

STARS Strategies to achieve reading success

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PART ONE: Think About the Strategy

**What Is Main Idea?**

Stories, poems, and articles all have a main idea. A movie or television show also has a main idea. The main idea tells what something is mostly about.

- 1 Write the name of a book you have read in school or at home.

- 2 Write some of the things that happen in the book.

- 3 Tell what the book is mostly about.

**Work with a Partner**

- Tell your partner about a movie you have seen or a TV show you have watched.
- Then take turns telling the main idea of the movie or TV show.
- Try to tell your main idea in one sentence.

How Do You Find the Main Idea?

You can find the main idea of most reading passages in the first sentence or in the last sentence of the passage.

Read this passage about beavers. Think about the most important idea in the passage.

Beavers have special body parts that help them when they work underwater. Their ears and nose close to keep water out. Their webbed toes help them to swim. And their eyes have clear lids that allow them to see underwater.

1. Let's look at the chart below.

The sentences in the top three boxes tell about the main idea of the passage. But they do not tell the most important idea.

2. Look again at the passage. The first sentence in the passage does tell the most important idea. This sentence tells what the passage is mostly about.
3. Write this main idea in the empty box below.

Their ears and nose close to keep water out.

Their webbed toes help them to swim.

Their eyes have clear lids that allow them to see underwater.



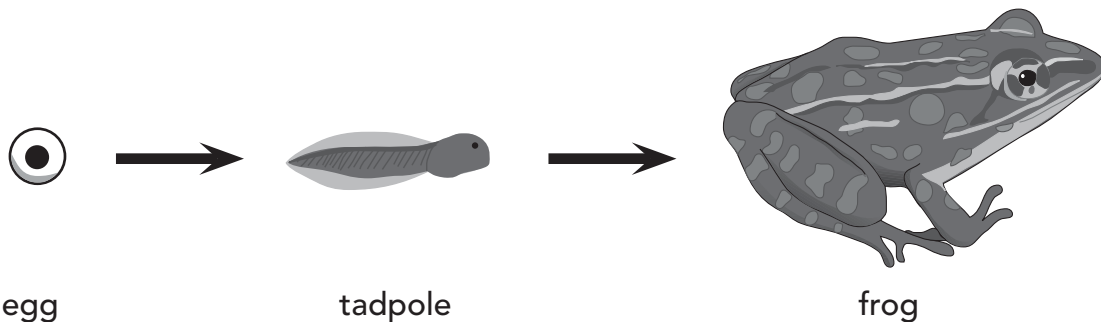
WHAT TO KNOW

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

- The main idea is sometimes found in the first sentence of a paragraph.
- The main idea is sometimes found in the last sentence of a paragraph.
- The main idea is sometimes not found in the paragraph. You can figure out the main idea by thinking about the most important idea in the paragraph.

Read what Louis wrote about frogs. As you read, think about the most important idea in the paragraph.

Frogs change as they grow. Frogs begin as eggs. A frog egg looks like a tiny black dot in jelly. In time, a frog egg changes into a tadpole. A tadpole has a tail. It breathes underwater and has gills like a fish. Later, the tadpole develops legs, and its tail gets shorter. It grows lungs to replace its gills. The tadpole is now a frog that can live on land.



The first sentence of the paragraph states the most important idea:

Frogs change as they grow.

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

Sick Day

Ben picked up a book and started to read. After a few minutes, he closed the book with a sigh. Then he turned on the television. Ben flipped through a dozen channels, but he couldn't find anything he wanted to watch. His lunch sat on the table by his bed. He wasn't even hungry. Ben had to admit that staying home sick can be boring.

1. What is the main idea of the paragraph?
 - Ⓐ Ben doesn't feel like eating.
 - Ⓑ Ben likes to read when he is sick.
 - Ⓒ Staying home sick can be boring.
 - Ⓓ There is nothing on television during the day.
2. Where or how did you find the main idea?
 - Ⓐ in the first sentence of the paragraph
 - Ⓑ in the last sentence of the paragraph
 - Ⓒ in the middle of the paragraph
 - Ⓓ by thinking about the most important idea in the paragraph



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.



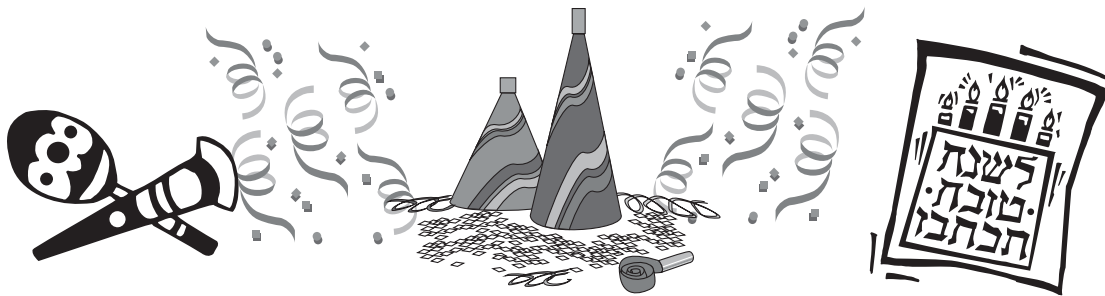
REVIEW

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

- Read the first sentence of the paragraph.
The main idea is sometimes found here.
- Read the last sentence of the paragraph.
The main idea is sometimes found here.
- Sometimes, the main idea is not found in a sentence from the paragraph. You can figure out the main idea by thinking about the most important idea in the paragraph.

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

When do you celebrate the new year? In the United States, Europe, and Japan, most people celebrate the new year on January 1. In China, the new year begins sometime between the middle of February and the middle of March. Jewish people celebrate the Jewish new year in the fall. In Iran, the new year begins on the first day of spring.



3. What is the article mostly about?

- Ⓐ countries that celebrate the new year on January 1
- Ⓑ why the new year begins on a different day each year
- Ⓒ different times when the new year is celebrated
- Ⓓ people who begin the new year in the fall

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

- Ⓐ in the first sentence of the paragraph
- Ⓑ in the last sentence of the paragraph
- Ⓒ in the middle of the paragraph
- Ⓓ by thinking about the most important idea in the paragraph

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 article mostly about?

- Ⓐ countries that celebrate the new year on January 1

This answer is not correct because the article tells about many countries that celebrate the new year on different days.

- Ⓑ why the new year begins on a different day each year

This answer is not correct because the new year is not on a different day each year. Different people celebrate the new year on different days.

- Ⓒ different times when the new year is celebrated

This answer is correct because it is the most important idea. It tells what the article is mostly about.

- Ⓓ people who begin the new year in the fall

This answer is not correct because it is not the most important idea of the article. This answer does not tell what the article is mostly about.

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

- Ⓐ in the first sentence of the paragraph

This answer is not correct because the first sentence is *“When do you celebrate the new year?”* This is not the most important idea in the article.

- Ⓑ in the last sentence of the paragraph

This answer is not correct because the last sentence is *“In Iran, the new year begins on the first day of spring.”* This is not the most important idea in the article.

- Ⓒ in the middle of the paragraph

This answer is not correct because the middle of the paragraph tells about when people in China celebrate the new year. Also, the main idea is more often found in the first or last sentence of a paragraph, not in the middle of a paragraph.

- Ⓓ by thinking about the most important idea in the paragraph

This answer is correct because the main idea is not found in the first sentence, the last sentence, or in the middle of the paragraph. The main idea is found by thinking about all the ideas in the article to figure out the most important idea.



**MORE
TO
KNOW**

- Each paragraph in a reading passage has one main idea. The whole reading passage also has one main idea. The main idea of a whole reading passage is often found in the first or last paragraph.
- The title of a reading passage tells something about the main idea.

Read this article about birds. Then answer the questions.

Outside and Inside

Birds have two kinds of feathers. The outside feathers help keep the bird dry. These feathers cover each other. They form a kind of raincoat for the bird. These outside feathers are flat and smooth.

Under these outside feathers is a different kind of feather. These feathers are called “down.” Down feathers are soft and fluffy. Down feathers are right next to the bird’s skin. The down keeps the bird warm. Baby birds have only down feathers. As they get bigger, their outer feathers grow in.



- What is the main idea of the first paragraph?
 - Outside feathers are flat and smooth.
 - Outside feathers help keep birds dry.
 - Feathers keep a bird dry.
 - Birds have feathers.
- What is the main idea of the last paragraph?
 - Down feathers keep birds warm.
 - Down feathers are fluffy.
 - Feathers keep birds warm.
 - Baby birds have only down feathers.
- What is the article mostly about?
 - As birds get bigger, their outer feathers grow in.
 - Birds have two kinds of feathers.
 - All birds have feathers.
 - Feathers are called “down.”
- What is another good title for this article?
 - “Baby Birds”
 - “Where to Find Birds”
 - “How Birds Fly”
 - “All About Feathers”

Read this story about Tyna. Then answer the questions.

Tyna rushed into the house and called for her mother. She couldn't wait to describe her first day at camp.

"Camp was great," said Tyna. "I met a lot of kids, and we had fun together swimming, playing basketball, and painting.

"I met one boy who's from California. He's here visiting his grandmother. His mother is a doctor. He's an only child, so he gets lonely sometimes. He's going into third grade, like me. We have lots in common, too. He likes tennis and lizards, and he collects stamps."

"And what's this boy's name?" asked Mother.

"How would I know?" said Tyna, surprised by her mother's question. "Kids don't talk about personal stuff, Mom."

Tyna's mom chuckled as Tyna went outside to play with her friends in the neighborhood.

9. What is the main idea of paragraph 2?
- Ⓐ Tyna did not want to go to camp.
 - Ⓑ Tyna had fun swimming at camp.
 - Ⓒ Tyna had a good day at camp.
 - Ⓓ Tyna looked for her mother.
10. What is the main idea of paragraph 3?
- Ⓐ Tyna met a new friend.
 - Ⓑ Tyna had fun swimming.
 - Ⓒ Tyna enjoyed her day.
 - Ⓓ Tyna had trouble making new friends.
11. The story is mostly about
- Ⓐ how to make new friends.
 - Ⓑ playing sports.
 - Ⓒ a girl's first day at camp.
 - Ⓓ things people do at camp.
12. What is a good title for this story?
- Ⓐ "Trouble at Camp"
 - Ⓑ "A Boy from California"
 - Ⓒ "Fun at Camp"
 - Ⓓ "Tyna's Best Friend"





**TEST
TIPS**

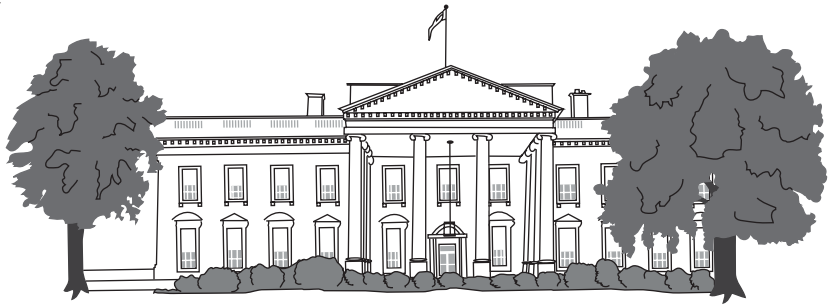
- A test question about the main idea may ask you what a reading passage is *mostly* or *mainly* about.
- A test question about the main idea may ask you to choose the best title for a reading passage. A good title tells something about the main idea of the whole reading passage.

Read this article about a famous house. Then answer questions about the article. Choose the best answer for Numbers 13 and 14.

The White House is the most famous home in the United States of America. It is where the president and his family live.

The president's home was not always called the White House. At different times, it was called the President's Mansion, the President's Palace, and the President's House.

The President's House was burned by the British in 1812. Workers painted it bright white to cover the black walls. Soon, people began to call the building the White House. The name stuck. In time, the name was officially changed to the White House.



13. The article is mostly about

- (A) where the president lives.
- (B) how the White House got its name.
- (C) when the White House was burned.
- (D) who painted the White House.

14. What is the best title for the article?

- (A) "Famous Homes"
- (B) "The President's Mansion"
- (C) "One Famous House, Many Names"
- (D) "Mansions and Palaces Around the World"

Read this fable about an ant and a grasshopper. Then answer questions about the fable. Choose the best answer for Numbers 15 and 16.

The Ant and the Grasshopper

One summer day, Grasshopper hopped about, chirping and singing to his heart's content. Ant passed by, carrying a kernel of corn he was taking to his nest.

"Why do you work so hard?" asked Grasshopper. "Come and chat with me."

"I am storing food for the winter," said Ant. "You should do the same."

"Why bother about winter?" said Grasshopper. "We have plenty of food right now." But Ant went on his way and continued his work.

Grasshopper continued being lazy. When the winter came, he had no food. He saw the ants sharing corn and grain every day from the food they had collected in the summer. Then Grasshopper knew: *Prepare today for the things you need tomorrow.*

15. The fable is mostly about

- Ⓐ busy ants.
- Ⓑ a hungry grasshopper.
- Ⓒ planning for the winter.
- Ⓓ sharing with others.

16. Another good title for the fable is

- Ⓐ "Plan for Tomorrow."
- Ⓑ "Take Time to Chirp and Sing."
- Ⓒ "Hard Work Can Be Fun."
- Ⓓ "Helpful Neighbors."

Lesson 2

RECALLING FACTS AND DETAILS

PART ONE: Think About the Strategy



What Are Facts and Details?

Everything you read has facts and details. Shows you watch on TV or movies you see at the theater also have facts and details. Facts and details tell more about the main idea.

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

- 2 Write three important things that happened in the TV show. Each one should tell more about the main idea.



Work with a Partner

- Tell your partner about a story you read or your favorite movie.
- Take turns telling about the main character in the story or movie. Tell all the facts and details that describe this character.
- When you are done, choose one word that best describes the character.

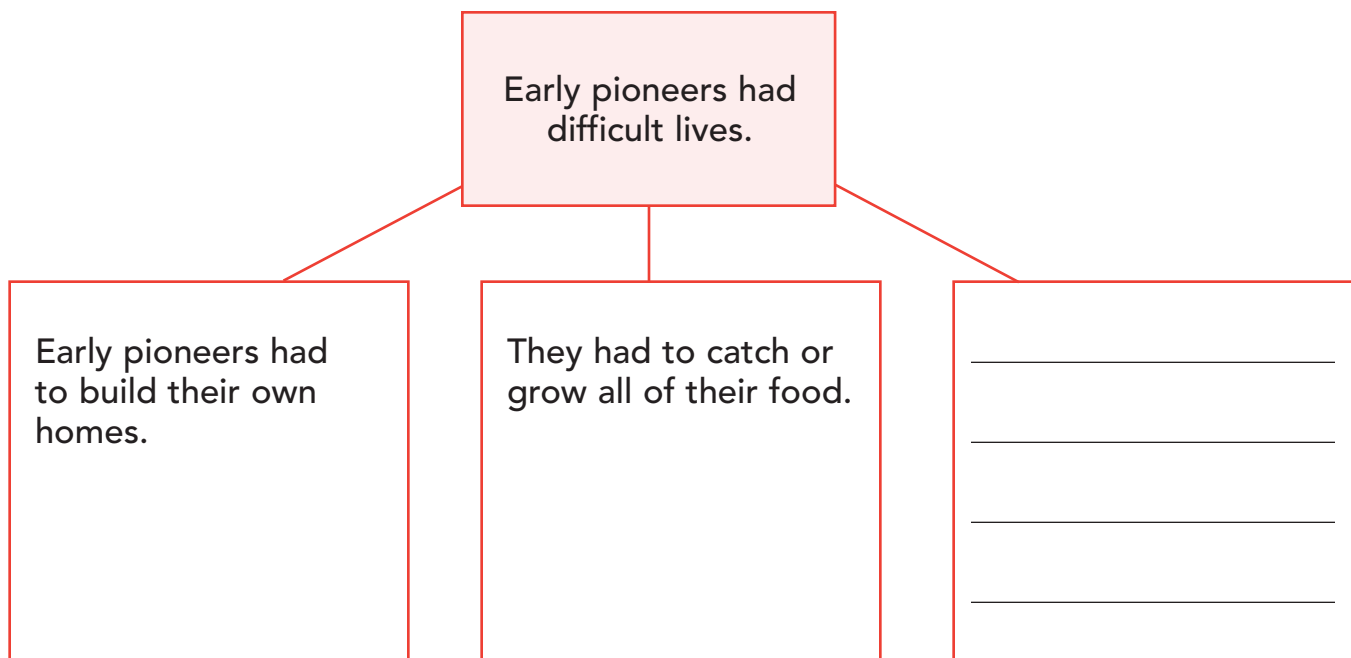
How Do You Find Facts and Details?

You can find the facts and details in a reading passage by thinking about the main idea. Once you know the main idea, you can find the details that tell more about the main idea.

Read this passage about pioneers. Think about what the passage is mostly about.

Early pioneers had to build their own homes. They had to catch or grow all of their food. They often became ill with deadly diseases. Early pioneers had difficult lives.

1. First, let's find the main idea of the passage. The main idea is found in the last sentence. It is underlined for you.
2. Next, find the details that tell more about the main idea.
Look at the chart below. The box at the top tells the main idea.
The boxes along the bottom tell more about the main idea.
They show the facts and details that help explain the main idea.
3. Fill in the detail that is missing from the last box below.





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 tell more about the main idea.
- Facts and details often tell about the *who*, *what*, *where*, *when*, and *why* of the main idea.

Read this paragraph about animals. 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.



llama

Many different kinds of animals live on mountains. Snow leopards and yaks live in the Himalayas of Asia. Llamas and alpacas are herded by mountain people in the Andes of South America. Mountain lions and grizzly bears roam in the North American Rockies.

The sentences that tell more about the main idea are:

Snow leopards and yaks live in the Himalayas of Asia.

Llamas and alpacas are herded by mountain people in the Andes of South America.

Mountain lions and grizzly bears roam in the North American Rockies.

Read this story about Tia. 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.

Tia lives in California. Her mother is going out of town. Tia will visit her cousin Tomás in New York while her mother is away. Tia has never been to New York. She has never even been on an airplane. Tia is excited about her trip to New York.



1. Who lives in New York?

- Ⓐ Tia
- Ⓑ Tia's grandfather
- Ⓒ Tia's cousin
- Ⓓ Tia's mother

2. Which detail tells why Tia is going to New York?

- Ⓐ She has never even been on an airplane.
- Ⓑ Her mother is going out of town.
- Ⓒ Tia has never been to New York.
- Ⓓ Tia lives in California.



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.



REVIEW

Facts and details explain the main idea.

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

Read this part of the story that tells more about Tia. As you read, ask yourself, “What is the main idea? What information tells *more* about the main idea?” Then answer the questions.

Tia is packing for her trip. She is leaving for New York in four hours. So far, Tia has packed her stuffed animals, her favorite books, and her new toys. Tia has also packed her rock collection and dolls. Her suitcase is almost full.

“All of your clothes are still on your bed,” says Tia’s mother. “There’s no room in your suitcase for them.”

“That’s okay,” says Tia. “I have all the things I really need.”



3. When is Tia leaving for New York?

- (A) in four days
- (B) in one week
- (C) in the morning
- (D) in four hours

4. Which detail tells about something Tia is packing for her trip?

- (A) Her suitcase is almost full.
- (B) Tia is packing for her trip.
- (C) Tia has also packed her rock collection and dolls.
- (D) “All of your clothes are still on your bed,” says Tia’s mother.

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. When is Tia leaving for New York?

Ⓐ in four days

This answer is not correct because the second sentence tells you that Tia is leaving in four hours, not four days.

