the letter.**  
**Choose the best answer for Numbers 13 and 14.**

June 11, 2009

Dear Wanda,

How have you been? It does not seem like it has been only three weeks since we last saw each other.

Nothing much is new here. School is the same and my little brother is still a pest. He is getting better, though. Yesterday, for no reason, he came up to me and gave me a big hug. Then he kicked me in the leg and ran away. Can you believe that? I mean, sure, he kicks me all the time. But out of the blue, he gives me a hug. He's never done that before.

Write soon. Ask Aunt Nell when you can come visit again.

Your cousin,  
Mona

**13.** The words *out of the blue* mean

- Ⓐ "all at once."
- Ⓑ "by surprise."
- Ⓒ "for the last time."
- Ⓓ "just like always."

**14.** Which of these is a clue to the meaning of *out of the blue*?

- Ⓐ Nothing much is new here.
- Ⓑ He is getting better, though.
- Ⓒ He's never done that before.
- Ⓓ He kicks me all the time.



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

Lucy likes taking piano lessons after school. Sometimes she can't play with her friends. But Lucy doesn't mind. To Lucy, her piano is a friend.

Lucy practices her piano every day. She practices in the morning when she gets up. She practices in the afternoon when she gets home. She practices at night just before she goes to bed.

Lucy's brother Ming gets tired of hearing her play the same songs, over and over. One day he asked her, "Why do you practice so much?"

Lucy said, "My teacher tells me, 'practice makes perfect'."



- 15.** In the story, Lucy's piano is compared to
- Ⓐ a school.
  - Ⓑ a teacher.
  - Ⓒ a friend.
  - Ⓓ a brother.

- 16.** What is the best meaning of *practice makes perfect*?
- Ⓐ "Good teachers help their students practice."
  - Ⓑ "People who like to practice are perfect."
  - Ⓒ "Doing something over and over makes you good at it."
  - Ⓓ "The only way to be perfect is to practice being perfect."

# DISTINGUISHING BETWEEN REAL AND MAKE-BELIEVE

## PART ONE: Think About the Strategy



### What Is Real and Make-believe?

Things that could happen in real life are real. Things that could not happen in real life are make-believe. Lots of books and movies are filled with things that could not happen in real life. Fairies do not grant wishes, and frogs do not become princes.

- 1 Write the name of a TV show, book, or movie that tells about things that could happen in real life.

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- 2 What kinds of things could really happen?

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- 3 Write the name of a TV show, book, or movie that tells about things that could not happen in real life.

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- 4 What kinds of things could not really happen?

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### Work with a Partner

- Take turns telling about something that could really happen and something that could not really happen.
- You can think about books you have read or movies you have seen. Or you can use your imagination to think of your own ideas.

## How Do You Tell the Difference Between Real and Make-believe?

Sometimes you can tell if the things you are reading about are real or make-believe by figuring out what you are reading. If you are reading a newspaper article, you know the things that happened are real. If you are reading a tall tale, you know that most things that happened are make-believe.

**Read the story below that Jenna wrote. See if you can figure out which things could really happen and which things could not.**

I had a strange dream last night. I was in my room doing homework. I heard noises like people talking. I looked around. All my toys were moving around my room and talking to each other.

1. Think about what could really happen and what could not.
2. Let's find what is real and what is make-believe.
3. Let's narrow down the clues.

The chart below shows the things that happened in the story. Check if these things could really happen or could not really happen. The first one has been done for you.

	Could really happen	Could <u>not</u> really happen
A girl has a dream.	✓	
A girl does her homework.		
A girl hears noises.		
Toys move around a girl's room.		
Toys talk to each other.		



## PART TWO: Learn About the Strategy



### WHAT TO KNOW

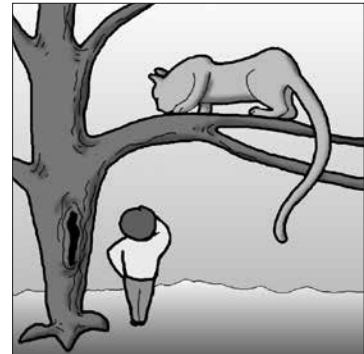
Things you read that could happen in real life are **real**. Things you read that could not happen in real life are **make-believe**.

- Real stories are about things that could really happen.
- Make-believe stories are about things that could not really happen. There are many clues that help you figure out if a story is make-believe. Some of these clues include animals that can talk, characters who can do things that people cannot do, and places where unusual things happen.
- Often, some parts of a story are real, and other parts are make-believe.

**Read this story about a cat. As you read, think about the things that could really happen and the things that could not really happen.**

Spike the cat had been missing for two days. "Spike! Where are you?" called Catie.

"I am up here," yelled Spike. "Why can't she hear me," he wondered. "If she would just look up, she would see that I am stuck in this tree, right in her front yard!"