Ⓑ in one week

This answer is not correct because the second sentence tells you that Tia is leaving in four hours.

Ⓒ in the morning

This answer is not correct because there is nothing in this part of the story that tells about something happening in the morning.

Ⓓ in four hours

This answer is correct because the second sentence is *"She is leaving for New York in four hours."*

4. Which detail tells about something Tia is packing for her trip?

Ⓐ Her suitcase is almost full.

This answer is not correct because it does not tell about something that Tia is packing in her suitcase.

Ⓑ Tia is packing for her trip.

This answer is not correct because it tells that Tia is packing, but it does not tell about what she is packing.

Ⓒ Tia has also packed her rock collection and dolls.

This answer is correct because it tells about two things that Tia has packed in her suitcase for her trip.

Ⓓ "All of your clothes are still on your bed," says Tia's mother.

This answer is not correct because it tells about something that is not in Tia's suitcase.



**MORE
TO
KNOW**

Facts and details help writers tell a story. Facts and details make a story more interesting. When you read, look for sentences that

- describe a person, place, or thing.
- tell the order in which things happen.
- explain how to do something.

Read this article about metals. Then answer the questions.

Metals

There are many different kinds of metals. Most metals are bright and shiny. Iron is a metal used to make steel. Steel is important because it is needed to build cars, buildings, and bridges.

Gold and silver are also metals. They have been used to make jewelry and coins for thousands of years.

Most metals change when they are heated. When they are heated, they can be stretched or pressed. Wire is made by stretching and pulling metal. Aluminum foil is made by pressing metal into a thin sheet. Gold can also be made into a foil. But don't wrap your sandwich in it! Gold foil is expensive.

5. Steel is important because it is used to make
 - (A) jewelry.
 - (B) wire.
 - (C) bridges.
 - (D) gold foil.
6. Which detail tells more about the main idea of the last paragraph?
 - (A) Gold and silver are also metals.
 - (B) When they are heated, metals can be stretched or pressed.
 - (C) Gold foil is expensive.
 - (D) There are many different kinds of metals.
7. Most metals are
 - (A) bright and shiny.
 - (B) rough and dull.
 - (C) long and thin.
 - (D) hard and thick.
8. How is aluminum foil made?
 - (A) by stretching metal
 - (B) by pressing metal
 - (C) by pulling metal
 - (D) by tearing metal

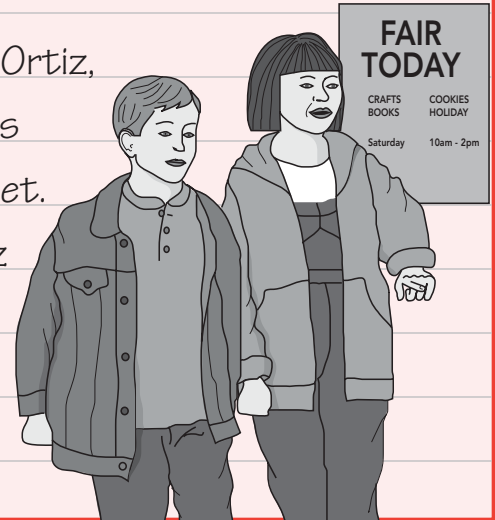
Read this journal entry written by Mae. Then answer the questions.

● Saturday, May 5

Today, Hal and I went to the school fair. There were lots of rides and games. There was also lots of food—hot dogs, popcorn, and fried dough. Hal and I had fun. He spent all of his money on food. I spent most of my money on games.

● My favorite game was Dunk the Teacher. Ms. Ortiz, my favorite teacher, sat in a booth. Below her was a tank of water. I had three chances to hit a target. Any ball that hit the target would send Ms. Ortiz into the water. I couldn't help smiling as I threw each ball. Each one I threw hit the target!

● I hope Ms. Ortiz still likes me on Monday.



9. Which detail tells about Hal?

- Ⓐ There were lots of rides and games.
- Ⓑ I hope Ms. Ortiz still likes me on Monday.
- Ⓒ I spent most of my money on games.
- Ⓓ He spent all of his money on food.

10. What is a detail that tells about the main idea of the last paragraph?

- Ⓐ Each one I threw hit the target!
- Ⓑ There was also lots of food—hot dogs, popcorn, and fried dough.
- Ⓒ I spent most of my money on games.
- Ⓓ Today, Hal and I went to the school fair.

11. Ms. Ortiz is

- Ⓐ Hal's teacher.
- Ⓑ the school principal.
- Ⓒ Mae's favorite teacher.
- Ⓓ Mae's neighbor.

12. Which of these is a fact from the journal entry?

- Ⓐ Mae spent most of her money on games.
- Ⓑ Mae missed her target three times.
- Ⓒ Hal is Mae's brother.
- Ⓓ Hal's favorite game was Dunk the Teacher.



**TEST
TIPS**

- A test question about facts and details may ask you about something that happened in a reading passage.
- A test question about facts and details may ask you about the *who*, *what*, *where*, *when*, and *why* of the main idea.

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

"I'm going outside to play," Hector called to his father on Saturday morning.

"Now?" asked Father. "Don't you want to wait?"

"Wait for what?" Hector asked as he ran out the door. Hector didn't hear his father laughing as the door slammed shut.

When Hector got outside, he looked around. First, he looked into the neighbor's yard to see if Alex was out. The yard was empty. Then he looked up the street to see if anyone was in the park. All he saw there was a bird pecking the ground for worms.

"What happened to everyone?" Hector wondered.

Finally, Hector looked at his watch. "I guess 7:30 is a little early to go out and play," he said to himself as he walked back to his house.

13. Hector told his father that he was going

- Ⓐ outside to play.
- Ⓑ to the park.
- Ⓒ to Alex's house.
- Ⓓ back to bed.

14. What did Hector see in the park?

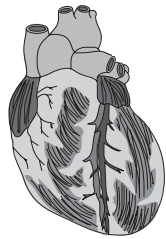
- Ⓐ a puppy
- Ⓑ a friend
- Ⓒ a bird
- Ⓓ a nest

Read this article about the human body. Then answer questions about the article. Choose the best answer for Numbers 15 and 16.

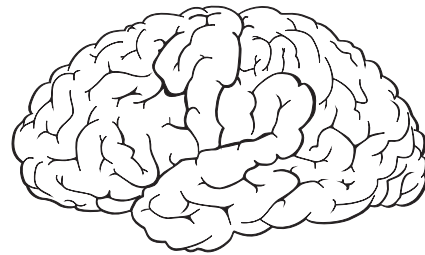
A Different Kind of Machine

The human body is like a machine that runs all the time. Every minute, your heart is beating. It pumps blood through your body with each beat. Your heart is always at work, even when you sleep.

Your brain is also always busy. It sends thousands of messages to all parts of your body. These messages travel at more than 100 miles an hour. Your brain communicates with your ears about sounds. It also communicates with your eyes about the things you see.



human heart



human brain

- 15.** Which detail tells more about the human heart?
- Ⓐ Your brain is also always busy.
 - Ⓑ It pumps blood through your body with each beat.
 - Ⓒ It sends thousands of messages to all parts of your body.
 - Ⓓ The human body is like a machine that runs all the time.

- 16.** Messages from your brain travel at
- Ⓐ more than 1,000 miles an hour.
 - Ⓑ less than 10 miles an hour.
 - Ⓒ more than 100 miles an hour.
 - Ⓓ less than 1 mile an hour.

Lesson 3

UNDERSTANDING SEQUENCE

PART ONE: Think About the Strategy



What Is Sequence?

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

1 Write three things you do every day.

2 List these things in the order in which you usually do them. Number each line.



Work with a Partner

- Tell your partner about one of your favorite stories.
- Take turns telling about what happens in the story. Tell about the beginning, the middle, and the ending.
- Try to tell about each thing in only one sentence.

How Do You Find Sequence?

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

Read this passage about a fire drill. Pay attention to the order of events.

Yesterday, Marc had a fire drill at school. First the bell rang, and all of the students jumped out of their seats. Next, their teacher told them to form a line. Then they all walked outside.

1. Let's think about the order in which things happen in the story.
2. Look at the chart below.
It shows the order of events in the story.
3. Fill in the missing event in the third box.

The bell rang.



All of the students jumped out of their seats.





They all walked outside.



WHAT TO KNOW

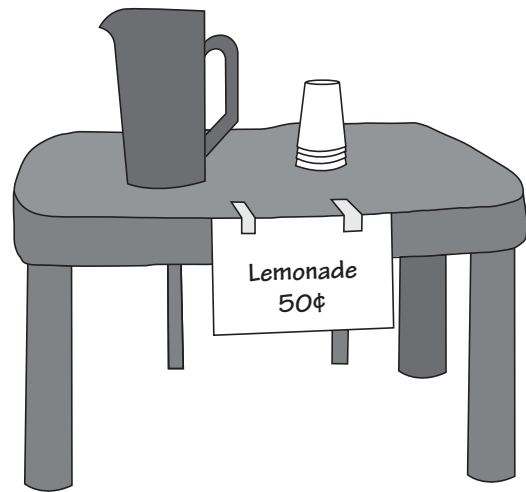
The order in which things happen in a reading passage is called **sequence**. Sequence tells what happens first, what happens second, and so on.

- Clue words such as *first*, *next*, *then*, *last*, *finally*, *before*, and *after* often tell the order in which things happen.
- Clues such as times of day, days of the week, months, and years tell when things happen.
- Sometimes, there are no clue words. Thinking about the beginning, the middle, and the ending of a reading passage will help you understand the order in which things happen.

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

Aimee's Big Idea

Aimee needed money to buy her father a birthday present. She had an idea. First, Aimee got out some paper cups. Next, she made a big pitcher of lemonade. Last, she made a sign that read "Lemonade 50¢."



The order in which things happen in the story is:

First, Aimee got out some paper cups.

Next, she made a big pitcher of lemonade.

Last, she made a sign that read "Lemonade 50¢."

Read this article about how a snake sheds its skin. As you read, think about what a snake does first, second, and so on. Then answer the questions.

How a Snake Sheds Its Skin

As a snake grows, its skin becomes too tight for its body. When this happens, the snake grows a new skin underneath the old one. When the new skin is ready, the snake sheds its old skin.

A snake follows several steps to shed its skin. First, the snake rubs against rough objects to rip its skin. Next, it crawls against the ground or through narrow places to strip off the skin. Finally, the outside layer of scaly skin comes off. This old skin looks like an empty snake!

1. What does a snake do first to shed its skin?
 - Ⓐ It crawls against the ground.
 - Ⓑ It rubs against rough objects.
 - Ⓒ It goes off to a quiet place.
 - Ⓓ It crawls through narrow places.
2. In the article, which clue word tells what the snake does last?
 - Ⓐ first
 - Ⓑ last
 - Ⓒ finally
 - Ⓓ next



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 times of day, days of the week, months, and years.
- When there are no clue words, think about the beginning, the middle, and the ending of the reading passage. This will help you understand the order in which things happen.

Read this story about Kate and her brother. As you read, ask yourself, “What happens first? What happens next?” Then answer the questions.

Today is Saturday. Kate is baby-sitting for her little brother, Max. Max is two years old and very active. Kate has planned a busy day.

First, Kate is going to take Max to the library. Next, Kate will help him find books about dinosaurs. Max won't look at any books that don't have dinosaurs in them!

After they go to the library, Kate and Max will walk to the ice-cream store. Then they can eat their ice-cream cones and watch the ducks. Last, they will walk home. Kate and Max will cuddle up on the couch, and Kate will read to her little brother.



3. Right after they go to the library, Kate and Max will
 - Ⓐ go home.
 - Ⓑ read a book.
 - Ⓒ watch the ducks.
 - Ⓓ walk to the ice-cream store.

4. Which clue word in the story tells what Kate and Max will do second?
 - Ⓐ first
 - Ⓑ next
 - Ⓒ after
 - Ⓓ last

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. Right after they go to the library, Kate and Max will

Ⓐ go home.

This answer is not correct because this is what Kate and Max will do after they get their ice-cream cones and after they watch the ducks.

Ⓑ read a book.

This answer is not correct because this is what Kate and Max will do after they walk home.

Ⓒ watch the ducks.

This answer is not correct because paragraph 3 states, *“After they go to the library, Kate and Max will walk to the ice-cream store. Then they can eat their ice-cream cones and watch the ducks.”*

Ⓓ walk to the ice-cream store.

This answer is correct because paragraph 3 states, *“After they go to the library, Kate and Max will walk to the ice-cream store.”*

4. Which clue word in the story tells what Kate and Max will do second?

Ⓐ first

This answer is not correct because this clue word tells about what Kate and Max will do first—go to the library.

Ⓑ next

This answer is correct because this clue word tells about what Kate and Max will do second. Paragraph 2 states, *“First, Kate is going to take Max to the library. Next, Kate will help him find books about dinosaurs.”*

Ⓒ after

This answer is not correct because this clue word tells about what Kate and Max will do third—walk to the ice-cream store.

Ⓓ last

This answer is not correct because this clue word tells about the fifth thing that Kate and Max will do—walk home.

**MORE
TO
KNOW**

Many reading passages tell details and events in the order in which they happened. Look for sequence in these kinds of reading passages:

- stories, fables, and folktales
- directions
- articles
- journal entries

Read this article about a steamboat. Then answer the questions.

The Steamboat *Virginia*

Long ago, steamboats traveled up and down the big rivers of America. One of the most beautiful steamboats was the *Virginia*. The *Virginia* traveled along the Ohio River.

The weather turned rainy on one trip down the river in 1909. It rained and rained and rained. The Ohio River soon began to flood. The fields on both sides of the river filled with water.

The rushing Ohio River carried the steamboat *Virginia* over its banks. The *Virginia* floated into a flooded cornfield. The bottom of the steamboat hit the ground. The steamboat was stuck!

Then the sun came out and the water soon went down. But the lovely *Virginia* was far from the river. The steamboat sat in the middle of the cornfield.

A crew of men came to dig the *Virginia* out. Finally, they were able to drag the steamboat to the river. The *Virginia* was home at last—in the Ohio River.

- Which of these happened first?
 - The steamboat was stuck.
 - The weather turned rainy.
 - The *Virginia* floated into a flooded cornfield.
 - The *Virginia* was home at last.
- Soon after it began to rain,
 - the river began to flood.
 - the water went down.
 - the sun came out.
 - the steamboat went faster.
- What did the men do after they dug the steamboat out of the cornfield?
 - They took a trip down the river in the steamboat.
 - They were able to drag the steamboat to the river.
 - They waited for the rains to come.
 - They left the steamboat in the field.
- The clue word in the article that tells you what happened last is
 - then.
 - next.
 - after.
 - finally.

Read this story about a family vacation. Then answer the questions.

The Chans went on a short vacation to the shore. They planned to go to the beach for swimming, boating, and fishing.

On Friday, they wanted to go boating, but it was too windy. On Saturday, they wanted to go fishing, but it was too rainy. On Sunday, they wanted to go swimming, but it was too cold. The Chans stayed indoors for three days. Before they go away again, they will be sure to find out about the weather!



9. In the story, clues that tell about the order of events are
- Ⓐ days of the week.
 - Ⓑ times of day.
 - Ⓒ years.
 - Ⓓ months.
10. What happened on Friday?
- Ⓐ It was rainy.
 - Ⓑ It was windy.
 - Ⓒ It was cloudy.
 - Ⓓ It was cold.
11. What did the Chans want to do on Sunday?
- Ⓐ stay indoors
 - Ⓑ go boating
 - Ⓒ go fishing
 - Ⓓ go swimming
12. Before the Chans go away again, they will
- Ⓐ plan to stay away for more than three days.
 - Ⓑ find a different place to go.
 - Ⓒ find out about the weather.
 - Ⓓ find a place where they can stay indoors.



TEST TIPS

- A test question about sequence may ask you when certain things happen in a reading passage.
- A test question about sequence may ask you to put events from a reading passage in order.
- A test question about sequence may contain words such as *first*, *second*, *last*, *before*, or *after*.

Read this review of a new mystery book. Then answer questions about the book review. Choose the best answer for Numbers 13 and 14.

Night Sounds is Mary Reed's latest mystery book. The setting is an eerie mansion near the Maine shore. Gayle and Vic Brown are staying with their uncle, who lives in the mansion. The plot is about the strange sounds that the children begin to hear. They seem to be coming from inside the walls and are heard only at night. The children tell Uncle Evan about the sounds. But he doesn't seem to be worried.

Things soon begin to disappear, and the sounds get louder. When the children talk to Uncle Evan, he begins to act strangely. The children decide to solve the mystery on their own. The things they discover will send chills up your spine!

If you like a good mystery story, read *Night Sounds*. But don't read it if you're home alone on a dark and stormy night!

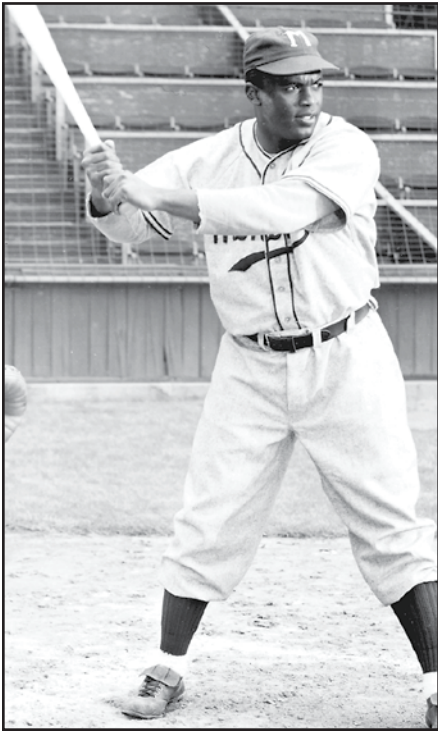
13. What happens first in *Night Sounds*?

- (A) The children begin to hear strange sounds.
- (B) Things begin to disappear.
- (C) The children decide to solve the mystery.
- (D) Uncle Evan doesn't seem to be worried.

14. After things begin to disappear, the children

- (A) no longer hear the noises.
- (B) see their uncle acting strangely.
- (C) solve the mystery.
- (D) run from the mansion.

Read this article about a famous baseball player. Then answer questions about the article. Choose the best answer for Numbers 15 and 16.



Jackie Robinson was born in 1919. As a child, Jackie learned that not all people were treated the same. Because he was an African American, Jackie was not allowed to swim in public pools. He also could sit only in certain places in movie theaters. Still, Jackie knew that he was as good as any other person.

Jackie joined the Brooklyn Dodgers in 1947. He became the first African American to play major-league baseball. Life was not easy for Jackie. Players on his own team called him names. Many times, he wanted to quit the team. But Jackie didn't quit. He stayed and helped his team win many games.

Jackie left baseball in 1957. He was entered into the Baseball Hall of Fame in 1962. He died in 1972. Jackie Robinson helped show that all people should be treated the same.

15. Which of these happened first?

- Ⓐ Jackie became the first African American to play major-league baseball.
- Ⓑ Jackie was not allowed to swim in public pools.
- Ⓒ Players on his own team called him names.
- Ⓓ Jackie was entered into the Baseball Hall of Fame.

16. The boxes show some things that happened in the article.



What belongs in the empty box?

- Ⓐ Jackie learned that not all people were treated the same.
- Ⓑ Jackie was born.
- Ⓒ Jackie was entered into the Baseball Hall of Fame.
- Ⓓ Jackie joined the Dodgers.

PART ONE: Read a Letter

Read this letter written by Gordon. Then answer questions about the letter. Choose the best answer for Numbers 1 through 6.