The things that could really happen:

**Spike the cat had been missing for two days.**

**Catie yells to Spike.**

**Spike is stuck in a tree.**

The things that could not really happen:

**Spike yells to Catie.**



Read this fairy tale about a princess and a frog. As you read, think about which things in the fairy tale could really happen and which things could not. Then answer the questions.

### The Frog Princess

One day, a princess lost her ball in a deep, dark well. Suddenly, she heard a frog say, "If I get your ball, will you do me a small favor?" The princess agreed. The frog jumped into the well and quickly came back up with the ball.

"What is the favor you want?" the princess asked.

"I want you to kiss me," the frog said. "I am a frog prince. The only way I will ever find a frog princess is if a real princess kisses me."

The princess thought for a moment. She did not want to kiss a frog, but how bad could it be? She placed a small kiss on his head. All of a sudden, she felt odd. The world began to shrink. She tried to call out, but she could only say, "Ribbit." The princess had turned into a frog! The frog prince had finally found his frog princess.



1. Which of these could really happen?
  - Ⓐ A princess turns into a frog.
  - Ⓑ A frog is a prince.
  - Ⓒ A princess kisses a frog.
  - Ⓓ A frog talks to a princess.
2. How do you know that this story is mostly make-believe?
  - Ⓐ Frogs cannot jump into a well.
  - Ⓑ Princesses cannot turn into frogs.
  - Ⓒ Princesses do not play with balls.
  - Ⓓ Princesses do not kiss animals.



### 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 distinguishing between real and make-believe.

## PART THREE: Check Your Understanding



### REVIEW

Some things you read are real, and some things are make-believe.

- To figure out if a story is mostly real, do this: Ask yourself, “Could all of these things really happen? Do the characters act the way they could in real life?”
- To figure out if a story is mostly make-believe, do this: Ask yourself, “Are any of the things that happen unusual? Do animals in the story talk? Do characters do things that people cannot do?”

**Read this story about Micah. As you read, ask yourself, “Which parts of the story are mostly real?” Then answer the questions.**

Micah forgot to bring home his homework three days in a row. His father was not happy.

“A monkey jumped out of a tree and took it.”

“I don’t think that happened,” Dad said.

“Would you believe that a monster ate it?”

“No, I would not believe that,” Dad said.

“How about a herd of elephants? They chased me until I gave them my homework.”

Dad shook his head. “Tell me what really happened.”

“How about I was having so much fun playing that I forgot it?”

“That I would believe,” said Dad.

3. Which of these could really happen?
  - Ⓐ A monkey takes a boy’s homework.
  - Ⓑ A monster eats a boy’s homework.
  - Ⓒ A boy forgets to bring home his homework.
  - Ⓓ A herd of elephants chases a boy.
4. How do you know that this story is mostly real?
  - Ⓐ Monsters are real.
  - Ⓑ Children sometimes forget to bring their homework home.
  - Ⓒ Monkeys like to take homework.
  - Ⓓ Elephants like to chase children.



## 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. Which of these could really happen?

- Ⓐ A monkey takes a boy's homework.

This answer is not correct because a monkey is found in zoos or in the wild. A monkey cannot take a boy's homework. This part of the story is make-believe. It could not really happen.

- Ⓑ A monster eats a boy's homework.

This answer is not correct. Monsters are not real. This part of the story is make-believe. It could not really happen.

- Ⓒ A boy forgets to bring home his homework.

This answer is correct. A boy could really forget to bring his homework home. This part of the story is real. It could really happen.

- Ⓓ A herd of elephants chases a boy.

This answer is not correct. A herd of elephants could not chase a boy. Elephants are found in the wild or in zoos. This part of the story could not really happen.

4. How do you know that this story is mostly real?

- Ⓐ Monsters are real.

This answer is not correct. Monsters are not real. This part of the story is make-believe. It could not really happen.

- Ⓑ Children sometimes forget to bring their homework home.

This answer is correct. Children sometimes do forget to bring their homework home. This part of the story is real. It could really happen.

- Ⓒ Monkeys like to take homework.

This answer is not correct. Monkeys are real, but they are found in zoos or in the wild. This part of the story is make-believe. It could not really happen.

- Ⓓ Elephants like to chase children.

This answer is not correct. Elephants are real, but they are found in zoos or in the wild. This part of the story is make-believe. It could not really happen.

## PART FOUR: Build on What You Have Learned



### MORE TO KNOW

- Real stories include stories about a real person's life, stories in a newspaper, or stories that give facts about something.
- Make-believe stories include fables, fairy tales, and tall tales.

**Read the first part of a fable about a lion and a mouse.  
Then answer the questions.**

### The Lion and the Mouse

One day, a lion was dozing in the sun. A mouse ran over the lion's nose and woke the lion. The lion put his huge paw over the tiny creature.