February 12, 2010

Dear Uncle Nate,

I wanted to thank you for coming to my school play, Life on the Farm. You may not know this, but this was the first time I've ever performed on stage. Boy, was I nervous. When the play started, I could feel my hands sweating and my heart racing.

I don't know if you noticed, but I forgot my lines several times. I don't think anyone heard my teacher whispering them to me across the stage. Did you like the way I tried to act natural when I tripped over the cows? I think everyone thought I was supposed to do that.

The best part was at the end of the play when we took a bow and everyone clapped.

Thank you again for coming to my play. I'll let you know when I'm in another one!

Your nephew,
Gordon

Finding Main Idea

1. The main idea of the first paragraph is found
- Ⓐ in the first sentence.
 - Ⓑ in the last sentence.
 - Ⓒ in the middle of the paragraph.
 - Ⓓ by thinking about the most important idea in the paragraph.

Recalling Facts and Details

4. Who helped Gordon when he forgot his lines?
- Ⓐ his uncle
 - Ⓑ his teacher
 - Ⓒ his mother
 - Ⓓ his friend

Finding Main Idea

2. What is the letter mainly about?
- Ⓐ a helpful teacher
 - Ⓑ a favorite uncle
 - Ⓒ a school play
 - Ⓓ a silly mistake

Understanding Sequence

5. Which of these happened last?
- Ⓐ The curtain rose.
 - Ⓑ Everyone clapped.
 - Ⓒ Gordon's heart raced.
 - Ⓓ Gordon tripped.

Recalling Facts and Details

3. Which detail tells that Gordon was nervous?
- Ⓐ I could feel my hands sweating and my heart racing.
 - Ⓑ The best part was at the end when we took a bow.
 - Ⓒ This was the first time I've ever performed in a play.
 - Ⓓ Thank you for coming to my play.

Understanding Sequence

6. You can tell the order of events described in the letter by
- Ⓐ thinking about the beginning, the middle, and the ending.
 - Ⓑ looking for clue words.
 - Ⓒ thinking about the main idea.
 - Ⓓ finding the facts and details.



Read this story about a girl named Molly. Then answer questions about the story. Choose the best answer for Numbers 7 through 12.

Molly had always wanted a puppy. Stuffed dogs, pictures of dogs, and books about dogs filled her bedroom. But, she didn't have a dog of her own. Her mother said Molly would have to wait until she was eight years old.

Finally Molly's eighth birthday arrived. The next day, she and her mother went to an animal shelter to pick out a puppy. Choosing wasn't easy. The puppies were all so cute. Molly wanted to take them all home. After a long time, she chose a black and white puppy with blue eyes. She took him home and named him Zack. That night, and every one that followed, Zack slept next to Molly when she went to bed.

Molly knew all about how to care for her new puppy. She'd been reading books for months. She knew that puppies need special food for their growing bodies and a fresh supply of water all the time. Molly also knew not to feed Zack the kinds of food people eat.

Zack was a border collie. Border collies need lots of exercise. They are bred to herd sheep on farms. More than anything, border collies like to run! Molly took Zack for lots of walks. Sometimes she got tired before Zack did.

Molly brushed Zack's coat every day. Zack loved having Molly run a brush through his thick fur. Molly also kept his coat clean. She used a special dog shampoo to give Zack a bath.

Molly's biggest job was to house-train Zack. Each morning she took him outside after he ate. She took him out again after school. She made sure that his last meal of the day was early in the evening. This gave Molly time to take Zack outside again before she went to bed.

As Zack grew bigger, Molly began to train him in other ways. When Zack did something he should not do, she would say in a firm voice, "No!" When he stopped doing what was wrong, she would pat him and say, "Good dog!"

Try as she may, Molly could hardly remember what life was like before Zack joined the family.



Finding Main Idea

7. The story is mostly about
- Ⓐ a puppy that finds a new home.
 - Ⓑ a birthday present.
 - Ⓒ a girl who cares for a new puppy.
 - Ⓓ a puppy that needs to be walked a lot.

Recalling Facts and Details

10. What do border collies like to do most?
- Ⓐ nap
 - Ⓑ run
 - Ⓒ eat
 - Ⓓ train

Finding Main Idea

8. What is a good title for this story?
- Ⓐ “A New Member of the Family”
 - Ⓑ “Zack’s New Home”
 - Ⓒ “How to Train a Puppy”
 - Ⓓ “Molly Learns a Lesson”

Understanding Sequence

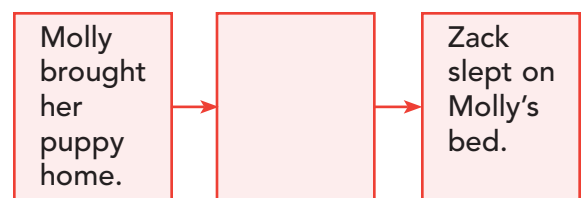
11. Which of these happened first?
- Ⓐ Molly went to an animal shelter.
 - Ⓑ Molly wanted to take all the puppies home.
 - Ⓒ Molly chose a puppy.
 - Ⓓ Molly’s eighth birthday arrived.

Recalling Facts and Details

9. One thing you should never give your puppy is
- Ⓐ lots of exercise.
 - Ⓑ foods that people eat.
 - Ⓒ fresh water all the time.
 - Ⓓ a walk early in the evening.

Understanding Sequence

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



What belongs in the empty box?

- Ⓐ Molly read books about puppies.
- Ⓑ Molly gave Zack a bath.
- Ⓒ Molly patted Zack and said, “Good dog!”
- Ⓓ Molly named her puppy.

Lesson 4

RECOGNIZING CAUSE AND EFFECT

PART ONE: Think About the Strategy



What Is Cause and Effect?

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

- 1 Write what happens when you pour too much water into a glass.

- 2 Write why this happens.



Work with a Partner

- Take turns giving each other examples of cause and effect. You might say, “I got wet in the rain because I forgot my umbrella.”
- In each example, tell which part is the cause and which part is the effect.

How Do You Find Cause and Effect?

Many reading passages include examples of cause and effect. You can find causes and effects by thinking about what happens in a passage and why.

Read this passage about a great white shark. Think about the things that happen and why they happen.

A great white shark was trapped in a small bay off Cape Cod. The shark had been looking for food and got lost. Scientists helped the shark get back to the open ocean.

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

The first box tells what happened. This is the *effect*.

The second box tells why it happened. This is the *cause*.

What happened? (effect)
A great white shark was trapped in a small bay.

Why did it happen? (cause)
It had been looking for food and got lost.

3. Let's find another example of cause and effect in the passage.
Look at the two boxes below.
The first box tells the cause for why something happened.
4. Fill in the effect in the second box. Tell what happened because scientists helped the shark.

Cause	Effect
Scientists helped the shark.	The shark _____ _____ .



WHAT TO KNOW

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

Why something happens is the **cause**.

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

- A cause is the reason that something happens.
- An effect is what happens as a result of the cause.
- Clue words such as *so*, *so that*, *since*, *because*, and *if* often signal cause and effect. Other clue words are *reason* and *as a result*.

Read this story about Daniel. As you read, think about one thing that happened to Daniel and why.

Daniel dressed quickly. He didn't want to miss the school bus. He grabbed his jacket, shoved his feet into his shoes, and raced out the front door. Oops! Daniel didn't remember to tie his shoes! As a result, Daniel tripped over his shoelaces and fell to the ground. Poor Daniel! At least he didn't miss the bus!



One thing that happened to Daniel and why is:

What happened: **He tripped over his shoelaces and fell to the ground.**

Why it happened: **He didn't remember to tie his shoes.**

**Read this journal entry written by a boy who lives on a farm.
As you read, look for clue words to help you understand
what happens and why it happens. Then answer the questions.**



January 28

I woke up this morning to two feet of snow. After breakfast, Father and I went out to feed the hungry animals. Since the snow was so deep, we had trouble getting to the barn. The animals must have been thirsty. Their drinking water had frozen into a solid block because it was so cold. We'll all be glad when spring comes!

1. The animals' drinking water had frozen because

- Ⓐ it was so cold.
- Ⓑ the snow was so deep.
- Ⓒ the animals were thirsty.
- Ⓓ the animals were hungry.

2. Which clue word or words in the story signal the reason that the boy and his father had trouble getting to the barn?

- Ⓐ because
- Ⓑ as a result
- Ⓒ so
- Ⓓ since



Work with a Partner

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



REVIEW

What happens and why is called cause and effect.

- To find a cause, look for a reason that something happened. Ask yourself, “*Why* did it happen?”
- To find an effect, look for a result, or something that happened. Ask yourself, “*What* happened?”
- Look for clue words that signal cause and effect, such as *so, so that, since, because, if, reason, and as a result*.

Read this article about the annual rings on trees. As you read, ask yourself, “*What* are some things that happen to trees? *Why* do these things happen?” Then answer the questions.

Annual Rings

Have you ever seen a tree that has been cut down? If you have, you have probably seen the circles inside the trunk of the tree. These circles are called annual rings. You can tell how old a tree is by counting the rings.

Trees have rings because they grow a new layer of wood each year. This new layer grows beneath the bark. In a year with lots of rain and sunlight, the tree grows faster. So the annual ring that year will be thick. If there is little rain or sunlight, the tree grows slower. So the annual ring that year will be thin.



3. Why do trees have rings?

- (A) because they grow fast
- (B) because they are often cut down
- (C) because they get lots of rain and sunlight
- (D) because they grow a new layer of wood each year

4. If there is little rain or sunlight, a tree

- (A) grows faster.
- (B) grows slower.
- (C) has no annual ring.
- (D) grows a thick annual ring.

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. Why do trees have rings?

Ⓐ because they grow fast

This answer is not correct because trees grow fast when there is lots of rain and sunlight. This answer does not tell about the cause of the rings.

Ⓑ because they are often cut down

This answer is not correct because this does not tell about the cause of the rings. Cutting down trees does not cause rings.

Ⓒ because they get lots of rain and sunlight

This answer is not correct because trees have rings no matter how much rain and sunlight they get. The amount of rain and sunlight makes the rings either thick or thin, but does not cause the rings.

● because they grow a new layer of wood each year

This answer is correct because it tells the cause of the rings. The last paragraph states, *“Trees have rings because they grow a new layer of wood each year.”* The clue word *because* helps you recognize a cause and its effect.

4. If there is little rain or sunlight, a tree

Ⓐ grows faster.

This answer is not correct because a tree grows faster when there is lots of rain and sunlight.

● grows slower.

This answer is correct because the second-to-last sentence explains what happens when there is little rain or sunlight—a tree grows slower. The clue word *if* signals this cause-and-effect relationship.

Ⓒ has no annual ring.

This answer is not correct because annual rings grow each year no matter what the weather is. The ring may be thick or thin, though, depending on the year’s weather.

Ⓓ grows a thick annual ring.

This answer is not correct because a tree grows a thick annual ring in a year with lots of rain and sunlight.

**MORE
TO
KNOW**

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

- To find an effect, think about *what* happened.
- To find a cause, think about *how* or *why* it happened.
- Think about what you already know about how one thing might cause another thing to happen.

Read this fable by Aesop. Then answer the questions.

The Boy Who Cried Wolf

There once was a boy who lived in a small village. Each day, he took his sheep to a high meadow to graze on the grass. One day, the boy was bored with his work, so he decided to play a trick. “Wolf! Wolf!” he cried. “A wolf is here!”

The people in the village rushed to the meadow to rescue the boy and his sheep, but they found the boy perfectly safe. “I was only kidding,” he laughed.

“You are very naughty,” the people said, frowning.

The next day, the boy played the same trick, and, once again, the people rushed to the meadow only to find the boy laughing.

A few days passed. The boy was watching the sheep in the meadow, when he spotted a real wolf. “Wolf! Wolf!” he cried. “A wolf is after the sheep.”

The people in the village heard the boy’s cries, but this time they did not rush to help him. They weren’t going to be tricked again.

5. The boy took the sheep to the meadow so that they could
 - Ⓐ graze on the grass.
 - Ⓑ run in the meadow.
 - Ⓒ sleep in the grass.
 - Ⓓ play in the meadow.
6. Why did the boy cry, “Wolf!” the first time?
 - Ⓐ He saw a wolf.
 - Ⓑ He was doing his job.
 - Ⓒ He needed help.
 - Ⓓ He was bored.
7. The people did not come the last time the boy cried, “Wolf!” because they
 - Ⓐ were too busy working.
 - Ⓑ thought it was another trick.
 - Ⓒ did not hear the boy.
 - Ⓓ were afraid of the wolf.
8. Why did the people say that the boy was naughty?
 - Ⓐ They didn’t like to laugh.
 - Ⓑ They didn’t like funny jokes.
 - Ⓒ They didn’t like his trick.
 - Ⓓ They didn’t like the boy.

Read this article about two kinds of simple machines.
Then answer the questions.

The Wheel and the Axle

Simple machines are useful because they help people do things that they could not do on their own. The wheel and the axle are two simple machines.



In a car, four wheels help move the car forward and backward. The steering wheel inside the car turns the two front wheels. When a driver turns the steering wheel to the right, the front wheels of the car turn to the right. When the driver turns the steering wheel to the left, the front wheels of the car turn to the left.

Many wheels, like the four wheels of a car, have a bar that is attached to the center of the wheels. This bar is called an axle. The axle causes the wheels to spin. Skateboards have axles. So do roller skates and bicycles.

Look around you. Think about the simple machines that help you do things that you could not do on your own.



9. What causes the front wheels of a car to turn?
 - (A) the engine
 - (B) the steering wheel
 - (C) the axle
 - (D) a bar
10. Simple machines are useful because they
 - (A) cause people to do things they would not usually do.
 - (B) move the front wheels of a car.
 - (C) help people do things they could not do on their own.
 - (D) are very simple to make.
11. What happens when a driver turns the steering wheel to the left?
 - (A) The tires spin.
 - (B) The front wheels turn to the right.
 - (C) The car moves backward.
 - (D) The front wheels turn to the left.
12. The part of a car that causes the wheels to spin is called the
 - (A) axle.
 - (B) front wheel.
 - (C) steering wheel.
 - (D) driver.



**TEST
TIPS**

- A test question about cause and effect may ask you *what* happened in a reading passage (the effect).
- A test question about cause and effect may ask you *why* something happened (the cause).
- A test question about cause and effect often contains words such as *because*, *why*, *reason*, or *what happened*.

Read this letter written by Juan. Then answer questions about the letter. Choose the best answer for Numbers 13 and 14.

September 29, 2009

Dear Ms. Hawk,

I have made an important *decision*. I have *decided* to quit third grade and return to your class.

It's not that I don't like third grade. The kids are friendly, and my new teacher, Mr. Lee, is nice. He lets us do experiments in class and tells funny jokes. He also lets us have a snake for a class pet.

My problem is that third grade is not as much fun as second grade. The work is harder, and we have homework every night. We have a math test every Friday, and we have to write a book report every other month. Besides, I miss my two best friends from last year. We were all together in your class. We are now in different classrooms. I miss second grade. So, I'll see you back in your classroom on Monday morning.

Your student from last year,
Juan

13. One reason that Juan wants to quit third grade is that
- Ⓐ he misses Ms. Hawk.
 - Ⓑ the work is harder than second grade.
 - Ⓒ the kids aren't friendly.
 - Ⓓ he doesn't like doing experiments.

14. What happened to Juan's two best friends?
- Ⓐ They each went to Mr. Lee's classroom.
 - Ⓑ They each went to a different school.
 - Ⓒ They each went to a different classroom.
 - Ⓓ They each moved to another city.

**Read this article about travel in a land full of snow and ice.
Then answer questions about the article. Choose the best answer
for Numbers 15 and 16.**

Winters are long in the Arctic. People who live there cannot grow crops on the frozen earth. They must find animals and fish to eat. Arctic hunters and fishers must travel across snow and ice.

Long ago, Arctic people learned how to build sleds. They built sleds with runners. Runners are blades on the bottom of a sled. The runners moved easily over the hard-packed snow. The runners were usually made out of wood. But few trees grow in the Arctic. Strips of animal bones and horns were added to make the wooden runners stronger. The Arctic people trained dogs to pull the sleds.

Today, people of the Arctic still hunt and fish. But snowmobiles have become more popular than sleds. Snowmobiles can go faster than sleds pulled by animals. And snowmobiles don't get tired or need to rest!



- 15.** Bones and horns were added to runners because they
- Ⓐ made it easier for dogs to pull the sleds.
 - Ⓑ helped the runners move more smoothly across the snow.
 - Ⓒ caused the sled to go faster.
 - Ⓓ made the runners stronger.
- 16.** Why are snowmobiles more popular than sleds?
- Ⓐ There are few trees to build sleds.
 - Ⓑ Snowmobiles go faster than sleds.
 - Ⓒ There are no animals to pull the sleds.
 - Ⓓ Snowmobiles hold more people than sleds.

Lesson 6

MAKING PREDICTIONS

PART ONE: Think About the Strategy



What Is a Prediction?

A prediction is a good guess about something that will happen at a later time.
A prediction is often based on information you already know or have read about.

- 1 Write one thing you guessed would happen yesterday or the day before.

- 2 Write the clues that made you guess this would happen.

- 3 Was your guess correct? Why do you think this was so?



Work with a Partner

- Tell each other something you thought would happen that actually did happen. For example, you might tell about a movie you enjoyed seeing that you had guessed you would like.
- Take turns explaining why you thought your predictions would happen.

How Do You Make a Prediction?

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

Read the title of this passage.

Make one or two guesses about what you will find out as you read.

Then read the passage.

The Birthday Puppy

Ty has always wanted a puppy. His mother told him that he had to wait until he was twelve years old. Then he could get a puppy of his own. Ty is eleven. His birthday is in two days.

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



Predictions:

1. A puppy might have a birthday.
2. Someone gets a puppy as a present.

3. Now look at the box next to the magnifying glass. The box shows two good guesses, or predictions, about what the passage is about.
4. Think again about the title and the information in the passage.
5. Write the prediction from the box that is correct.



WHAT TO KNOW

When you think about what might happen next in a reading passage, you are **making a prediction**. You are using clues from a reading passage, 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 reading passage. Read the title, and then make a prediction about what you will be reading.
- Clues are often in the details of a reading passage. 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 the pictures included with a passage. Pictures often show something that is happening or will happen soon.

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

Parade Day Blues

Jami jumped out of bed. She was so excited. Today was the Flag Day parade. Jami had never been in a parade before. But this year she was going to march with her third-grade class. As Jami got dressed, her older brother called out to her. “Before you get dressed, you might want to look outside.” Jami looked out the window of her room. The sky was dark and gray.

**Think about what you read and what you already know about parades.
Make a good guess about what might happen next. Then continue
reading to see how close your guess is to what actually happens.**

“It’s raining!” shouted Jami, as raindrops began falling.
“That’s not the worst part,” said her brother.
“It’s supposed to rain for three days without stopping.”
Jami knew there was no chance that the parade would still happen. Then she got the phone call from her teacher.
The parade was cancelled.



What happened next in the story was:

It started to rain, and the parade was cancelled.

Read this story about a new library book. As you read, ask yourself, “What does the title tell me about what I will be reading? Which details will help me predict what will happen next?” Then answer the questions.

Story Hour

It was Leo’s turn to take his little cousin, Billy, to the library. Miss Dee, the storyteller at the library, was just getting ready to read a new book. She asked the children to sit on the floor around her storytelling chair.

“Does anyone here have a pet?” Miss Dee asked the children.

Billy raised his hand and told everyone about his cat, Snowball. Marta told a story about her dog, Rover. Liz talked about her goldfish, Bubbles.

Miss Dee then asked the children if they knew anyone who had a pet dinosaur.

“No one could have a pet dinosaur!” Marta said with a laugh.

“Well, let’s see,” said Miss Dee as she took a large picture book out of the bag next to her chair.

1. Which of these is most likely the name of the book that Miss Dee will read?
 - Ⓐ *Trains and Planes*
 - Ⓑ *Princess Polly Goes to Paris*
 - Ⓒ *Taking T. Rex for a Walk*
 - Ⓓ *Pioneer Family*
2. Where did you find clues to help you make your prediction?
 - Ⓐ in the title of the story
 - Ⓑ in the things Miss Dee asked
 - Ⓒ in the details about the pets of the children
 - Ⓓ in the details about what Miss Dee took out of her bag



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 reading passage, as well as things you already know, to make a good guess about what might happen next.

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

Read this article about a popular author. As you read, think about the kind of books the author liked to write. Then answer the questions.

Have you ever met Brave Irene, Dr. DeSoto, or Sylvester the donkey? If you have, then you have probably read the books of William Steig.

William Steig began his career as a cartoonist. When Steig was 22, his father told him the family needed money. Steig thought drawing cartoons would be an easy way to earn some money. He was right. He soon sold a cartoon to the *New Yorker* magazine. Steig had a cartoon in the *New Yorker* almost every week for 60 years! That’s close to 3,000 cartoons.

Steig wrote his first children’s book in 1969. He wrote many more books for children after that. The heroes of Steig’s books are brave, clever, and full of hope. They are also very amusing. Ask your school librarian for books by William Steig. You’ll be glad you did!

3. Suppose someone wants to write a book about the kind of heroes William Steig wrote about. The book would most likely tell about characters who are
 - Ⓐ silly and stupid.
 - Ⓑ tired and grumpy.
 - Ⓒ lazy and foolish.
 - Ⓓ smart and funny.
4. Which detail from the article helped you make your prediction?
 - Ⓐ The heroes of Steig’s books are brave, clever, and full of hope.
 - Ⓑ Ask your school librarian for books by William Steig.
 - Ⓒ William Steig began his career as a cartoonist.
 - Ⓓ He wrote many more books for children after that.

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. Suppose someone wants to write a book about the kind of heroes William Steig wrote about. The book would most likely tell about characters who are

Ⓐ **silly and stupid.**

This answer is not correct because the last paragraph tells you that the heroes in Steig's book are brave, clever, and full of hope.

Ⓑ **tired and grumpy.**

This answer is not correct because the last paragraph tells about the kind of heroes in Steig's books. A hero probably would not be tired and grumpy.

Ⓒ **lazy and foolish.**

This answer is not correct because the last paragraph tells that the heroes in Steig's book are brave, clever, and full of hope. A hero would probably not be lazy and foolish.

● **smart and funny.**

This answer is correct because the last paragraph tells about the kind of heroes in Steig's books. Details state that some of his heroes are clever and amusing. So a hero who was smart and funny probably would be talked about in the book of someone who wanted to write about the kind of heroes Steig wrote about.

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

● **The heroes of Steig's books are brave, clever, and full of hope.**

This answer is correct because this detail helps you predict what kind of characters someone might write about in future books.

Ⓑ **Ask your school librarian for books by William Steig.**

This answer is not correct because this detail does not give any clues about the kinds of characters Steig writes about.

Ⓒ **William Steig began his career as a cartoonist.**

This answer is not correct because this detail gives a clue only about one of Steig's other talents.

Ⓓ **He wrote many more books for children after that.**

This answer is not correct because this detail gives a clue only about the number of books Steig wrote.



MORE TO KNOW

- Think about what you already know about the things described in a reading passage. If you are reading about weather, think about what you already know about weather. If you are reading about a pet, think about what you already know about pets.
- Connect what you already know with the clues you find in the reading passage to make a good prediction.

**Read this story about two brothers fishing on a lake.
Then answer the questions.**

“Look at the sky,” Manny said as he cast his fishing line from the front seat of the canoe.

His brother, David, glanced upward. The bright sunlight of the morning sky was gone. In its place were dark clouds, moving swiftly across the blue sky. “Where did all of those clouds come from?”

Manny shrugged. “I don’t know, but they sure moved in quickly.” Manny looked over his shoulder. The clouds were turning darker. “It looks like the weather is going to change.”

“I agree,” David said. A strong, cool breeze blew across his face. He tightened the cap on his head. “I wonder how long we should stay out on the lake.”

As David spoke, they saw a flash of light in the distance. “I don’t know about you,” Manny replied, “but I think we should head home now!”

- Predict what kind of weather will most likely occur next in the story.
 - The sky will become sunny again.
 - Snow will fall on the lake.
 - A tornado will form over the water.
 - Rain will fall from the dark clouds.
- What will the boys most likely do next?
 - stay on the lake
 - paddle to shore
 - talk more about what to do
 - fish closer to the shore
- Predict what would happen if the boys stayed out on the lake.
 - They would catch many fish.
 - They would fall out of the canoe.
 - They would be in danger.
 - The weather would not change.
- If the weather had not changed, the boys would probably have
 - gone swimming.
 - returned home.
 - continued fishing.
 - gotten into an argument.

Read this article about a different kind of pet. Then answer the questions.

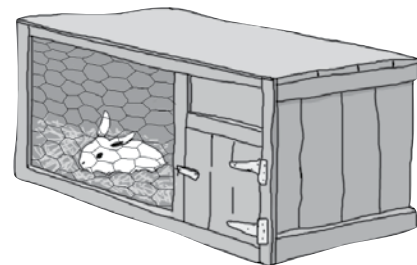
House Rabbits

A house rabbit is just that—a rabbit that lives in your house instead of outside or in a barn. You can even have an apartment rabbit. Rabbits are great pets because they like to be around people. They are very friendly and affectionate.

A rabbit that lives inside needs its own hutch. A hutch is a small rabbit house made of wire and wood.

Rabbits are very smart and very clean. Like a cat, a rabbit can learn to use a litter box. Put a litter box inside the rabbit's hutch. In just a few weeks, the rabbit will figure out how to use it.

Rabbits are very curious, and they love to chew. They will chew anything! Before you let your rabbit loose in your house, give it a safe toy to chew.



9. Predict what would happen if you placed a toy rabbit outside the hutch near your pet rabbit.
- Ⓐ The rabbit would ignore it.
 - Ⓑ The rabbit would sleep near it.
 - Ⓒ The rabbit would show interest in it.
 - Ⓓ The rabbit would be afraid of it.
10. If you were going to buy a pet rabbit, which book would probably be most useful?
- Ⓐ *All About Wild Rabbits*
 - Ⓑ *Caring for Pet Rabbits*
 - Ⓒ *Floppy Bunny Goes to School*
 - Ⓓ *How to Train Your Pet Cat*
11. Predict what would most likely happen if you did not provide safe toys for your pet rabbit to chew.
- Ⓐ The rabbit would run away.
 - Ⓑ The rabbit would find something else to chew.
 - Ⓒ The rabbit would lose its teeth in time.
 - Ⓓ The rabbit would soon stop eating.
12. Who would most likely buy a house rabbit?
- Ⓐ Someone who doesn't like cats.
 - Ⓑ Someone who has a big yard.
 - Ⓒ Someone who lives on a farm.
 - Ⓓ Someone who wants a loving pet.

**TEST
TIPS**

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

Read this article about birds. Then answer questions about the article. Choose the best answer for Numbers 13 and 14.

Be Kind to Your Feathered Friends

Many birds in the wild depend on the kindness of people for their food. This is especially true in places where there are many homes and roads. When land is cleared to build new neighborhoods, many plants are destroyed. This makes it harder for birds to find food. If people don't provide food, the birds must find a new place to live.

There are several ways to feed birds. One way is to put out a feeder filled with sunflower seeds or mixed seeds. Cardinals like to eat from a feeder. Other birds, like sparrows, prefer to eat seeds that have been scattered on the ground. In the winter months, birds need fat to help them survive the cold. To help them, take a large pinecone, spread peanut butter all over it, and then roll the cone in mixed seeds. Add a string hanger, and place it on a tree branch.

Try one of these ideas, or try them all. But don't be surprised if it takes a while for the birds to find the food. Once they do, they'll keep coming back for more.

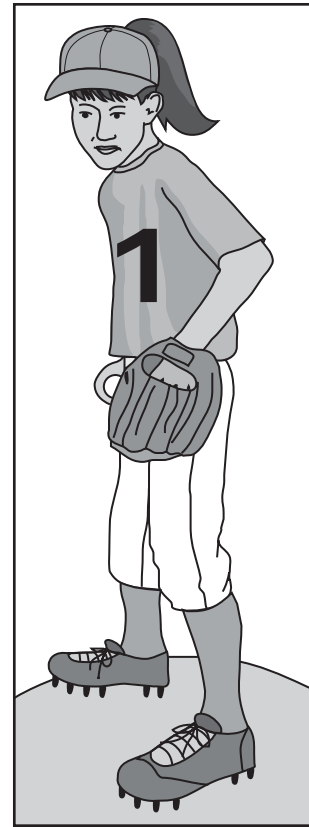
13. Predict what will probably happen the day after you hang a new bird feeder.
- Ⓐ The seeds will sprout new plants.
 - Ⓑ Few, if any, birds will eat from it.
 - Ⓒ Sparrows will scatter the seeds to the ground.
 - Ⓓ Birds will enjoy the food within minutes of hanging the feeder.
14. What would most likely happen if people stopped providing food for wild birds?
- Ⓐ The birds would have to find different foods to eat.
 - Ⓑ The birds would die.
 - Ⓒ The birds would move to another area.
 - Ⓓ The birds would begin to eat other animals.

Read this story about two cousins in an unusual situation. Then answer questions about the story. Choose the best answer for Numbers 15 and 16.

Lin felt uneasy as she stood on the pitcher's mound. She could scarcely look at the batter, her cousin David. They had played baseball together many times before at the park. But Lin had never before pitched to David in a real game. At the park, David usually swung and missed whenever Lin pitched to him.

"Should I pitch easier to David than I have to the other players?" Lin wondered. "After all, he is my cousin. I would feel terrible if I struck him out, especially in front of all his friends."

Lin took a deep breath. Perhaps the idea of throwing easy pitches was not so good. "David and I have played baseball so often," Lin said to herself, "he'll know if I don't pitch my best. He would be upset if he thought I was taking it easy on him. Besides, he got two hits against the other pitcher. Maybe he can do the same against me." Lin knew what she had to do.



15. Predict what Lin will do next.

- Ⓐ She will throw the ball harder than she ever has.
- Ⓑ She will ask her coach to get another pitcher.
- Ⓒ She will pitch easily to her cousin.
- Ⓓ She will pitch to her cousin as she would to any other batter.

16. What will most likely happen if Lin pitches to David the way she usually does?

- Ⓐ David will hit a home run.
- Ⓑ David will strike out.
- Ⓒ David will swing only at the slow pitches.
- Ⓓ David will hit the ball farther than he ever has.

PART ONE: Read an Article

Read this article about a special kind of school. Then answer questions about the article. Choose the best answer for Numbers 1 through 6.

Long ago, there were few schools in the United States. Most children learned to read and write at home. As towns and villages got bigger, people began to build schoolhouses.

Many early schoolhouses had only one room. So students of all ages were in the same class. Students who were six years old studied next to students who were twelve or thirteen years old.

A one-room schoolhouse had only one teacher. Most teachers were just a few years older than some of their students. The teacher sat at a high desk in the front of the class. This way, the teacher could see over the entire room.

A wood stove in the middle of the room provided heat. Students would bring in wood from home. The walls of the classroom were black and sooty because of the smoke from the stove.

One hundred years ago, there were about 200,000 one-room schoolhouses. Today, there are only about 800. They are found in parts of the country where few people live. Alaska and parts of California are home to many of today's one-room schoolhouses.



Recognizing Cause and Effect

1. Teachers in a one-room schoolhouse sat at a high desk because
- Ⓐ most of them were small children.
 - Ⓑ they wanted to be able to see the entire room.
 - Ⓒ they wanted to be treated like kings and queens.
 - Ⓓ they wanted parents to be able to find them.

Comparing and Contrasting

4. How are one-room schoolhouses like most large schools today?
- Ⓐ Both are heated with wood stoves.
 - Ⓑ Both are places for teaching and learning.
 - Ⓒ Both have children of all ages in one classroom.
 - Ⓓ Both have only one classroom.

Recognizing Cause and Effect

2. Which clue word in the article signals the reason that the walls of a one-room schoolhouse were black?
- Ⓐ so
 - Ⓑ since
 - Ⓒ reason
 - Ⓓ because

Making Predictions

5. Where would you most likely find a one-room schoolhouse today?
- Ⓐ in the city
 - Ⓑ in a small town
 - Ⓒ near an amusement park
 - Ⓓ close to busy shopping areas

Comparing and Contrasting

3. Teachers in one-room schoolhouses of the past were different from teachers today because they
- Ⓐ sat at a desk at the front of the room.
 - Ⓑ taught students in heated rooms.
 - Ⓒ lived and worked at the school.
 - Ⓓ taught students of all ages in the same room.

Making Predictions

6. Imagine that an old one-room schoolhouse has been turned into a museum. Predict what you would most likely find in the museum.
- Ⓐ a book about computers
 - Ⓑ a model of a spaceship
 - Ⓒ a teacher's desk low to the floor
 - Ⓓ a box filled with chopped wood



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

The Painter and the Judge

Long ago, there was a judge who was very dishonest. He wouldn't even listen to what people had to say to the court unless they paid him a handsome sum. Even then, there was no guarantee that the judge would help. Sometimes he just took the money and did not give a fair hearing at court. Most people knew that the judge thought only of himself. He thought nothing of taking people's money.

A painter came to live in the same village as the judge. He had heard stories about how the judge cheated the townspeople. The judge had heard stories about the painter as well. He heard that the painter could paint pictures more beautiful than anyone had ever seen. The judge got a roll of white paper and went to look for the painter. He finally found him in the village square.

"You will paint me a beautiful picture," said the judge to the painter.

The painter did not want to do the work. He knew the judge would probably not pay him.

"I wish I had the time, sir," said the painter, "but I am very busy now. Perhaps another time."

But the judge would not hear of it. He begged the painter to paint a picture. Finally, he told the painter that he would hang the picture in the town square for all the important people to see. The painter decided that he would do the work after all.

A day later, the painter went to see the judge.

"I have finished your picture," he said, handing the judge the roll of paper.

The judge was overjoyed that the painter had done the work so quickly. He smiled with delight as he unrolled the paper, but his smile turned to a frown when he found no picture on the paper. All he saw were a few words that read, "Cows on Grass."

"Where is the grass?" asked the judge.

"The cows have eaten it," said the painter.

"Then where are the cows?" asked the judge.

"After they ate all the grass," said the painter, "there was nothing for them to do. So, they left."

Recognizing Cause and Effect

7. The painter did not want to paint a picture for the judge because
- Ⓐ he didn't have money for paint.
 - Ⓑ he couldn't think of anything to paint a picture of.
 - Ⓒ he thought the judge might not pay him.
 - Ⓓ he was too busy doing work for someone else.

Comparing and Contrasting

10. How is the painting that the painter gave the judge different from most paintings?
- Ⓐ It has no pictures on it.
 - Ⓑ It has real grass on it.
 - Ⓒ It shows cows eating grass.
 - Ⓓ It tells a story with pictures.

Recognizing Cause and Effect

8. Why did the painter finally agree to paint the picture?
- Ⓐ because the judge promised to hang the picture where important people would see it
 - Ⓑ because the judge paid the painter a handsome sum
 - Ⓒ because the painter was afraid of the judge
 - Ⓓ because the painter decided he had the time after all

Making Predictions

11. What would someone most likely do if he wanted the judge to listen to him?
- Ⓐ paint the judge a picture
 - Ⓑ offer the judge lots of money
 - Ⓒ write the judge a letter
 - Ⓓ cheat the judge out of money

Comparing and Contrasting

9. How is the judge in the folktale different from most judges?
- Ⓐ He listens to people.
 - Ⓑ He is fair.
 - Ⓒ He makes important decisions.
 - Ⓓ He cheats people.

Making Predictions

12. Predict what would probably happen the next time that the judge wants a picture.
- Ⓐ He will try to paint the picture himself.
 - Ⓑ He will ask the same painter to do the work.
 - Ⓒ He will ask a different painter to do the work.
 - Ⓓ He will pay a painter first.

Lesson 7

FINDING WORD MEANING IN CONTEXT

PART ONE: Think About the Strategy



What Is Word Meaning in Context?

Sometimes when you speak with someone, they use a word you've never heard before. Many times you can figure out the meaning of the word by how the person uses it.

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

- 2 Someone says to you: "The cat likes to hide but will emerge for dinner." Write what you think the word *emerge* means now.

- 3 Write the clues in the underlined sentence that helped you figure out what the word *emerge* means.



Work with a Partner

- Talk about some of the new words you have learned lately.
- Take turns using each new word in a sentence. Make sure your sentence gives a good hint about the meaning of the word.
- Have your partner guess what the new word means.

How Do You Find Word Meaning in Context?

When you come to a new word in a reading passage, you can find word meaning in context. You can look for clues to help you figure out what the new word means. Clues may be in the sentence where the word is found. Clues may also be in the sentence just before or just after the one in which the word is found.

Read this passage about animals that sleep during the day. See if you can figure out what the meaning of the word *behave* is.

Owls are best known for sleeping during the day and coming out at night to look for food. Raccoons also behave in this way. They sleep during the day and search for food at night. Can you think of any other animals that sleep during the day?

1. Let’s narrow down the clues to figure out the meaning of *behave*.

Look at the chart below.

It shows three sentences: the one that comes before the word *behave*, the one that contains the word *behave*, and the one that comes after the word *behave*.

Look carefully at the sentences that come before and after the word *behave*.

Owls are best known for sleeping during the day and coming out at night to look for food.	Raccoons also behave in this way.	They sleep during the day and search for food at night.
Before		After

2. Now think about what the clues in the sentences tell you:

Owls sleep during the day and come out at night to look for food.

Raccoons behave like owls.

If raccoons behave like owls, they must also sleep during the day and come out at night to look for food.

3. So the word *behave* must mean _____.



WHAT TO KNOW

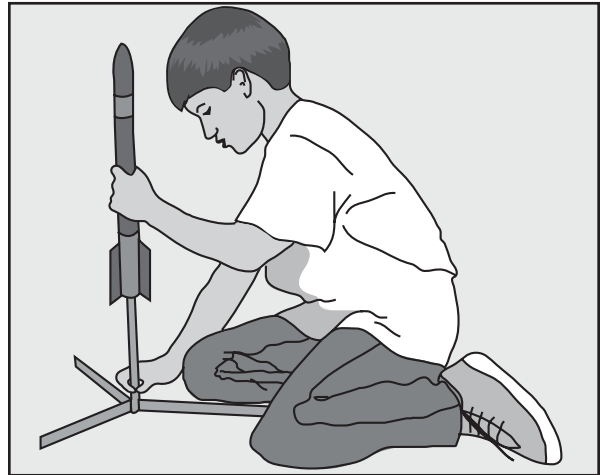
When you use clues in a reading passage to figure out the meaning of a new word, you are **finding word meaning in context**. The words and phrases around a new word often provide clues to the word's meaning. These clues are called **context clues**.

- Context clues are often in the sentence where the new word appears. They can also be in the sentences before and after the new word.
- Clues about the meaning of a new word are often found by thinking about how the word is used in the sentence.
- Clues about the meaning of a new word can be found by thinking about the details in the paragraph where the new word is found.