"What a nice snack you will make," the lion said.

"Do not eat me!" the mouse begged. "I did not mean to bother you. I was just looking for food for my hungry children."

"Well, I am hungry too!" The lion opened his huge mouth.

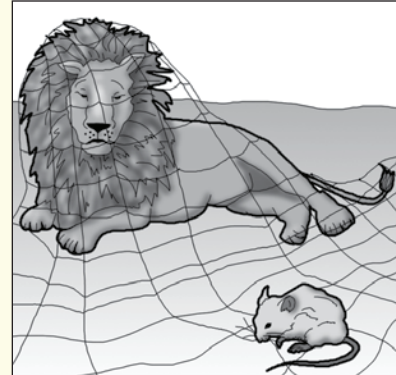
"If you let me go, I promise to do a kind deed for you one day," said the mouse.

The lion laughed. "How could a tiny creature like you ever help a mighty creature like me? Still, I will let you go because you gave me a good laugh."

5. Which of these could really happen?
  - Ⓐ A lion is hungry.
  - Ⓑ A lion laughs.
  - Ⓒ A mouse talks to a lion.
  - Ⓓ A mouse makes a promise.
6. You can tell that the fable is mostly make-believe because
  - Ⓐ lions do not sleep.
  - Ⓑ animals cannot talk.
  - Ⓒ mice do not look for food.
  - Ⓓ lions do not eat mice.
7. Which of these could not really happen?
  - Ⓐ A lion dozes in the sun.
  - Ⓑ A mouse runs off.
  - Ⓒ A mouse begs not to be eaten.
  - Ⓓ A lion puts its paw over a mouse.
8. Which of these could really happen?
  - Ⓐ A mouse looks for food.
  - Ⓑ A mouse makes a promise.
  - Ⓒ A lion thinks a mouse is funny.
  - Ⓓ A lion talks to a mouse.

**Read the next part of the fable about the lion and the mouse.**  
**Then answer the questions.**

Days later, the mouse was looking for food again. She heard a noise. It sounded like a loud, sad roar. The mouse ran toward the sound as fast as she could. She found the lion trapped under a huge net. Hunters had placed the trap for the lion.



"Poor me!" said the lion. "Soon the hunters will take me away."

"Do not fear!" the little mouse said. "I will free you."

"And how will you do that?" the lion asked. But the little mouse did not answer. She went to work chewing on the net with her sharp teeth. Soon, she had made a hole big enough for the lion to escape.

"I told you that I would do a kind deed for you one day!" the mouse said.

This time the lion did not laugh. He thanked the mouse instead.

9. Which of these could really happen?
- Ⓐ A lion tells a mouse he is afraid.
  - Ⓑ A lion is trapped by hunters.
  - Ⓒ A mouse says, "Do not fear!"
  - Ⓓ A mouse figures out a way to save a lion.
10. Which of these could not really happen?
- Ⓐ A mouse uses her teeth to chew.
  - Ⓑ A lion says, "Poor me!"
  - Ⓒ A mouse looks for food.
  - Ⓓ Hunters come to take a lion.
11. Which of these could really happen?
- Ⓐ A mouse hears a noise.
  - Ⓑ A mouse does a kind deed.
  - Ⓒ A mouse keeps a promise.
  - Ⓓ A mouse runs to help a lion.
12. Which of these could not really happen?
- Ⓐ A mouse hears a loud, sad roar.
  - Ⓑ Hunters set a trap for a lion.
  - Ⓒ A lion thanks a mouse.
  - Ⓓ A mouse chews on a net.



### TEST TIPS

- A test question about distinguishing between real and make-believe may ask you to tell the difference between things that could happen in real life and things that could not.
- A test question about distinguishing between real and make-believe often contains the words *could really happen* or *could not really happen*.

**Read this story about a girl and her messy room.  
Then answer questions about the story.  
Choose the best answer for Numbers 13 and 14.**

"Anna, why is your room still a mess?" asked Mom.  
"Because elves are coming to clean it later," said Anna.  
"I wouldn't wait for the elves," said her mother.  
"Maybe I should open a window. The wind will blow and clean my room."  
"I don't think that will work," said Mom.  
Anna waved her arms around her room and said, "Clean this room and make it neat. Get rid of this mess—one, two, three!"  
But nothing happened.  
"I guess I'd better get to work," Anna told her mom.  
"Do you want to help?"  
"No thanks," Mom said. "I have a whole house to clean!"

**13.** Which of these could not really happen?

- Ⓐ A girl forgets to clean her room.
- Ⓑ A messy room is cleaned by elves.
- Ⓒ A girl is told to clean her room.
- Ⓓ A girl makes up reasons why she doesn't have to clean her room.