Read this story about Paul and his grandfather. As you read, think about the meaning of the word *launch* in the last sentence.

Paul and his grandfather build rockets together. Today they are going to try out the new rocket they made. Paul placed the rocket in the middle of the yard. Grandfather handed Paul the controls to the rocket.

"When you're ready to send the rocket into space, push the red button," said Grandfather. Paul smiled as he got ready to launch the rocket.



You can figure out the meaning of the word *launch* by looking at the words and phrases around it. The phrase *to send the rocket into space* is a clue to the meaning of the word *launch*.

The meaning of the word *launch* is "to send into space."

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

Butterfly Dance

Butterfly, butterfly,
hovering nearby.
Butterfly, butterfly,
floating in the sky.
Come rest on the flowers
that smell so sweet.
While you sip their nectar
and rest your feet.



1. The word *hovering* probably means
 - Ⓐ “smelling the flowers.”
 - Ⓑ “flying quickly through the air.”
 - Ⓒ “looking for flowers.”
 - Ⓓ “moving but going nowhere.”
2. Which phrase in the poem gives a clue to the meaning of the word *hovering*?
 - Ⓐ butterfly, butterfly
 - Ⓑ flowers that smell so sweet
 - Ⓒ floating in the sky
 - Ⓓ sip their nectar



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.



REVIEW

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

- Look for context 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 how the word is used in the sentence.
- Look for clues about the meaning of a new word by thinking about the details in the paragraph where the new word is found.

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

The New Princess

Once upon a time, there was a king and a queen. They were excited about the birth of their daughter. Fairies flew in from all directions to see the new princess.

The fairies looked in on the sleeping baby. Then they began to bestow beauty, charm, and grace upon her. They said, "Our gifts will help the princess become beautiful, charming, and graceful."

"Wait a minute!" announced the queen. "Of course, I want my daughter to be beautiful, charming, and graceful. But most of all, I want her to be herself. If she wants to be charming, let her practice her manners. If she wants to be smart, she can study. If she wants to be musical, let her take music lessons."

And so, the princess grew into a lovely young lady. She had needed no help, but from herself.



3. In paragraph 2, the word *bestow* probably means

- (A) "look for."
- (B) "cover with."
- (C) "take away."
- (D) "give as a gift."

4. What is the best meaning of the word *charming* in the story?

- (A) "most beautiful of all"
- (B) "protected from harm"
- (C) "pleasing and polite to others"
- (D) "acting rudely and meanly"

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 paragraph 2, the word *bestow* probably means

Ⓐ “look for.”

This answer is not correct because the fairies did not come to the castle to look for beauty, charm, and grace. They came to look for the baby princess.

Ⓑ “cover with.”

This answer is not correct because the words and phrases around the word *bestow* do not give any clues about the baby’s being covered with anything.

Ⓒ “take away.”

This answer is not correct because there are no clues that say that fairies took something from the baby.

Ⓓ “give as a gift.”

This answer is correct because the words and phrases before and after the word *bestow* tell about the fairies coming to the castle to bring gifts. So you can figure out that the word *bestow* probably means, “give as a gift.”

4. What is the best meaning of the word *charming* in the story?

Ⓐ “most beautiful of all”

This answer is not correct because the words and phrases around the word *charming* tell that in order to be charming one would have to practice manners. Being the most beautiful of all has nothing to do with manners.

Ⓑ “protected from harm”

This answer is not correct because the words and phrases around the word *charming* do not describe anything that would protect the baby from harm.

Ⓒ “pleasing and polite to others”

This answer is correct because the phrase “let her practice her manners” is near the word *charming*. The phrase gives a clue about the word’s meaning. So you can figure out that someone who has good manners is probably pleasing and polite to others.

Ⓓ “acting rudely and meanly”

This answer is not correct because the words and phrases around the word *charming* do not describe ways of acting rudely or meanly.

**MORE
TO
KNOW**

- Look for a synonym, or a word with a similar meaning, near a new word in a reading passage.
- Look for an antonym, or a word with an opposite meaning, near a new word in a reading passage.
- Once you think you know the meaning of a new word, read the sentence where the word appears and use the new meaning. Does the sentence still make sense in the story? If so, you've probably figured out the meaning of the new word.

Read this article about swans. Then answer the questions.

Imagine a peaceful pair of snow-white swans gliding across a still pond. *Serene* and *beautiful* are two words that come to mind.

“Absolutely wrong!” say some scientists. According to these experts, some swans are mean and nasty, especially mute swans. Mute swans are large birds. When they move into an area, they drive away smaller birds. They sometimes attack animals and people. Mute swans are also destructive. They cause damage to many kinds of plants. Mute swans eat four to eight pounds of plants a day. They even eat the roots. Many plants die and never grow back.

The number of mute swans in parts of the United States is exploding! In Massachusetts alone, there are twice as many now as there were ten years ago. This would be okay if the birds that looked so delightful weren't so unpleasant.

Officials in Rhode Island are desperate for help. Scientists there shake the nests of mute swans. This keeps the eggs from hatching. But they'd better watch out! Mute swans with eggs are even meaner!

5. In the first paragraph, which clue word is a synonym of *serene*?
(A) beautiful (C) pond
(B) peaceful (D) snow-white
6. The word *unpleasant* is in paragraph 3. Which clue word is an antonym of *unpleasant*?
(A) exploding (C) mute
(B) looked (D) delightful
7. In paragraph 2, which word gives a clue to the meaning of *destructive*?
(A) damage (C) drive
(B) people (D) roots
8. The best meaning of *desperate* in the last paragraph is
(A) “full of hope.”
(B) “in great need.”
(C) “dangerous or serious.”
(D) “willing to give up.”

Read this story about two friends who find an unexpected surprise while walking. Then answer the questions.

A Cry in the Woods

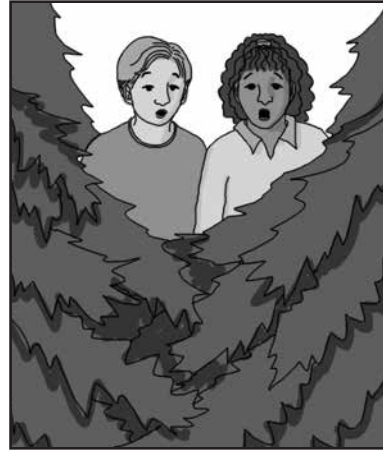
Ada stopped along the side of the wooded path. “Did you hear that?” she asked her friend Hasan. “I think I heard something. I think it might have been a voice.”

Hasan strained his ears. A faint cry of “help” seemed to echo in the woods. “I heard it, too!” he exclaimed.

“Follow me!” Ada said as she burst down the path. “There’s a clearing up ahead. We’ll be able to see what’s going on from there.” Hasan hurried to stay close behind.

Together, the two friends followed the sound. When they arrived at the field, their eyes grew large and their tired legs came to a sudden stop.

There, in the clearing, were three small children, whimpering. They seemed tired and afraid. “We’d better help them,” Ada said as she marched across the clearing. “They look as if they’ve been lost for hours.”



9. In paragraph 2, you can tell that *faint* means
- (A) “fearful.” (C) “easy to find.”
(B) “loud.” (D) “hard to hear.”
10. In paragraph 3, which word gives a clue to the meaning of *burst*?
- (A) path (C) hurried
(B) follow (D) see
11. Which clue word is a synonym of *clearing*?
- (A) path (C) sound
(B) field (D) cry
12. In the last paragraph, the best meaning of the word *whimpering* is
- (A) “yelling loudly.”
(B) “shaking with fear.”
(C) “crying softly.”
(D) “jumping happily.”



**TEST
TIPS**

- A test question about finding meaning in context asks you about the meaning of a word as it is used in a reading passage. Some words have more than one meaning. Be sure you choose the correct meaning for the way the word is used in the passage.
- A test question about finding meaning in context usually has several answer choices. Try each answer choice in the sentence in which the word appears. Decide which answer choice makes the most sense in the reading passage.

Read this song written by a cowboy. Then answer questions about the song. Choose the best answer for Numbers 13 and 14.

Red River Valley

From this valley they say you are going;
We will miss your bright eyes and sweet smile,
For they say you are taking the sunshine
That has brightened our pathway awhile.

Come and sit by my side if you love me.
Do not hasten to tell me adieu,
But remember the Red River Valley
And the cowboy that loves you so true.

adieu: a French word meaning "good-bye"

Won't you think of this valley you're leaving?
Oh, how lonely, how sad it will be.
Oh, think of the fond heart you're breaking
And the grief you are causing me.

13. In the song, the word *hasten* means

- (A) "come back again."
- (B) "stop suddenly."
- (C) "act quickly."
- (D) "whisper."

14. In the last line, what is the best meaning of *grief*?

- (A) "love"
- (B) "sadness"
- (C) "peace"
- (D) "happiness"



Read this article written by a student for a school newspaper.
Then answer questions about the article. Choose the best answer
for Numbers 15 and 16.

Students Need More Recess

by Carla Gonzalez

How many of you noticed that recess was cut by ten minutes this year? Last year, recess was twenty minutes. But this year, recess is only half that time.

Why the change? Well, I posed the question to our principal, Ms. Bates, last week.

“A new law was passed over the summer,” explained Ms. Bates. “The law states that students need to spend more time learning in the classroom. As a result, the amount of time for daily recess had to be decreased.”

So what can students do about this? Talk to your parents. Explain to them how important it is for us to have a longer recess. Students need to talk, run, and have fun. Recess helps us stay fit. Recess also helps us pay better attention during class. Ask them to help schools solve the time problem. Maybe then, we can get the twenty minutes of recess we need!



15. In paragraph 2, *posed* means

- Ⓐ “requested.”
- Ⓑ “explained.”
- Ⓒ “asked.”
- Ⓓ “answered.”

16. The best meaning of the word *decreased* is

- Ⓐ “made less or smaller.”
- Ⓑ “done away with or removed.”
- Ⓒ “changed again.”
- Ⓓ “found inside.”

Lesson 8

DRAWING CONCLUSIONS AND MAKING INFERENCES

PART ONE: Think About the Strategy



What Are Conclusions and Inferences?

There are many times each day when you figure out something on your own without being told what is happening. If you see someone crying, you know that the person is sad. If you hear someone laughing, you know that the person just heard something funny.

- 1 Write what you can figure out about the weather if you see people outside walking under umbrellas.

- 2 Write the clues that helped you figure this out.



Work with a Partner

- Take turns asking each other “What can you figure out?” questions.
- Ask questions such as, “What time of day is it if there are stars in the sky?”

How Do You Draw Conclusions and Make Inferences?

There are many times when you read that you draw conclusions and make inferences. Sometimes the author does not give you all the details. You need to figure out some things by yourself. An author might write about a sunset. The author does not need to tell you what time of day it is. You can figure out on your own that it's evening.

Read this passage about Mrs. Anderson's dog. See what you can figure out on your own.

Mrs. Anderson's dog barks every night, all night long. The dog is very large and very loud. Mrs. Anderson's neighbors cannot sleep.

- 1. Let's draw a conclusion. Think about what the author tells you. Also think about what the author just hints at.
- 2. Look at the chart below. The first box lists three details that the author gives in the story.
- 3. The second box tells what is just hinted at in the story. The author leaves this information out.
- 4. What can you figure out on your own? Fill in the missing information in the last box.

What details are given?	What information does the author leave out?	What can you figure out on your own?
Mrs. Anderson's dog barks every night. The dog is very large and very loud. Mrs. Anderson's neighbors cannot sleep.	The author does not tell why Mrs. Anderson's neighbors cannot sleep.	Mrs. Anderson's neighbors cannot sleep because _____ _____ _____.



WHAT TO KNOW

Information is not always clearly stated in a reading passage. You must figure out some information on your own. Whenever you figure out something the author doesn't tell you in a reading passage, you are **drawing a conclusion** or **making an inference**.

- Pay attention to the details in a reading passage. You can use these details to figure out information that is not clearly stated.
- Use the details from the reading passage and what you know from your own life to draw a conclusion or to make an inference.

Read this story about a girl named Ana. As you read, try to figure out why the crowd is cheering at the end of the story.

Today was the day of the big gymnastics meet. It was Ana's turn on the balance beam. For months, Ana had been practicing her routine. But practice was one thing. Now there were hundreds of people here at the meet! Ana spotted her family sitting in the stands. They gave her an encouraging wave.

Ana got on the balance beam. Everything was going so well—her split, her forward roll, and her cartwheel. Now for the back flip! Ana could hear the crowd cheer. The hours of practice had been worth it.



This story does not tell you why the crowd was cheering. It does, however, give you details to help you figure out why this happened.

Everything was going so well.

The hours of practice had been worth it.

These details help you figure out that Ana's back flip was successful. You probably know from your own experiences that by practicing something, you learn to do it better. You probably also know that people cheer when something good happens.

Read this sign about a town event. As you read, look for details that help you figure out some of the things people can do at the event. Then answer the questions.

Farmer's Market



Every Saturday
on the Town Common
8:00 A.M. to 3:00 P.M.



Shop for fresh fruits and vegetables
at over 25 booths from local farms.
Swap recipes at the Cook's Table.
Buy fresh breads, cakes, and cookies.
Bring the family!

Farmers will show children how to plant and care for a garden.
Children will learn about the parts of plants they can eat.
Have children bring a small container and soil.
Children will be given vegetable seeds.

1. From the sign, you can tell that
 - (A) children will not be welcome.
 - (B) children will be able to plant seeds.
 - (C) all plants can be used for food.
 - (D) all farmers will be selling bread.
2. Which detail from the sign helps you answer question 1?
 - (A) Swap recipes at the Cook's Table.
 - (B) Bring the family!
 - (C) Children will learn about the parts of plants they can eat.
 - (D) Have children bring a small container and soil.



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.



REVIEW

Drawing a conclusion or making an inference is a way of figuring out information that is not clearly stated in a reading passage.

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

Read this fable about an old lion and a fox. As you read, ask yourself, “What information can I figure out on my own?” Then answer the questions.

Lion pretended that he was sick and lay down in his cave. He sent for all the animals in his kingdom, saying that he wanted to bid them farewell. Goat was the first one to enter the cave. Sheep was the next to arrive. He listened for a moment but didn't hear any voices. He went into the cave anyway. Even before Sheep came out, Calf entered the cave. They all wanted to hear the last words of the King of the Beasts.

Then, surprisingly, Lion seemed to get better. He came to the opening of the cave. There he saw Fox.

“Fox, why did you not come to say good-bye to me?” asked Lion.

“I beg your pardon, your Highness,” said Fox. “But I noticed the path of the animals that have already come to see you. And while I see many footprints going in, I see none coming out. Until the animals that entered your cave come out again, I find it wiser to remain out here.”



3. Lion invited the animals into the cave so that he could
 - Ⓐ say good-bye to them.
 - Ⓑ trick them.
 - Ⓒ eat dinner with them.
 - Ⓓ have a party for Fox.
4. You can figure out that
 - Ⓐ Lion ate Goat, Sheep, and Calf.
 - Ⓑ Lion was so sick that he was about to die.
 - Ⓒ Fox told the other animals not to go into the cave.
 - Ⓓ Fox was the last animal to go into the cave.

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. Lion invited the animals into the cave so that he could

Ⓐ say good-bye to them.

This answer is not correct because the details in the fable tell that Lion only *said* that he wanted to bid the animals farewell, or say good-bye. But no voices were ever heard from inside the cave.

● trick them.

This answer is correct because the details explain that the lion only pretended to be sick. You can figure out that this was a trick to get the animals to come into the cave so Lion could eat them.

Ⓒ eat dinner with them.

This answer is not correct because there are no details that tell about the lion eating dinner with the animals that visited him.

Ⓓ have a party for Fox.

This answer is not correct because there are no details about a party. Also, the details explain that Fox never went into the cave.

4. You can figure out that

● Lion ate Goat, Sheep, and Calf.

This answer is correct because the details show that these animals went into the cave but never came out again. You can use these details along with what you know about lions to figure out that Lion ate the animals.

Ⓑ Lion was so sick that he was about to die.

This answer is not correct because the details tell that Lion only pretended to be sick. The details also explain that Lion got better and came out to talk to Fox.

Ⓒ Fox told the other animals not to go into the cave.

This answer is not correct because the details explain that Fox arrived after all the other animals. So he could not have told them not to go into the cave.

Ⓓ Fox was the last animal to go into the cave.

This answer is not correct because the details explain that Fox figured out that Lion had tricked the animals. Fox noticed footprints going in, but none coming out, so he never went into the cave. Fox learned from the others' bad luck.



**MORE
TO
KNOW**

- Look for details in a reading passage that tell about the way a person or character looks, acts, thinks, feels, and speaks. Then think about how people with similar qualities act.
- Think about where something happens or when it happens in a reading passage. If something happens near the Statue of Liberty, you can figure out that the setting is New York. If something happens as the sun is rising, you can figure out that it is morning.

**Read this article about a girl who visits her family in India.
Then answer the questions.**

Shalini was born in India. She grew up in America with her mother and father. Her family moved to New York when her father got a new job. They left India for their new home in America when Shalini was four years old.

Most of Shalini's family still lives in India. She has not seen her grandparents, aunts, uncles, or cousins for a long time. Shalini just returned from a visit to India. She met her cousin Yatish for the first time.

"Yatish and his family are like me and my family," says Shalini. "They do not eat most meat or any fish. But they do eat chicken, eggs, and cheese."

Shalini will return to India next summer. She will stay with her grandparents and spend eight weeks with them. "I can't wait," says Shalini. "I love living in America, but India is also my home."

- You can tell from the article that Yatish
 - does not care about what he eats.
 - eats only certain foods.
 - eats whatever foods he wants.
 - does not enjoy eating sweets.
- A good meal to serve Yatish would be
 - hamburgers and fries.
 - spaghetti and meatballs.
 - steak and mashed potatoes.
 - chicken and rice.
- From the article, you can tell that Shalini
 - grew up in India.
 - is the same age as her cousin.
 - wishes she lived in India all year.
 - enjoys spending time with her grandparents.
- There is enough information in the article to show that
 - Shalini's family does not eat chicken.
 - there is no meat available in India.
 - Yatish had never met Shalini before.
 - Shalini likes to eat lots of fish.

Read this article about the country of Japan.
Then answer the questions.

Japan is an island country in Asia. Japan is made up of four large islands and more than 3,000 smaller ones. The main islands are Hokkaido, Honshu, Shikoku, and Kyushu.

Japan is a small country. But it has a large population. Mountains cover much of Japan. This land cannot be used for homes. It is also not good for farming. Most people live close together in cities near the ocean. This makes some areas of Japan very crowded.

Japan has many interesting and unique features. Mount Fuji is the highest point in Japan. It is a volcano that has not erupted in 250 years. The Kanto Plain is the largest area of flat land in Japan. This plain is home to Japan's capital city, Tokyo.

The first people settled in Japan more than 8,000 years ago. Over time, they came to call their country Nippon. This name means "Land of the Rising Sun." Nippon is the name that is still used in Japan today.



9. From the article, you can tell that Japan has
- (A) few cities.
 - (B) few farms.
 - (C) few people.
 - (D) few islands.
10. Details in the article suggest that Japan is
- (A) larger than the United States.
 - (B) made up of many plains.
 - (C) surrounded by water.
 - (D) home to the largest plain in the world.
11. What can you conclude about Mt. Fuji from the article?
- (A) It is located in Tokyo.
 - (B) It is an active volcano.
 - (C) It is the highest mountain in the world.
 - (D) It is not an active volcano.
12. Which of these would you probably not find in Japan?
- (A) large numbers of people
 - (B) tall buildings
 - (C) large areas of flat land
 - (D) busy ocean cities



TEST TIPS

- A test question about drawing conclusions and making inferences asks you to figure out something that is not stated in a reading passage.
- A test question about drawing conclusions and making inferences often contains the words *you can tell*, *determine*, or *conclude*.

Read this story about an unusual event. Then answer questions about the story. Choose the best answer for Numbers 13 and 14.

“I’d be careful if I were you,” a soft voice called as Sara prepared to open the closet door.

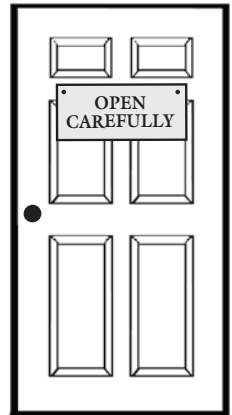
Sara turned around, but no one else was in the room. There was only a tall grandfather clock, a few pieces of furniture, and a large window that filled the room with a hint of moonlight. “Who said that?” Sara asked, confused.

“I did,” said the clock.

Sara’s eyes widened. She approached the clock and said, “You? You spoke to me?”

“I think I must tell you about the door you almost opened. See that sign on the door that says OPEN CAREFULLY? There is a reason for that sign. That door is no ordinary door. If you open it, your life will be changed forever. So remember—open it carefully.”

“Thanks for the warning,” Sara said as she placed her hand on the doorknob. She paused for a moment and then removed her hand. After a few minutes, she reached for the doorknob again. Slowly, Sara opened the door. Almost immediately, a brilliant light poured into the room. Within seconds, Sara arrived in a strange and mysterious world.



13. You can tell that the story takes place

- (A) long ago.
- (B) at night.
- (C) in a castle.
- (D) at dawn.

14. You can figure out that Sara

- (A) was afraid of the talking clock.
- (B) wished she had not opened the door.
- (C) almost changed her mind about opening the door.
- (D) did not see the sign on the door.



Read this folktale from Africa. Then answer questions about the folktale. Choose the best answer for Numbers 15 and 16.

Some time ago, a baby snake set out to play. As he slithered away, his mother spoke this rhyme: "Watch out, young son, for things with claws, for things with a beak, for things with strong jaws."

"Claws, beak, jaws. Claws, beak, jaws," Snake Baby repeated.

At the same time, a baby frog set out to play. As he hopped away, his mother spoke this rhyme: "Watch out for the hiss, watch out for the coil, watch out for the squeeze, they will cause turmoil."

"Hiss, coil, squeeze. Hiss, coil, squeeze," Frog Baby repeated.

Snake Baby and Frog Baby met in the rain forest and played games all day. First, they played leap frog. Then they played hide and hug.

That night, Frog Baby told his mother about the games he played.

"No, no, Frog Baby! Hide and hug is not a game for you. It is the game of the hiss, coil, and squeeze. Promise you will never play with him again."

Snake Baby also told his mother about the games he played.

"No, no, Snake Baby! Hide and hug is not a game for you. Hide and hug is what *you* must do. This is the way you get your meals! Promise me you will hiss, coil, and squeeze."

15. From the folktale, you can tell that

- Ⓐ Snake Baby will eat Frog Baby.
- Ⓑ Snake Baby will never hiss, coil, or squeeze again.
- Ⓒ Frog Baby will still play safely with Snake Baby.
- Ⓓ Frog Baby will be in danger if he plays with Snake Baby again.

16. The folktale suggests that

- Ⓐ frogs are smarter than snakes.
- Ⓑ frogs are a danger to snakes.
- Ⓒ snakes are supposed to eat frogs.
- Ⓓ snakes are afraid of frogs.

Lesson 9

DISTINGUISHING BETWEEN FACT AND OPINION

PART ONE: Think About the Strategy



What Is a Fact?

Have you ever told someone what you learned at school or what you had for dinner? If so, you were telling facts. A fact is something that can be proved. If you say, “Our teacher taught us about Johnny Appleseed today,” you are telling a fact. It can be proved.

- 1 Write one fact about your school.

What Is an Opinion?

Have you ever told someone about things you like? If so, these were opinions. An opinion is what you think or feel. An opinion cannot be proved. If you say, “Everyone should read the book about Arthur and his friends,” you are telling an opinion. Not everyone might agree with you.

- 2 Write one opinion about your school.

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



Work with a Partner

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

How Do You Find Facts and Opinions?

Some reading passages have details that are facts. Some passages have details that are opinions. Many passages have 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 this passage about winning a contest. See if you can tell the facts from the opinions.

Today was the best day ever! I won a writing contest at school. I have never won anything before. I will always remember this day.

1. Let’s think about which details in the passage are facts and which details are opinions.
2. Look at the chart below.

Read each detail.

If the detail can be proved, place a check mark next to “Fact.”

If the detail cannot be proved, place a check mark next to “Opinion.”

Detail	Fact or Opinion	
Today was the best day ever!	Yes, it can be proved. <input type="checkbox"/>	Fact
	No, it cannot be proved. <input checked="" type="checkbox"/>	Opinion
I won a writing contest at school.	Yes, it can be proved. <input checked="" type="checkbox"/>	Fact
	No, it cannot be proved. <input type="checkbox"/>	Opinion
I have never won anything before.	Yes, it can be proved. <input type="checkbox"/>	Fact
	No, it cannot be proved. <input type="checkbox"/>	Opinion
I will always remember this day.	Yes, it can be proved. <input type="checkbox"/>	Fact
	No, it cannot be proved. <input type="checkbox"/>	Opinion



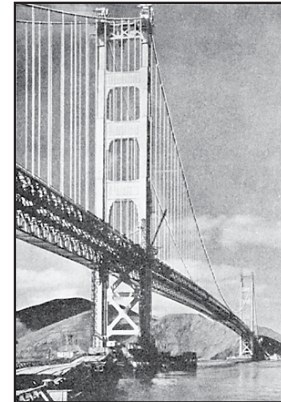
WHAT TO KNOW

If a statement can be proved, it is a **fact**. If a statement tells what someone thinks or feels about something, 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 such clue words as *think, feel, believe, and seem*. Other common clue words are *always, never, all, none, most, least, greatest, best, and worst*.

Read this paragraph about San Francisco. As you read, look for statements that can be proved. Also look for statements that tell what someone thinks or feels.

San Francisco is located in California. I believe this city is the most beautiful city in the United States. The blue waters of the Pacific Ocean lie to the west. San Francisco Bay is to the east. The Golden Gate Bridge connects the city to northern California. San Francisco is the perfect spot for your next vacation!



The statements that can be proved are:

San Francisco is located in California.

The blue waters of the Pacific Ocean lie to the west.

San Francisco Bay is to the east.

The Golden Gate Bridge connects the city to northern California.

The statements that tell what someone thinks or feels are:

I believe this city is the most beautiful city in the United States.

San Francisco is the perfect spot for your next vacation!

Read this movie review written by a ten-year-old boy. As you read, ask yourself, “Which statements can be proved? Which statements cannot be proved?” Then answer the questions.

Badzilla

If you like scary movies, I think you will love the new movie *Badzilla*. If you don't like scary movies, stay home. *Badzilla* is not the movie for you. No movie ever made is scarier than *Badzilla*.

Badzilla is the name of the monster in the movie. Badzilla is half-robot and half-human. He was made by a scientist

named Dr. Norma Tate. One day, Badzilla escapes from the lab where he was built. Dr. Tate sets off on a trip across the country to save her creation.

Badzilla is now showing at Global Theater. It is also showing at Reed's Cinema downtown. If you can, see the movie at Global Theater. It's the best theater in town.

1. Which of these is a *fact*?
 - (A) *Badzilla* is not the movie for you.
 - (B) *Badzilla* is now showing at Global Theater.
 - (C) No movie ever made is scarier than *Badzilla*.
 - (D) If you like scary movies, I think you will love the new movie *Badzilla*.
2. Which clue word in the article signals an *opinion* about Global Theater?
 - (A) greatest
 - (B) think
 - (C) never
 - (D) best



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.



REVIEW

Facts can be proved, but opinions cannot be proved.

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

Read this story about a boy who lives in Ghana. As you read, think about which statements are facts and which are opinions. Then answer the questions.

My name is Asare, and I am from Ghana. I believe you do not know very much about Ghana, so I will tell you a little bit.

Ghana is a country on the west coast of Africa. My father is a fisherman here. He says that fishing has changed a lot in the past years. When my great-grandfather was a fisherman, he carved his own boat out of wood. He sailed out to sea with many other men, each in his own canoe. Today, my father still fishes from a canoe. But his canoe has a motor. It is much better to have a boat with a motor.

In Ghana, many people fish in Lake Volta. Lake Volta is a very large lake in the eastern part of Ghana. But my father fishes in the Atlantic Ocean. When he catches tuna, I am the happiest boy in Ghana. Tuna is the most delicious fish!

3. Which of these statements tells what someone thinks or feels?

- Ⓐ My name is Asare, and I am from Ghana.
- Ⓑ In Ghana, many people fish in Lake Volta.
- Ⓒ Today, my father still fishes from a canoe.
- Ⓓ Tuna is the most delicious fish!

4. Which of these statements can be proved?

- Ⓐ I am the happiest boy in Ghana.
- Ⓑ It is much better to have a boat with a motor.
- Ⓒ Lake Volta is a very large lake in the eastern part of Ghana.
- Ⓓ I believe you do not know very much about Ghana.

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 statements tells what someone thinks or feels?

- Ⓐ My name is Asare, and I am from Ghana.

This answer is not correct because this statement is a fact. It can be proved that this is the boy's name and country.

- Ⓑ In Ghana, many people fish in Lake Volta.

This answer is not correct because this statement is a fact. It can be proved that many people fish in Lake Volta, by watching or observing the lake.

- Ⓒ Today, my father still fishes from a canoe.

This answer is not correct because this statement is a fact. It can be proved that Asare's father fishes from a canoe, by watching or observing him.

- Tuna is the most delicious fish!

This answer is correct because it tells how Asare feels about the taste of tuna. This statement cannot be proved. It is an opinion.

4. Which of these statements can be proved?

- Ⓐ I am the happiest boy in Ghana.

This answer is not correct because it cannot be proved that Asare is the happiest boy in Ghana. Most likely, other boys are as happy, or happier, than Asare at certain times.

- Ⓑ It is much better to have a boat with a motor.

This answer is not correct because it cannot be proved. This statement tells how Asare feels about which kind of boat is better. Most likely, other people have different ideas about which kind of boat is better. The clue word *better* signals that this statement is an opinion, not a fact.

- Lake Volta is a very large lake in the eastern part of Ghana.

This answer is correct because it can be proved. You can find facts about Lake Volta in an encyclopedia, an atlas, or on the Internet.

- Ⓓ I believe you do not know very much about Ghana.

This answer is not correct because it cannot be proved. Asare has no idea how much the readers of his story know about Ghana. The clue word *believe* signals that this statement is an opinion, not a fact.

**MORE
TO
KNOW**

- Facts can be checked or tested.
You can prove that a fact is correct or true.
- Opinions express someone's thoughts, feelings, or beliefs.
An opinion can be about an event, an idea, a person, or an object. Even if a person agrees or disagrees with an opinion, it still cannot be proved.

Read this article written about wind. Then answer the questions.

Wind is the most amazing force. Wind is something that you can't see, but you know when it is there. You can feel it. It is the greatest feeling when the wind blows through your hair.

Wind is air that is moving. Sometimes, the air moves slowly, and there is a gentle breeze. Wind can also move quickly, causing strong winds. A strong wind can knock down a tree or a power line. The best wind is a gentle wind.

Besides speed, wind has direction. Winds are described by the direction from which they come. A north wind blows from the north to the south. A south wind blows from the south to the north.

Though you can't see wind, you can see what it does. Trees sway, windows rattle, and leaves are blown from their branches. There is nothing more fun than watching fall leaves whirling around like a tornado.

5. Which of these is a *fact* from the article?
 - (A) Wind is air that is moving.
 - (B) The best wind is a gentle wind.
 - (C) Wind is the most amazing force.
 - (D) It is the greatest feeling when the wind blows through your hair.
6. Which of these tells what someone thinks or feels?
 - (A) A strong wind can knock down a tree or a power line.
 - (B) Besides speed, wind has direction.
 - (C) Wind is the most amazing force.
 - (D) A south wind blows from the south to the north.
7. Which of these clue words in the article signals an *opinion* about a gentle wind?
 - (A) most
 - (B) best
 - (C) always
 - (D) feel
8. Which of these can be proved?
 - (A) It is the greatest feeling when the wind blows through your hair.
 - (B) The best wind is a gentle wind.
 - (C) Wind is something that you can't see.
 - (D) There is nothing more fun than watching fall leaves whirling around like a tornado.

Read this report written by a student. Then answer the questions.

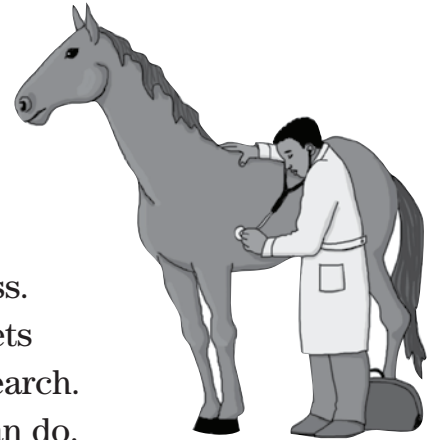
I Want to Be a Veterinarian

I want to be a veterinarian when I grow up. Vets have the most interesting jobs. I think I would make a good vet. I love animals, and animals seem to love me. I feel I am good at math and science. These skills will help me become the best vet ever.

Vets are like doctors. The only difference is that vets treat animals, not people. Vets do the same things that other doctors do. They treat illnesses, give medicine, and perform operations.

Most people think of a vet as a pet doctor who treats sick dogs and cats. Vets do more than help pets that are sick. Farmers depend on vets to keep their animals free of disease. A disease that spreads among farm animals can put a farmer out of business.

Vets also help keep zoo animals healthy. Some vets help protect endangered animals. Other vets do research. There are many different types of work that a vet can do.



9. Which of these statements from the report can be proved?
- Ⓐ I think I would make a good vet.
 - Ⓑ Most people think of a vet as a pet doctor who treats sick dogs and cats.
 - Ⓒ Vets do more than help pets that are sick.
 - Ⓓ I love animals, and animals seem to love me.
10. Which of these is a *fact* from the report?
- Ⓐ Vets have the most interesting jobs.
 - Ⓑ Vets are like doctors.
 - Ⓒ I feel I am good at math and science.
 - Ⓓ These skills will help me become the best vet ever.
11. Which statement is an *opinion*?
- Ⓐ Farmers depend on vets to keep their animals free of disease.
 - Ⓑ Vets also help keep zoo animals healthy.
 - Ⓒ Other vets do research.
 - Ⓓ I think I would make a good vet.
12. Which of these tells what someone thinks or feels about vets?
- Ⓐ Vets treat animals, not people.
 - Ⓑ Vets have the most interesting jobs.
 - Ⓒ Vets treat illnesses, perform operations, and give medicine.
 - Ⓓ Vets do more than help pets that are sick.

**TEST
TIPS**

- A test question about fact and opinion may ask you to identify which of four statements is a fact or an opinion.
- To recognize a *fact*, read each answer and ask yourself, “Can this statement be proved?” If it can, then it is a fact.
- To recognize an *opinion*, read each answer and ask yourself, “Does this statement tell what someone thinks or feels?” If it does, then it is an opinion. You can also look in the answer choices for clue words that signal an opinion.

Read this article about a popular kind of puzzle. Then answer questions about the article. Choose the best answer for Numbers 13 and 14.

People young and old never get tired of doing jigsaw puzzles. These puzzles have been around for hundreds of years. They get their name from the special saw that is used to cut their shapes. It is called a jig saw.

Jigsaw puzzles were first made in England. They were used to teach students about geography. They were made by first drawing a map on a sheet of wood. The wood was then cut with a jig saw into different shapes. Later, different kinds of pictures were made into puzzles. These pictures taught about history, the alphabet, plants, and animals. In time, the puzzles became more of a game than a learning tool.

Jigsaw puzzles became popular in the United States during the early 1930s. This was a time when people did not have much money. Jigsaw puzzles were a fun gift that didn't cost a lot. Today, putting these puzzles together is still the best way to pass the time without spending lots of money. Jigsaw puzzles will always be popular.

13. Which of these is an *opinion* from the article?

- (A) Jigsaw puzzles were first made in England.
- (B) These puzzles have been around for hundreds of years.
- (C) People young and old never get tired of doing jigsaw puzzles.
- (D) They get their name from the special saw that is used to cut their shapes.

14. Which of these is a *fact* about jigsaw puzzles?

- (A) Jigsaw puzzles will always be popular.
- (B) Jigsaw puzzles were used to teach students about geography.
- (C) Today, putting these puzzles together is still the best way to pass the time without spending lots of money.
- (D) People young and old never get tired of doing jigsaw puzzles.

Read this editorial that appeared in a student newspaper. Then answer questions about the article. Choose the best answer for Numbers 15 and 16.

Students Need Lunchtime Recess

Something must be done about the school lunchroom. For weeks, many students have been misbehaving at lunch. As a result, all students have lost their lunchtime recess. This is not fair. Students who behave well should not get punished. Students need recess. We are in our classrooms most of the day. We need to go outside and have some

time to be free from our studies. We do have a ten-minute recess in the morning. But this is not enough.

Everyone agrees that students should not misbehave at lunch. But punishing all students is not the answer. The students who are causing the problem should be punished separately. If not, they will never stop. Students and teachers must work together to solve this problem.

15. Which of these is a *fact* from the article?

- Ⓐ Students need recess.
- Ⓑ Punishing all students is not the answer.
- Ⓒ All students have lost their lunchtime recess.
- Ⓓ Something must be done about the school lunchroom.

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

- Ⓐ For weeks, many students have been misbehaving at lunch.
- Ⓑ The students who are causing the problem should be punished separately.
- Ⓒ We are in our classrooms most of the day.
- Ⓓ We do have a ten-minute recess in the morning.

PART ONE: Read a Biography

Read this short biography. Then answer questions about the biography. Choose the best answer for Numbers 1 through 6.



Marian Wright was born in South Carolina in 1939. She was the youngest of five children. Marian's parents believed that their children should always work hard. The children did chores around the house. They had to spend one hour each night reading. They also helped people in their community.

As a child, Marian saw many examples of prejudice. Black children could not go to school with white children. Black children and white children could not play in the same playgrounds. Black people could not go to the best hospitals. Marian did not feel that this was fair or right.

Marian studied hard and went to college. After college, she went to law school and became a lawyer. In 1968, she married Peter Edelman.

As a lawyer, Marian worked to improve children's lives. Helping other people, especially children, is important work. Marian started the Children's Defense Fund. The Children's Defense Fund works to give all children in the United States the things they need to do well. Everyone should support the work of the Children's Defense Fund.

Marian Wright Edelman does not just look at a problem. She always works hard to find a solution. This remarkable woman is someone to be admired.

Finding Word Meaning in Context

1. In paragraph 2, the word *prejudice* means
- Ⓐ “unfair treatment.”
 - Ⓑ “kind actions.”
 - Ⓒ “curious behavior.”
 - Ⓓ “strange ideas.”

Drawing Conclusions and Making Inferences

4. The biography suggests that Marian Wright Edelman’s parents
- Ⓐ rarely spent time with their children.
 - Ⓑ believed that reading was important.
 - Ⓒ didn’t want Marian to attend law school.
 - Ⓓ thought that their daughter would not do much with her life.