**14.** Which of these could really happen?

- Ⓐ A girl cleans a messy room by waving her arms.
- Ⓑ Wind cleans a messy room.
- Ⓒ A girl cleans a messy room.
- Ⓓ Elves clean a messy room.

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

My name is Howie. I'm a hermit crab. I live in a tide pool with my friends, the sea star and the clams.

We are happy in our home most of the time. But sometimes people pick us up. They hold me and look inside my shell. This scares me! My friend the sea star gets picked up all the time. People drop him far from the rocks where he hides. Sometimes the waves come and there are no rocks to hold onto. We don't want to get washed away. We want to stay in our tide pool.

Sometimes I want to shout at people, "Put me down!" But I can't. That is why we need your help. Whenever you are at a beach, please leave us alone. You can look at us, but please, don't pick us up.

15. Which of these could really happen?
- Ⓐ A hermit crab writes a story.
  - Ⓑ A hermit crab tells people to leave it alone.
  - Ⓒ People come to the beach and pick up a hermit crab.
  - Ⓓ A hermit crab shouts at people.
16. Which of these could not really happen?
- Ⓐ A sea star hides under a rock.
  - Ⓑ Waves wash away a sea star.
  - Ⓒ Animals live in a tide pool.
  - Ⓓ A hermit crab tries to get people to help it with a problem.





**PART ONE:** Read a Folktale

**Read this retelling of a folktale from Belgium. Then answer questions about the folktale. Choose the best answer for Numbers 1 through 6.**

A long time ago, all the birds in the world were gray. One day, the Great Bird who ruled the birds saw a rainbow in the sky. This gave him an idea.

He told the birds, "I am going to give each of you some splendid colors." He told them to quickly line up. "Shake a leg!" he said.

How excited the birds were! They pushed and shoved to get to the head of the line.

"I want blue!" hollered the jay.

"Give me orange," shouted the oriole.

"I want red!" whistled the cardinal.

And so it went until all of the colors were used up. The Great Bird spied the finch. She was still gray and looked sad. "Why are you so down in the dumps?" asked Great Bird. "And why haven't you chosen a color?"

"I was waiting for my turn," said the finch. "And now all the colors are gone."

Great Bird had an idea. "I'll take a bit of color from each bird and give them to you."

The Great Bird took a bit of color from every bird and gave them all to the finch. And that is the way the finch looks to this very day.





### Identifying Author's Purpose

1. The author wrote the folktale mainly to
  - Ⓐ describe.
  - Ⓑ explain.
  - Ⓒ persuade.
  - Ⓓ entertain.

### Interpreting Figurative Language

4. In the folktale, Great Bird says, "Shake a leg!" What does he mean?
  - Ⓐ "Listen to me!"
  - Ⓑ "Get in line!"
  - Ⓒ "Hurry up!"
  - Ⓓ "Hop on one foot!"

### Identifying Author's Purpose

2. What does the author probably want you to know?
  - Ⓐ how the finch got its color
  - Ⓑ what birds look like
  - Ⓒ who gave birds their colors
  - Ⓓ why birds were once gray

### Distinguishing Between Real and Make-believe

5. Which of these could really happen?
  - Ⓐ A bird changes its color.
  - Ⓑ A jay says, "Give me blue!"
  - Ⓒ A rainbow appears in the sky.
  - Ⓓ Birds push and shove to get in line.

### Interpreting Figurative Language

3. The folktale says that the finch was *down in the dumps*. This means that the finch was
  - Ⓐ excited.
  - Ⓑ selfish.
  - Ⓒ greedy.
  - Ⓓ sad.

### Distinguishing Between Real and Make-believe

6. You know that the folktale is mostly make-believe because
  - Ⓐ birds are not greedy.
  - Ⓑ animals cannot talk.
  - Ⓒ birds do not have colors.
  - Ⓓ birds are not real.



**Read this story about a boy who wishes he could be someone else. Then answer questions about the story. Choose the best answer for Numbers 7 through 12.**

I was in my grandfather's attic looking through some old books. That's where I found a copy of the book *Aladdin and the Magic Lamp*. It's about a boy who finds a genie in a lamp.

The book was covered in dust, and it smelled like an old shoe. I wiped the cover of the book gently, just as Aladdin did with the lamp. I opened the book to a page in the middle. It showed a picture of Aladdin riding a camel through the desert. The lamp was in his hand.

"That looks exciting," I said. "I wish I were Aladdin."

The next thing I knew, everything around me had changed. Suddenly, I was in a desert. I held tight to a camel's back with one hand. I held a lamp in my other hand. My whole world had changed in the blink of an eye. I was afraid. "Good grief!" I shouted.

I had no idea what would happen next. I decided not to be afraid. I was going to enjoy this excitement for as long as it would last.



### Identifying Author's Purpose

7. The story was written mainly to
- Ⓐ describe.
  - Ⓑ explain.
  - Ⓒ persuade.
  - Ⓓ entertain.

### Interpreting Figurative Language

10. In the story, the boy's world changed *in the blink of an eye*. This means that things changed
- Ⓐ slowly.
  - Ⓑ easily.
  - Ⓒ quickly.
  - Ⓓ carefully.

### Identifying Author's Purpose

8. You know your answer to question 1 is correct because the story mainly
- Ⓐ contains details that describe something.
  - Ⓑ gives facts or tells readers how to do something.
  - Ⓒ tries to get readers to do or believe something.
  - Ⓓ tells a story that is enjoyable to read.

### Distinguishing Between Real and Make-believe

11. Which of these could really happen?
- Ⓐ An attic disappears.
  - Ⓑ A boy turns into someone else.
  - Ⓒ A boy suddenly finds himself in a desert.
  - Ⓓ A boy finds an old book in an attic.

### Interpreting Figurative Language

9. In the story, the boy says, "Good grief!" What does he mean?
- Ⓐ "This is great!"
  - Ⓑ "Oh, no!"
  - Ⓒ "Let's go!"
  - Ⓓ "Come here!"

### Distinguishing Between Real and Make-believe

12. Which of these could not really happen?
- Ⓐ A boy finds a copy of the book *Aladdin and the Magic Lamp*.
  - Ⓑ A boy wishes he was a character from a book.
  - Ⓒ A book is covered in dust.
  - Ⓓ A boy turns into a character from a book.



**PART ONE:** Read a Fairy Tale

**Read this new kind of fairy tale. Then answer questions about the fairy tale. Choose the best answer for Numbers 1 through 12.**

**The Adventure of Little Green Riding Hood**

Snap! "What was that?" The little girl dressed in green tried to stay calm. But she was worried. Her cousin, Little Red Riding Hood, had told her stories about a big, bad wolf that lived in these woods.

All of a sudden, a wolf jumped out from behind a tree. Little Green Riding Hood looked at him. "My, what big teeth you have!"

The wolf smiled. "All the better to eat snacks with, my dear."

Little Green scrunched her nose and stared at his teeth.

"I don't think those teeth are good for anything."

"I've been busy scaring people. I haven't cared for my teeth."

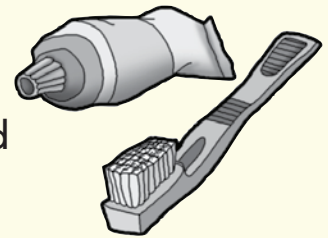
"And it shows," said Little Green. She handed the wolf her basket.

"What's this?" asked the wolf.

"Toothbrushes and toothpaste," said Little Green. "My father is a dentist. He wanted me to give these to all the people in the village. But you need them more than they do."

The wolf rolled his eyes. "I thought you were giving me a snack. All I get is a toothbrush."

"And toothpaste!" Little Green added. "Now go and take care of your teeth. And don't forget because I will be keeping an eye on you."



### Finding Main Idea

1. What is the fairy tale mostly about?
- Ⓐ a girl who is afraid of wolves
  - Ⓑ a girl who helps a wolf care for his teeth
  - Ⓒ a wolf who likes to scare people
  - Ⓓ a wolf who wants a snack

### Recognizing Cause and Effect

4. The wolf had not paid attention to his teeth because
- Ⓐ he was afraid of dentists.
  - Ⓑ he was too busy eating snacks.
  - Ⓒ he was too busy scaring people.
  - Ⓓ he did not have a toothbrush.

### Recalling Facts and Details

2. Where was Little Green going when she met the wolf?
- Ⓐ to the city
  - Ⓑ to her home
  - Ⓒ to the village
  - Ⓓ to visit her grandmother

### Comparing and Contrasting

5. A village is most like
- Ⓐ a country.
  - Ⓑ a building.
  - Ⓒ a desert.
  - Ⓓ a town.

### Understanding Sequence

3. Which of these happened last?
- Ⓐ The wolf thought Little Green was giving him a snack.
  - Ⓑ The wolf jumped out from behind a tree.
  - Ⓒ Little Green gave the wolf a basket.
  - Ⓓ Little Green heard a noise in the woods.

### Making Predictions

6. What will probably happen next?
- Ⓐ The wolf will become a dentist.
  - Ⓑ The wolf will stop scaring people.
  - Ⓒ The wolf's teeth will get much worse.
  - Ⓓ The wolf's teeth will begin to look better.

### Finding Word Meaning in Context

7. The word *worried* is in the first paragraph. *Worried* means

- Ⓐ “quiet.”
- Ⓑ “upset.”
- Ⓒ “brave.”
- Ⓓ “proud.”