Finding Word Meaning in Context

2. In the last paragraph, which group of words hints at the meaning of the word *solution*?
- Ⓐ She always works hard . . .
 - Ⓑ . . . does not just look at a problem.
 - Ⓒ This remarkable woman . . .
 - Ⓓ . . . is someone to be admired.

Distinguishing Between Fact and Opinion

5. Which clue word in the biography signals an *opinion* of Marian’s about what she saw as a child?
- Ⓐ always
 - Ⓑ believe
 - Ⓒ all
 - Ⓓ feel

Drawing Conclusions and Making Inferences

3. From this biography, you can tell that Marian Wright Edelman is
- Ⓐ troubled about world peace.
 - Ⓑ interested mostly in herself.
 - Ⓒ concerned about people.
 - Ⓓ involved with her local library.

Distinguishing Between Fact and Opinion

6. Which of these is a *fact*?
- Ⓐ Everyone should support the work of the Children’s Defense Fund.
 - Ⓑ Marian started the Children’s Defense Fund.
 - Ⓒ Helping other people, especially children, is important work.
 - Ⓓ This remarkable woman is someone to be admired.



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

Like Master, Like Servant

One day long ago, a master decided to go out for a walk. Now, this master was the silliest man in the land. He was such a noodlehead that when he put on his boots, he never noticed that they were two different boots. One boot had a thick sole, and the other had a thin sole.

The master set off on his walk, with his servant following behind him. But the master soon found it difficult to walk. One foot was always sinking more deeply than the other.

A stranger passed by and saw what trouble the master was having.

"Excuse me," the stranger said, smiling. "You are having trouble walking because one of your boots has a thick sole and the other has a thin one. Put on two boots with the same kinds of soles, and you will have no more trouble walking."

The master turned to his servant and said, "Return to the house and bring me my other boots."

The servant ran back to the house and quickly found the other boots. He looked at them carefully. One boot had a thick sole, and the other had a thin sole.

"These are no better than the boots my master has on now. There's no reason to bring these to him. They are as uneven as the boots he is wearing."

So the servant ran back to his master, who had been waiting for him. When the master saw his servant return empty-handed, he asked, "Where are the boots I asked you for?"

"Master," said the servant, "the boots at home also had one thick sole and one thin sole. They are no better than the ones you are wearing!"

What do you think the master said to his servant then?

"How fortunate I am to have such a wise servant. Today, my walk must be a hard one." And the two men continued down the road.



Finding Word Meaning in Context

7. You can tell that a noodlehead is someone who
- Ⓐ is silly.
 - Ⓑ likes macaroni.
 - Ⓒ is intelligent.
 - Ⓓ lived long ago.

Drawing Conclusions and Making Inferences

10. Which detail from the folktale helped you answer question 9?
- Ⓐ “How fortunate I am to have such a wise servant.”
 - Ⓑ “They are no better than the ones you are wearing!”
 - Ⓒ “Return to the house and bring me my other boots.”
 - Ⓓ “You are having trouble walking because one of your boots has a thick sole and the other has a thin one.”

Finding Word Meaning in Context

8. In the last paragraph, the word *fortunate* means
- Ⓐ “unhappy.”
 - Ⓑ “foolish.”
 - Ⓒ “clever.”
 - Ⓓ “lucky.”

Distinguishing Between Fact and Opinion

11. Which of these is a *fact*?
- Ⓐ The master was the best in the land.
 - Ⓑ The master was the wisest of men.
 - Ⓒ The master sent his servant back to the house.
 - Ⓓ The master was the silliest man in the land.

Drawing Conclusions and Making Inferences

9. The master wasn’t angry at his servant for not bringing back his boots because the master
- Ⓐ saw that his servant was already upset.
 - Ⓑ was always patient with his servant.
 - Ⓒ didn’t really want to change his boots.
 - Ⓓ was as foolish as his servant.

Distinguishing Between Fact and Opinion

12. Which of these tells an *opinion*?
- Ⓐ “How fortunate I am to have such a wise servant.”
 - Ⓑ “You are having trouble walking because one of your boots has a thick sole and the other has a thin one.”
 - Ⓒ “They are as uneven as the boots he is wearing.”
 - Ⓓ “Return to the house and bring me my other boots.”



What Is Author's Purpose?

Authors always write for a reason. Everything you read has a purpose.

An author's purpose is either 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

The author's purpose is to _____.

2 A comic book

The author's purpose is to _____.

3 An advertisement

The author's purpose is to _____.

4 A paragraph about what owls look 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, movie reviews, and poems.
- Together, see if you can identify the author's purpose for what you read.

How Do You Find Author's Purpose?

Every reading passage 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 this passage about a hamster named Peaches. See if you can figure out the author’s purpose for writing the passage.

I named my pet hamster Peaches because she is orange and white. Peaches has black eyes that look like tiny beads. Sometimes she keeps food in her cheeks. This makes her face puff out. Peaches looks funny with her huge cheeks and small body.

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

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

3. Write the choice that has a check mark for “yes.”



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 reading passage was written, you are **identifying the author's purpose**. Authors write for one of four reasons—to describe, to entertain, to explain, or to persuade.

- Some reading passages mainly describe something, such as a person, place, or thing. The author's purpose is to **describe**.
- Some reading passages mainly tell a personal story, tell something funny, or use a story to teach a lesson. The author's purpose is to **entertain**.
- Some reading passages mainly tell how to do something or contain lots of information about a person, place, or thing. The author's purpose is to **explain**.
- Some reading passages are mainly written to try to get readers to do something, buy something, or believe something. The author's purpose is to **persuade**.

Read this poem about a dinner invitation. As you read, think about why the author probably wrote the poem.

Would you like to come for dinner?

We're having strawberry jelly and pork belly,

Cold potatoes and fried tomatoes,

Jars of jam and chops of lamb,

Legs of frogs and chili dogs.

For dessert we'll have some custard.

I like mine with a dab of mustard.

Would you like to come for dinner?

The author probably wrote this poem to make you smile or laugh.
The author's purpose is to entertain readers with a silly poem.



Read this ad for a pizza shop. As you read, try to figure out the author's purpose for writing the ad. Then answer the questions.

LENA'S PIZZA

The Best Pizza You'll Ever Eat!

People in Chicago say Chicago has the best pizza. In Los Angeles, people say Los Angeles has the most delicious pizza in the world. For New Yorkers, only New York-style pizza will do. Others say that you have to go to Italy to taste real pizza.



Now you don't have to go to Chicago, Los Angeles, New York, or Italy to get delicious pizza. You can get the world's best pizza right here in Springfield at Lena's.



Lena has just returned from a trip around the world. She went in search of delicious pizza. She tasted all the pizza she could find. She learned the secrets of the world's best pizza makers. Now Lena has returned to Springfield. So come to Lena's Pizza! Let Lena make the world's best pizza for you!

Lena's Pizza • 1492 North Main Street • Springfield

1. The author wrote the ad mainly to
 - (A) explain the history of pizza.
 - (B) describe pizza to people who have never seen it.
 - (C) entertain readers with a funny story about pizza.
 - (D) get readers to try Lena's pizza.
2. You know your answer to question 1 is correct because the ad mainly
 - (A) contains many details that describe something.
 - (B) provides facts or tells readers how to do something.
 - (C) tries to get readers to do something.
 - (D) tells an enjoyable story.



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.



REVIEW

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

- To figure out if the author’s purpose is to describe, ask yourself, “Does the author provide lots of details about a particular person, place, or thing?”
- To figure out if the author’s purpose is to entertain, ask yourself, “Does the author tell a personal story or try to make me laugh? Does the author use a story to teach a lesson?”
- To figure out if the author’s purpose is to explain, 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, ask yourself, “Does the author try to get me to do something, buy something, or believe something?”

Read this passage about an unusual collection. As you read, ask yourself, “Why did the author probably write this passage?” Then answer the questions.

Some kids collect coins. But I can’t have a quarter without spending it. Some kids collect stuffed animals. But my room is the size of a closet. Me, I collect something better than coins or stuffed animals.

I collect pencils. That’s right—pencils. Short ones, tall ones, red ones, blue ones, and, of course, yellow ones. I have one shoebox full of just different kinds of yellow pencils. So far, I have over 1,000 pencils.

You say that you don’t have a lot of money or a lot of space? Well, you might want to start a pencil collection of your own. Pencils aren’t expensive. They don’t take up a lot of room. And when someone in your class says, “Hey, does anyone have an extra pencil?” you’ll know what to say!

- The author wrote the passage mainly to
 - entertain readers with a story about a pencil collection.
 - explain how to start a coin collection.
 - make readers believe that having a collection is the best hobby to have.
 - describe the kinds of collections that people have.
- You know your answer to question 3 is correct because the passage mainly
 - contains mostly details that describe something.
 - provides facts or tells readers how to do something.
 - tries to convince readers of something.
 - tells an enjoyable story.



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 passage mainly to

- ☒ **entertain readers with a story about a pencil collection.**

This answer is correct because the passage mainly tells a personal story that is enjoyable to read.

- ☐ **explain how to start a coin collection.**

This answer is not correct because the passage does not contain information that explains how to start a coin collection. The author mentions only that some people collect coins, not how to start a coin collection.

- ☐ **make readers believe that having a collection is the best hobby to have.**

This answer is not correct because the passage does not compare having a collection to any other hobbies.

- ☐ **describe the kinds of collections that people have.**

This answer is not correct because the passage does not mainly provide lots of details about the kinds of pencils the author collects.

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

- ☐ **contains mostly details that describe something.**

This answer is not correct because the passage does not contain mostly details that describe a particular person, place, or thing. The passage does provide some descriptions about the pencils in the author's collection, but this is not the main purpose of the passage.

- ☐ **provides facts or tells readers how to do something.**

This answer is not correct because the passage does not mainly contain facts or information that teaches or explains how to do something.

- ☐ **tries to convince readers of something.**

This answer is not correct because the passage does not mainly contain opinions that try to get readers to do, buy, or believe something.

- ☒ **tells an enjoyable story.**

This answer is correct because the passage tells a personal story about something the author finds fun to do.





**MORE
TO
KNOW**

Different reading passages are written for different purposes. Knowing the kind of passage you are reading often helps you identify the author's purpose.

- Articles are usually written to describe or explain people, places, or things.
- Directions are written to explain how to do something.
- Personal stories, riddles, and poetry are written to entertain.
- Ads and articles in which an opinion is stated are written to persuade.

Read each passage. Then answer the questions.

The Bird House

28 Main St., Groton

We have the largest selection of birdseed, birdbaths, and feeders in town. We also have the lowest prices! Come see us today!

Easy Bird Feeder

First, find a large pinecone. Then fill all the open spaces with peanut butter. Next, roll the pinecone in birdseed. Add a string to hang your bird feeder from a tree. Now sit back and wait for the birds to arrive!

My Window

I have a bird feeder on the outside of my window. One day, a little bird was trying to eat, but a bigger bird kept chasing him away. I was worried about the little bird. So I got an idea. I put a picture of my cat on the window. The next time the big bird came by, he flew away. And he's never come back!

The Cardinal

The cardinal is enjoyed by many bird-watchers. The cardinal is found in the eastern United States. It is also found in parts of California. The male is bright red with a black throat. The female is mostly brown, with red on its wings and tail. Both birds have a red cluster of feathers on their head.

- The author's main purpose in *The Bird House* is to
 (A) describe. (C) entertain.
 (B) explain. (D) persuade.
- The author's main purpose in *My Window* is to
 (A) describe. (C) entertain.
 (B) explain. (D) persuade.
- The author's main purpose in *Easy Bird Feeder* is to
 (A) describe. (C) entertain.
 (B) explain. (D) persuade.
- The author's main purpose in *The Cardinal* is to
 (A) describe. (C) entertain.
 (B) explain. (D) persuade.



Read this fable about two frogs. Then answer the questions.

The Frogs and the Well

There were once two frogs that lived together in a marsh. The marsh was a wonderful place for frogs. Frogs like wet, damp places. There were always lots of bugs to eat, and there was always lots of water to drink.

One hot summer day, the marsh dried up. Now the marsh was as dry as a desert. The two frogs decided to find a new place to live.

After a while, the two frogs came to a deep well. One of the frogs looked down into the well and saw water. He said to his friend, "This looks like a nice, cool place. Let us jump in and settle here."

The other frog had a much wiser head on his shoulders. He replied, "Not so fast, my friend. What if the well dries up one day? How could we possibly get out of the well?"

The moral: *Look before you leap!*



9. The author wrote the first paragraph mainly to
- Ⓐ explain why the frogs lived in a marsh.
 - Ⓑ try to get readers to learn about a marsh.
 - Ⓒ describe the marsh where the frogs lived.
 - Ⓓ entertain readers with a funny joke about a marsh.
10. The author wrote paragraph 2 mainly to
- Ⓐ entertain readers with a story about frogs.
 - Ⓑ explain why the frogs had to move.
 - Ⓒ describe how the marsh dried up.
 - Ⓓ persuade readers to feel sorry for the frogs.
11. The author wrote paragraph 3 mainly to
- Ⓐ describe the place where one frog wanted to settle.
 - Ⓑ explain why the frogs were looking for a new home.
 - Ⓒ persuade readers to learn more about deep wells.
 - Ⓓ entertain readers with a silly story about two frogs.
12. The fable was written mainly to
- Ⓐ explain why frogs don't live in wells.
 - Ⓑ persuade readers to avoid wells.
 - Ⓒ entertain readers with a story that teaches a lesson.
 - Ⓓ describe what a well looks like.

**TEST
TIPS**

- A test question about identifying the author's purpose may ask you why an author probably wrote a particular reading passage. This kind of question is asking about the purpose of the entire reading passage.
- A test question about identifying the author's purpose may ask you why a particular paragraph was written. This kind of question is asking about only one part of the reading passage.

Read the instructions for making a potato maze. Then answer questions about the instructions. Choose the best answer for Numbers 13 and 14.

What do plants need to grow? Besides water, they also need sunlight. If you put a plant in a sunny spot, its stems and leaves will grow toward the sunlight. You can do an experiment to see how plants grow toward light.

Materials: shoebox with a lid; scissors; an old potato with sprouts; a small flowerpot; damp potting soil; tape or glue; empty spools, small boxes, or blocks

1. Cut a round hole in one of the short ends of the shoebox. The hole should be about the size of a quarter.
2. Put the potato into the flowerpot, with most of the sprouts facing up. Cover the potato with damp soil. Be sure the sprouts are sticking out of the soil. Place the pot in the shoebox at the end that it is opposite the hole.
3. Arrange the spools, boxes, or blocks in the shoebox to form a maze. Tape or glue the objects to the bottom of the box. Put the lid on the box and place the box on a sunny windowsill.
4. Check the box every few days to observe what happens. After a while, you will see that the sprouts grow around the objects as they grow toward the sunlight. They may even grow out the hole!

13. The author wrote the first paragraph mainly to

- (A) persuade readers to try an experiment.
- (B) explain how plants grow in sunlight.
- (C) describe the results of an experiment.
- (D) entertain readers with an amusing story.

14. The instructions were written mainly to

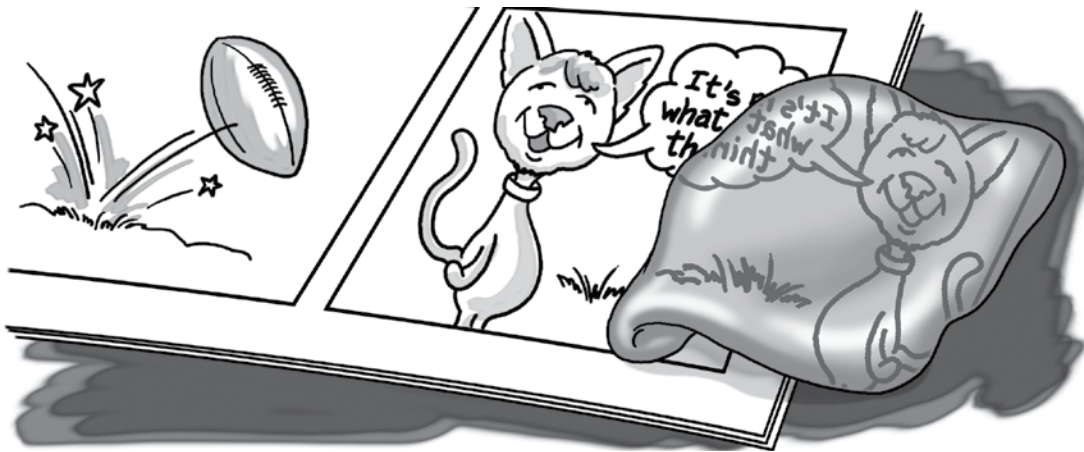
- (A) explain how to do an experiment with a potato.
- (B) describe what plants need to grow.
- (C) encourage readers to try a plant experiment in their classroom.
- (D) entertain readers with an article about potatoes with sprouts.



Read this article about a unique invention. Then answer questions about the article. Choose the best answer for Numbers 15 and 16.

In the early 1940s, James Wright created a new type of rubber. He worked for a company named General Electric. His invention could bounce higher than a rubber ball. It could also lift ink off a newspaper page. However, General Electric did not have any real use for this new rubber. The company mailed out samples of it to several people. They wanted to see if anyone could find a good use for it.

Some time later, Paul Hodgson saw a group of adults playing with this rubber. He was surprised at how much fun they were having. Paul worked at a toy store, and he had an idea. He wrote to General Electric. He asked if he could sell the rubber. In 1949, he began to sell the rubber in containers shaped like eggs. Hodgson called it Silly Putty®. Silly Putty became a huge success. At long last, a use for the new rubber had been found.



15. The author wrote the first paragraph mainly to

- Ⓐ describe a new kind of rubber that was invented.
- Ⓑ explain how rubber is made.
- Ⓒ try to get readers to try out their own inventions.
- Ⓓ entertain readers with a story about silly inventions.

16. The article was written mainly to

- Ⓐ persuade readers to buy Silly Putty.
- Ⓑ describe how Silly Putty works.
- Ⓒ explain how a popular toy was invented.
- Ⓓ entertain readers with a story about Silly Putty.



What Is Figurative Language?

Has the cat ever got your tongue? If so, you were not very talkative. What about getting up on the wrong side of the bed? If you did, then you were in a bad mood. Figurative language is the use of words in a way that is different from what the words usually mean.

- 1** Read this sentence.

I didn't mean to tell everyone about the surprise.

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

I didn't mean to spill the beans about the surprise.

- 3** Write which sentence is more interesting, the first one or the second one. Tell why you chose the sentence you did.



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 that he “feels like a million dollars” when he feels great.
- 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 reading passage to help you figure out what new meaning the words could have. Clues might be in the same sentence where the words are found. They may also be in the sentence just before or just after the one in which the words are found.

Read this passage about Mrs. Gomez. See if you can figure out what the phrase *all thumbs* means.

My neighbor, Mrs. Gomez, asked me to help her fix her bird feeder. “It should be easy to fix with a nail or two. But I’m all thumbs with a hammer,” she said. “I might hit my fingers by mistake.”

1. Let’s narrow down the clues to figure out what the phrase *all thumbs* means.

Look at the chart below. It shows three sentences: the one that comes before the phrase *all thumbs*, the one that contains the phrase *all thumbs*, and the one that comes after the phrase *all thumbs*.

Look carefully at the sentences that come before and after the phrase *all thumbs*.

“It should be easy to fix with a nail or two.”	“But I’m all thumbs with a hammer.”	“I might hit my fingers by mistake.”
Before		After

2. Now think about what the clues in the sentences tell you:

The bird feeder should be easy to fix with some nails.
But Mrs. Gomez thinks she might hit her fingers with the hammer by mistake.
This means Mrs. Gomez must not be very good at using a hammer.