### Identifying Author’s Purpose

10. The author wrote the fairy tale mainly to

- Ⓐ describe.
- Ⓑ explain.
- Ⓒ persuade.
- Ⓓ entertain.

### Drawing Conclusions and Making Inferences

8. From the fairy tale, you can tell that

- Ⓐ Little Green lives in the woods.
- Ⓑ the wolf will forget to care for his teeth.
- Ⓒ Little Green will return to check on the wolf.
- Ⓓ the wolf will go to live with Little Green.

### Interpreting Figurative Language

11. In the fairy tale, Little Green says, “I will be keeping an eye on you.” What does she mean?

- Ⓐ “I’m going to watch you carefully.”
- Ⓑ “I’m going to stare at your teeth.”
- Ⓒ “I’m going to remember what you look like.”
- Ⓓ “I’m going to give you a present.”

### Distinguishing Between Fact and Opinion

9. Which of these tells what someone thinks or feels?

- Ⓐ “I’ve been busy scaring people.”
- Ⓑ “My father is a dentist.”
- Ⓒ “I haven’t cared for my teeth.”
- Ⓓ “I don’t think those teeth are good for anything.”

### Distinguishing Between Real and Make-believe

12. You know that the fairy tale is mostly make-believe because

- Ⓐ wolves do not have teeth.
- Ⓑ wolves cannot talk.
- Ⓒ wolves do not live in the woods.
- Ⓓ wolves are not real.



**Read this story about a boy who has to speak in front of his class. Then answer questions about the story. Choose the best answer for Numbers 13 through 24.**

Quan looked at the clock above the chalkboard. "It's only ten thirty? This day will never end," thought Quan.

Quan was on pins and needles. At eleven o'clock, he had to read his book report to the class. Quan wasn't worried about being prepared. He had read *Dinosaurs Before Dark*. He could talk about the book for an hour. And he only had to speak for five minutes. Quan was nervous about speaking in front of everyone.

Finally the clock struck eleven. "It's time for book reports," said Mrs. Inez. "Quan, are you ready?"

"Ready as I'll ever be." Some of the students chuckled. Somehow, that made Quan feel better as he walked to the front of the room.

Quan's knees were shaking, but not as much as he thought they would. He took a deep breath. Once he began to speak, the words seemed to flow from his lips. Quan began to relax. He spoke for seven minutes and even answered questions.

"That was one of the best book reports I've ever heard," said Mrs. Inez. "Maybe we should do this more often."

Quan smiled.



### Finding Main Idea

13. What is a good name for the story?

- Ⓐ “The Day That Would Never End”
- Ⓑ “How to Speak in Front of a Class”
- Ⓒ “The Day That Was Not So Bad After All”
- Ⓓ “Quan’s Terrible Day”

### Recognizing Cause and Effect

16. Why was Quan nervous?

- Ⓐ He was not prepared.
- Ⓑ He had not finished reading his book.
- Ⓒ He did not want to speak in front of the class.
- Ⓓ He could not remember the name of the book he read.

### Recalling Facts and Details

14. Quan had to speak for

- Ⓐ five minutes.
- Ⓑ seven minutes.
- Ⓒ one half-hour.
- Ⓓ one hour.

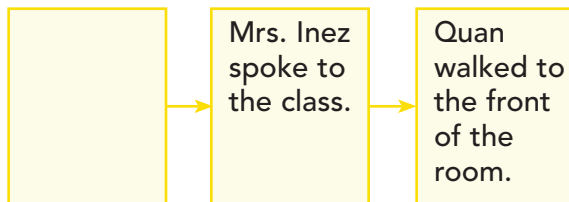
### Comparing and Contrasting

17. A chuckle is most like

- Ⓐ a sob.
- Ⓑ a whisper.
- Ⓒ a snort.
- Ⓓ a giggle.

### Understanding Sequence

15. The boxes show some things that happened in the story.



What belongs in the empty box?

- Ⓐ Quan answered questions.
- Ⓑ The clock struck eleven o’clock.
- Ⓒ Quan’s knees were shaking.
- Ⓓ Quan took a deep breath.

### Making Predictions

18. What will probably happen the next time Quan has to speak in front of the class?

- Ⓐ He will be chosen to go first.
- Ⓑ He will be more nervous than ever.
- Ⓒ He will talk for eight minutes.
- Ⓓ He will be less nervous than he was before.



### Finding Word Meaning in Context

19. The story says, “Quan began to relax.” This means that
- Ⓐ Quan started to shake.
  - Ⓑ Quan began to feel better.
  - Ⓒ Quan became more worried.
  - Ⓓ Quan stopped talking.

### Identifying Author’s Purpose

22. What does the author probably want you to know?
- Ⓐ Book reports can be fun.
  - Ⓑ There is never a good reason to worry.
  - Ⓒ Everyone gets nervous at one time or another.
  - Ⓓ All book reports are good book reports.

### Drawing Conclusions and Making Inferences

20. From the story, you can tell that
- Ⓐ Mrs. Inez was surprised that Quan gave a good report.
  - Ⓑ Quan will never speak in front of the class again.
  - Ⓒ everyone in the class liked Quan’s report.
  - Ⓓ Quan did a better job than he thought he would.

### Interpreting Figurative Language

23. The story says, “Quan was on pins and needles.” What does this mean?
- Ⓐ Quan was in pain.
  - Ⓑ Quan was worried.
  - Ⓒ Quan was prepared.
  - Ⓓ Quan was sitting on something sharp.

### Distinguishing Between Fact and Opinion

21. Which of these can be proved?
- Ⓐ No one likes talking in front of a group.
  - Ⓑ Quan gave the best book report ever.
  - Ⓒ Mrs. Inez started the book reports at eleven o’clock.
  - Ⓓ Everyone enjoys reading books.

### Distinguishing Between Real and Make-believe

24. Which of these could not really happen?
- Ⓐ A boy’s knees shake.
  - Ⓑ A day never ends.
  - Ⓒ A boy feels nervous.
  - Ⓓ A clock strikes eleven o’clock.



**Read this folktale from Germany. Then answer questions about the folktale. Choose the best answer for Numbers 25 through 36.**

### **The Little Iron Pot**

There was once a poor girl who lived in a poor town with her poor mother. The people were all so poor that they never had enough food.

One day, the girl went to the village to beg for food. She met a kind old woman who gave her a magic pot.

"Just say, 'Little pot boil,' and it will boil porridge for you. Then say, 'Little pot stop,' and it will stop boiling."

The girl took the pot home. She put the pot on the stove and said, "Little pot boil!"

The pot made enough porridge to last for days. "Little pot stop!" the girl said. The pot stopped boiling.

Weeks later, the girl went away to visit a friend. While the girl was away, her mother became hungry. She had seen her daughter make the porridge before. "Little pot boil!" said the mother. The pot began boiling. The girl's mother didn't know that she had to command the pot to stop boiling. Porridge bubbled onto the kitchen floor, then out the door and down the street.

As the girl was walking home, she saw the porridge flowing through the streets like a river. She cried out, "Little pot stop!"

Everyone had to eat their way back into the houses. But no one complained because they were never hungry again.



### Finding Main Idea

25. What is the main idea of the folktale?
- Ⓐ A girl is always hungry.
  - Ⓑ A girl saves her town.
  - Ⓒ A magic pot causes a big problem.
  - Ⓓ An old woman helps a little girl.

### Recognizing Cause and Effect

28. Why did the pot of porridge boil over?
- Ⓐ The girl's mother couldn't make the pot stop.
  - Ⓑ The girl's mother forgot to make the pot stop.
  - Ⓒ The people did not want the pot to stop.
  - Ⓓ The girl did not want to make the pot stop.

### Recalling Facts and Details

26. What did the girl say to make porridge?
- Ⓐ "Little pot go!"
  - Ⓑ "Little pot cook!"
  - Ⓒ "Little pot boil!"
  - Ⓓ "Little pot stop!"

### Comparing and Contrasting

29. How are all the people in the town alike?
- Ⓐ They all are poor.
  - Ⓑ They all have a magic pot.
  - Ⓒ They all live together.
  - Ⓓ They all beg for food.

### Understanding Sequence

27. Which of these happened first?
- Ⓐ The porridge bubbled onto the kitchen floor.
  - Ⓑ The girl went to the village to beg for food.
  - Ⓒ The girl's mother became hungry.
  - Ⓓ The girl met a kind old woman.

### Making Predictions

30. What will probably happen if the people get hungry again?
- Ⓐ They will look for another magic pot.
  - Ⓑ They will go to the village to buy food.
  - Ⓒ They will move to a new town.
  - Ⓓ They will ask the girl to let the pot boil over.

### Finding Word Meaning in Context

31. The girl's mother did not know she had to command the pot to stop boiling. The word *command* means
- Ⓐ "teach."
  - Ⓑ "hire."
  - Ⓒ "order."
  - Ⓓ "invite."

### Identifying Author's Purpose

34. The author wrote the folktale mainly to
- Ⓐ describe.
  - Ⓑ explain.
  - Ⓒ persuade.
  - Ⓓ entertain.

### Drawing Conclusions and Making Inferences

32. From the folktale, you can tell that
- Ⓐ the girl's mother did not mean to make the pot boil over.
  - Ⓑ the girl was upset with her mother.
  - Ⓒ the old woman has many magic pots.
  - Ⓓ the pot never stopped boiling over.

### Interpreting Figurative Language

35. In the folktale, the porridge flowing through the streets is compared to
- Ⓐ a mountain.
  - Ⓑ an ocean.
  - Ⓒ a river.
  - Ⓓ a snake.

### Distinguishing Between Fact and Opinion

33. Which of these cannot be proved?
- Ⓐ The girl went to visit a friend one day.
  - Ⓑ The girl lived with her mother in a poor town.
  - Ⓒ The old woman gave the girl an iron pot.
  - Ⓓ The old woman was the kindest woman in the village.

### Distinguishing Between Real and Make-believe

36. You know that the folktale is mostly make-believe because
- Ⓐ people do not eat porridge.
  - Ⓑ pots do not boil over.
  - Ⓒ little girls do not know how to cook.
  - Ⓓ there is no such thing as a magic pot.



**Read this story about a boy and his father. Then answer questions about the story. Choose the best answer for Numbers 37 through 48.**

Jay couldn't wait for the day to begin. He was going to work with his dad. "My dad has the best job," Jay told his friends. His dad was an animal doctor. He worked at the zoo. And it was time to get going.

The zoo was very busy. A worker told Jay's dad that one of the bears was hurt. Jay's dad told Jay to get in the jeep. "We're going to the bear den."

On the way, Jay saw a woman carrying a bucket of fish. She was going to feed dolphins. Another woman was carrying branches to feed the giraffes. Finally, Jay and his dad arrived at the bear den. "Look," Jay said. "One of the bears is limping."

Jay's father put medicine in the bear's food. The medicine put the bear into a deep sleep. Once the bear was asleep, Jay's father looked at its leg.

"Look here," Jay's father said. "There is small wound on the bear's foot. A piece of metal is stuck in its paw."

"Where did that come from?" asked Jay.

"Someone probably threw a soda can into the bear den. Sometimes people throw trash where they shouldn't. Then the animals get sick or hurt."

"Will he be okay?" Jay asked.

"Don't worry. He'll be fine in no time," Jay's dad said.

"What will we do next?" asked Jay.

"We'll make sure there are plenty of signs warning people not to throw things where they shouldn't."



### Finding Main Idea

37. The story is mostly about
- Ⓐ a bear that is hurt.
  - Ⓑ a boy who helps a bear.
  - Ⓒ a boy who goes to work with his dad.
  - Ⓓ people who throw trash where they shouldn't.

### Recognizing Cause and Effect

40. The bear was limping because
- Ⓐ it was hungry.
  - Ⓑ it was hurt.
  - Ⓒ it was afraid.
  - Ⓓ it had large claws.

### Recalling Facts and Details

38. Jay saw a woman was carrying a bucket of
- Ⓐ fish.
  - Ⓑ leaves.
  - Ⓒ branches.
  - Ⓓ water.

### Comparing and Contrasting

41. A paw is most like
- Ⓐ an arm.
  - Ⓑ a leg.
  - Ⓒ a finger.
  - Ⓓ a foot.

### Understanding Sequence

39. What did Jay's father have to do before he could check the bear's leg?
- Ⓐ go to sleep
  - Ⓑ give the bear medicine
  - Ⓒ feed the giraffes
  - Ⓓ make meals for the animals

### Making Predictions

42. Predict what Jay and his father will do next.
- Ⓐ They will feed the dolphins.
  - Ⓑ They will check the other animals at the zoo.
  - Ⓒ They will make sure people know where to throw trash.
  - Ⓓ They will make sure the bear is okay.

### Finding Word Meaning in Context

43. You can tell that a *wound* is

- Ⓐ an ache.
- Ⓑ a pain.
- Ⓒ a cut.
- Ⓓ a paw.

### Identifying Author's Purpose

46. The story was written to

- Ⓐ describe a zoo.
- Ⓑ tell an enjoyable story.
- Ⓒ explain about bears.
- Ⓓ show how animals can get hurt.

### Drawing Conclusions and Making Inferences

44. You can tell that Jay

- Ⓐ likes helping his dad.
- Ⓑ wants to work at a zoo.
- Ⓒ is an animal doctor.
- Ⓓ doesn't like bears.

### Interpreting Figurative Language

47. The words *in no time* mean

- Ⓐ "already."
- Ⓑ "never."
- Ⓒ "soon."
- Ⓓ "always."

### Distinguishing Between Fact and Opinion

45. Which of these tells what someone thinks or feels?

- Ⓐ "We're going to the bear den."
- Ⓑ "My dad has the best job."
- Ⓒ "One of the bears is limping."
- Ⓓ "A piece of metal is stuck in its paw."

### Distinguishing Between Real and Make-believe

48. Which of these could not really happen?

- Ⓐ A bear gets hurt.
- Ⓑ A doctor helps an animal.
- Ⓒ A boy helps his father at work.
- Ⓓ A bear asks for help.