3. So the phrase *all thumbs* must mean

_____ .



WHAT TO KNOW

Similes, metaphors, and idioms are types of figurative language. Authors use figurative language to help readers create pictures in their mind. When you understand the meaning of a simile, a metaphor, or an idiom, you are **interpreting figurative language**.

- Look for things that are compared in a reading passage. Try to find examples of similes or metaphors.
- Look for phrases whose words have a meaning different from their usual meaning. Try to find examples of idioms.
- Figurative language usually brings a picture to a reader's mind. Use that picture to help you understand figurative language.

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

The tornado was as fierce as a *T. Rex*.

The two things being compared are a tornado and a *T. Rex*.

The writer used a **simile** to help readers picture how terrible the tornado was.

A simile uses the word *like* or *as* to compare two different things.

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

Ned's legs were shaking leaves.

The two things being compared are Ned's legs and shaking leaves.

The writer used a **metaphor** to help readers picture how nervous Ned was.

A metaphor compares two different things but does not use the word *like* or *as*.

A metaphor says that one thing *is* another thing.

Now read this sentence. As you read, think about the meaning of the underlined words.

The dog turned up her nose at the food.

The underlined words mean that the dog did not care for the food.

The underlined words are an **idiom**.

An idiom is a group of words that have a meaning different from their usual meaning.

Read this article about the athlete Mia Hamm. As you read, look for things that are compared. Also look for words that have a meaning different from their usual meaning. Then answer the questions.

Many soccer fans believe that Mia Hamm is the best female soccer player in the world. She has the speed of a cheetah. She can also stop and change direction as quick as a fox. These are important skills for a soccer player.

Mia played on the United States Olympic soccer team in 1996. The U.S. women's team beat China. They took home the gold medal. For Mia, it was a victory for all female athletes.

What does a new sports star do after winning a gold medal? Mia and her sister visited New York City for a little fun. They said they were going to have a ball.



1. In the article, Mia's speed is compared to the speed of
 - Ⓐ a sports star.
 - Ⓑ a fox.
 - Ⓒ a soccer player.
 - Ⓓ a cheetah.
2. In the last paragraph, what does the phrase *have a ball* mean?
 - Ⓐ "play soccer"
 - Ⓑ "enjoy themselves"
 - Ⓒ "take a tour"
 - Ⓓ "buy a soccer ball"



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.



REVIEW

Similes, metaphors, and idioms are types of figurative language. Authors use figurative language to help readers create pictures in their mind.

- Look for things that are compared in a reading passage.
- Look for phrases whose words have a meaning different from their usual meaning.
- Think about any pictures that come to mind as you read. Use these pictures to help you understand what is being described.

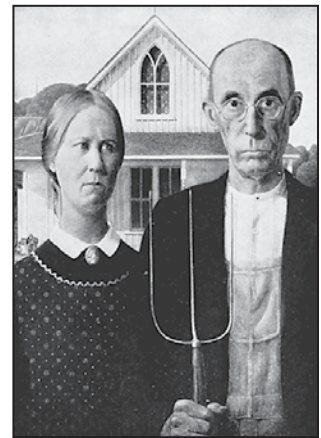
Read this article about a famous painting. As you read, ask yourself, “What pictures come to mind?” Then answer the questions.

Have you seen this painting before? This is a famous painting by the artist Grant Wood. The painting is called *American Gothic*.

Grant Wood painted *American Gothic* in 1930. The painting was an overnight success. Wood was glad that so many people liked it when they saw it. He wanted everyday people, not just other artists, to enjoy his work.

Most people liked the way the man and woman looked. They appeared to be serious and hardworking. Many people thought they looked the way all Americans should look. Others thought the couple looked as stiff as tree trunks.

Today, we see Wood’s painting often. It might be in a cartoon or an ad. Sometimes, the faces of the man and the woman are changed. They are replaced with the faces of famous people, such as movie stars or people in the news. Sometimes, the man and woman are put in a new setting. Keep your eye out for these two. You never know where they might turn up.



3. In paragraph 2, the phrase *overnight success* means
 - “liked by only a few people.”
 - “viewed at night.”
 - “became popular right away.”
 - “took a long time to be known.”
4. The couple in the painting are compared to
 - a cartoon.
 - movie stars.
 - a painting.
 - tree trunks.

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 paragraph 2, the phrase *overnight success* means

Ⓐ “liked by only a few people.”

This answer is not correct because there are no details in the article to hint that only a few people liked the painting. In fact, the article states, “*Most people liked the way the man and woman in the painting looked.*”

Ⓑ “viewed at night.”

This answer is not correct because there are no details in the article to hint that the painting was seen at night.

● “became popular right away.”

This answer is correct because details in the article hint that the painting became liked by many people rather quickly. The article states, “*Wood was glad that so many people liked it when they saw it.*”

Ⓓ “took a long time to be known.”

This answer is not correct because there are no details in the article to hint that the painting took a long time to be known by others. Details indicate that the opposite was true.

4. The couple in the painting is compared to

Ⓐ a cartoon.

This answer is not correct because there is no comparison made between the couple and a cartoon. In paragraph 4, the article states that the couple sometimes appears in cartoons, but this is not a comparison.

Ⓑ movie stars.

This answer is not correct because there is no comparison made between the couple and movie stars. In paragraph 4, the article states that the faces of the couple are sometimes replaced with the faces of movie stars, but this is not a comparison.

Ⓒ a painting.

This answer is not correct because there is no comparison made between the couple and a painting. The article states that the couple appears in a famous painting, but this is not a comparison.

● tree trunks.

This answer is correct because in paragraph 3, the article states, “*Others thought the couple looked as stiff as tree trunks.*” The word *as* signals that two things are being compared in a simile.

**MORE
TO
KNOW**

- Think about what is being compared in a simile or a metaphor. Ask yourself, “What do the two things have in common?” This will help you create pictures in your mind.
- Look at the sentences near an idiom. Look for context clues to help you figure out its meaning.

Read this tall tale about Paul Bunyan. Then answer the questions.

Paul Bunyan is the hero of many tall tales. There are more stories about Paul Bunyan than there are trees in a forest. Most of the stories tell about the amazing things that Paul did.

No one seems to know exactly when Paul was born. Most folks agree, however, that he was the biggest, strongest baby anyone had ever seen. He was as large as a horse and just as hungry. Paul’s favorite playmate was a big blue ox named Babe.

Paul grew up to be a lumberjack. He became famous for chopping down the forests that once covered America. Working like busy beavers, Paul and Babe cleared the land for farms and settlers. After one day of very hard work, Paul and Babe were thirsty. So they dug themselves the Great Lakes. Now they would always have plenty of water to drink.

Paul and Babe cleared enough land for the settlers’ farms. Then they went to Canada. From there, they decided to head out for Alaska. Just where they are today, no one is quite sure.

- In paragraph 2, Paul’s size is compared to that of
 - an ox.
 - a tree.
 - a horse.
 - a forest.
- The sentence *There are more stories about Paul than there are trees in a forest* means that there are
 - few stories about Paul.
 - a lot of stories about Paul.
 - stories about Paul that are hard to believe.
 - stories about Paul that always take place in a forest.
- The tall tale says that Paul and Babe worked like busy beavers. This means that they worked
 - in ponds.
 - slowly.
 - like farmers.
 - very hard.
- In the last paragraph, the phrase *head out* means
 - “live in.”
 - “travel toward.”
 - “travel away from.”
 - “plan a trip.”

**Read this article about a World Cup soccer game.
Then answer the questions.**

In July 1998, France and Brazil faced each other for soccer's highest honor, the World Cup. The World Cup is to soccer what the World Series is to baseball.

Some people thought that the French team didn't stand a chance against Brazil. Brazil was the better team, they said. Brazil had Ronaldo. Ronaldo has been called the world's best soccer player. Some have said that Ronaldo was a tiger on the field.

But France had Zinedine Ziane, the French magician. Ziane was an excellent player, but he did not often score goals. In the game against Brazil, Ziane scored two goals. "I was so hungry to score a World Cup goal that I made it two," he said. The final score was 3–0. France was the new world champion!



World Cup

9. In the article, the World Cup is compared to
- Ⓐ a soccer game.
 - Ⓑ a high honor.
 - Ⓒ France and Brazil.
 - Ⓓ the World Series.
10. Which two things are compared in the last paragraph?
- Ⓐ a soccer game and a magic trick
 - Ⓑ a champion and a country
 - Ⓒ a soccer player and a magician
 - Ⓓ a soccer team and a goal
11. The phrase *didn't stand a chance* means that the French team
- Ⓐ was expected to win easily.
 - Ⓑ probably wouldn't play well.
 - Ⓒ didn't have much hope of winning.
 - Ⓓ had few players who could score.
12. Which of these is a metaphor?
- Ⓐ Ronaldo was a tiger on the field.
 - Ⓑ Brazil was the better team.
 - Ⓒ Ziane scored two goals.
 - Ⓓ The final score was 3–0.



**TEST
TIPS**

- A test question about interpreting figurative language may ask you about the meaning of a simile, a metaphor, or an idiom.
- A test question about interpreting figurative language may ask you about things that are compared in the reading passage.

Read this story about a boy's visit to a museum. Then answer questions about the story. Choose the best answer for Numbers 13 and 14.

Roberto had just entered the museum with his parents. This was his first trip to the museum, but he wasn't very happy. His friends from school had told him that a visit to the museum was about as much fun as cleaning your room.

As Roberto walked into the museum, he saw old airplanes and space rockets. He saw a huge skeleton of a brontosaurus towering high above a group of children. Roberto even saw a woman showing a group of children how a light bulb works. Roberto quickly became excited. "My friends must be pulling my leg!" thought Roberto. "Museums have all sorts of fun things." Roberto knew that this trip to the museum wouldn't be his last.

13. In the story, a visit to the museum is compared to

- (A) going to school.
- (B) looking at old airplanes.
- (C) cleaning your room.
- (D) flying a rocket.

14. The phrase *pulling my leg* means that Roberto thinks his friends are

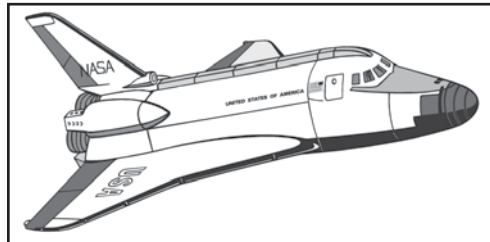
- (A) harming him.
- (B) fooling him.
- (C) helping him.
- (D) pushing him.

Read this article about the first space-shuttle mission. Then answer questions about the article. Choose the best answer for Numbers 15 and 16.

On April 12, 1981, the space shuttle *Columbia* lifted off from Cape Canaveral, Florida. Captain John Young and Commander Robert Crippen had been chosen as the pilots. This would be the first flight to space in a shuttle. The crew's mission was to prove that a shuttle could work in space. They also needed to show that it could be used for more than one mission.

Scientists had never tested a shuttle in space before. They were nervous during the launch. Scientists watched like hawks as the *Columbia* left the earth.

Young and Crippen spent two days in space. In that time, they were able to prove what scientists had hoped for. The shuttle had worked! The mission was completed on April 14. *Columbia* landed safely in California. Scientists were excited to find that their years of hard work had paid off.



Space Shuttle *Columbia*

15. The phrase *watched liked hawks* means that the scientists watched

- Ⓐ slowly.
- Ⓑ happily.
- Ⓒ carefully.
- Ⓓ while flying.

16. In the last sentence, the phrase *paid off* means

- Ⓐ “brought success.”
- Ⓑ “caused failure.”
- Ⓒ “received money.”
- Ⓓ “caused injury.”

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. Tiny people do not really live under stairs, and pigs cannot really build houses of wood, straw, or brick.

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

- 2 What kinds of things could really happen?

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

- 4 What kinds of things could not really happen?



Work with a Partner

- Talk about things that could or could not happen in real life.
- 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 this passage about a wolf. See if you can figure out which things could really happen and which things could not.

A wolf was walking through the woods. He stopped at a river for a drink. He saw his face reflected in the water. “I have never seen my own face,” said the wolf. “What a handsome fellow I am.” And he skipped and danced all the way home.

1. Think about what you read. You read a story about a wolf.
2. Now, let’s figure out what could happen in real life and what could not. Look at the chart below. It shows the things the wolf does in the story.

3. Read each thing the wolf does

Place a check mark next to “Real” if what the wolf does could happen in real life.

Place a check mark next to “Make-believe” if what the wolf does could not happen in real life.

Things the wolf does	Could really happen	Could <u>not</u> really happen
A wolf walks through the woods.	<input checked="" type="checkbox"/> Real	<input type="checkbox"/> Make-believe
A wolf drinks out of a river.	<input type="checkbox"/> Real	<input type="checkbox"/> Make-believe
A wolf sees his own reflection in the water.	<input type="checkbox"/> Real	<input type="checkbox"/> Make-believe
A wolf talks.	<input type="checkbox"/> Real	<input type="checkbox"/> Make-believe
A wolf skips and dances.	<input type="checkbox"/> Real	<input type="checkbox"/> Make-believe



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**. When you figure out which parts of a reading passage are real and which parts are make-believe, you are **distinguishing between real and make-believe**.

- Real stories are about events that could really happen.
- Make-believe stories are about events that could not really happen. Clues that signal a story is make-believe include unlikely or made-up events, imaginary places, talking animals, and characters who do impossible things.
- Oftentimes in a story, some parts of the story are real, and other parts are make-believe.

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

Rusty had woken up when the first glimmer of sun appeared. He spent the day exploring the countryside.
In the evening, Rusty was ready to go home. He ran up to a yellow cab. The shaggy dog opened the door and jumped in. Rusty told the driver to take him home.

The things that could really happen:

Rusty had woken up when the first glimmer of sun appeared.

He spent the day exploring the countryside.

In the evening, Rusty was ready to go home.

He ran up to a yellow cab.

The things that could not really happen:

The shaggy dog opened the door and jumped in.

Rusty told the driver to take him home.

Read this story about a girl named Angela. As you read, think about which things in the story could really happen and which things could not. Then answer the questions.

Angela never has to be woken up on Saturdays.
On Saturday mornings, Angela jumps out of bed.
Saturday is ballet day. Angela can't wait to get to class.

Right after breakfast, Angela gets ready to go to the ballet studio. She pulls her hair back into a bun. Then she stuffs her ballet shoes into her bag.

As her mother drives her to class, Angela begins to daydream. She sees herself on the center of a stage. She is wearing a glittering costume. On her feet are her special dance shoes. Angela's feet begin to move as her shoes take over. She performs her routine beautifully. The audience cheers as Angela takes a bow.



1. Which of these could not really happen?

- Ⓐ Angela jumps out of bed on Saturday morning.
- Ⓑ Angela gets ready for ballet class.
- Ⓒ Angela wears a glittering costume.
- Ⓓ Angela's feet begin to move as her shoes take over.

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

- Ⓐ Many dancers have ballet shoes that take over their feet.
- Ⓑ People can really take ballet lessons.
- Ⓒ Daydreams always tell about things that are real.
- Ⓓ No one can dance without a special pair of dance shoes.



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.



REVIEW

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

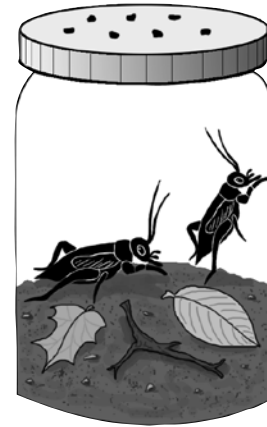
- To figure out if what you are reading is mostly real, ask yourself, “Could all of the events really happen? Do the characters act as they might in real life?”
- To figure out if what you are reading is mostly make-believe, ask yourself, “Are any of the events unlikely or magical? Do animals talk? Do characters do impossible things?”

Read this story about a boy who finds some new pets.
As you read, ask yourself, “Which parts of the story could or could not really happen?” Then answer the questions.

Eddie's New Pets

Eddie went exploring in his backyard. He was searching for crickets. When he found two of them, he scooped them up and put them into a jar. He added some dirt, some leaves, and a small stick. He then put the lid on the jar and poked several holes in the top. Eddie then placed his new pets on a windowsill in his bedroom.

That night, as Eddie crawled into bed, he said good night to his crickets. “Good night,” replied one of the crickets. Eddie blinked his eyes and looked closer into the jar. He saw a cricket knocking on the glass. “Will you set us free tomorrow?” asked the cricket. “Our parents are going to be worried about us.”



3. Which of these could really happen?
 - Ⓐ Eddie's crickets ask to be freed.
 - Ⓑ Eddie puts two crickets into a jar.
 - Ⓒ Eddie sees a cricket knock on the side of the jar.
 - Ⓓ Eddie's cricket says, “Good night.”
4. You know that this story is mostly make-believe because
 - Ⓐ boys can't go exploring in their backyard.
 - Ⓑ no one places jars on a windowsill.
 - Ⓒ people do not say good night to their pets.
 - Ⓓ pets cannot talk to their owners.

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?

- Ⓐ Eddie's crickets ask to be freed.

This answer is not correct because crickets cannot talk. This part of the story is make-believe. It could not really happen.

- Eddie puts two crickets into a jar.

This answer is correct because a boy could really put two crickets into a jar. This part of the story is real. It could happen in real life.

- Ⓒ Eddie sees a cricket knock on the side of the jar.

This answer is not correct because crickets cannot knock. This part of the story is make-believe. It could not really happen.

- Ⓓ Eddie's cricket says, "Good night."

This answer is not correct because crickets cannot talk. This part of the story is make-believe. It could not happen in real life.

4. You know that this story is mostly make-believe because

- Ⓐ boys can't go exploring in their backyard.

This answer is not correct because boys could really go exploring in their backyard.

- Ⓑ no one places jars on a windowsill.

This answer is not correct because people could place jars on a windowsill in real life.

- Ⓒ people do not say good night to their pets.

This answer is not correct because people could really say good night to their pets.

- pets cannot talk to their owners.

This answer is correct because pets cannot speak in sentences to their owners as the crickets do in the story.



MORE TO KNOW

- Real stories include biographies, news reports, and informational articles.
- Make-believe stories include fables, fairy tales, folktales, myths, legends, tall tales, and science fiction.

**Read this e-mail written by one friend to another.
Then answer the questions.**

From: Noriko S. <nsoto@stars.xyz>
Subject: Miss you!

To: Sarah J. <sjohnson@comp.xyz>

Hi, Sarah!

How is your new house? Many things have changed in the neighborhood since you moved away.

My cat, Fluffy, hasn't been acting like himself lately. I think he misses you. I wish he could talk and tell me what's wrong.

The family that moved into your house seems strange. They don't come out of the house very often, and when they do, they never say hello. Their curtains are drawn all day. My brother says that maybe they're from outer space.

Last week, I couldn't even go to swim class because I was as sick as a dog! I am in level four now. I hope I reach level five before the end of the summer.

When can you come and visit? Write soon, and let me know.

Noriko

- Which of these could really happen?
 - Sarah comes to visit Noriko.
 - The new neighbors come from Mars.
 - Noriko blinks and Sarah appears.
 - Noriko's cat tells her what's wrong.
- You can tell that the information in the e-mail is real because
 - no one has new neighbors.
 - Noriko has a cat that talks.
 - the e-mail tells about things that could really happen.
 - people often act like dogs when they are sick.
- Which of these could not really happen?
 - Noriko receives an e-mail from Sarah.
 - Noriko becomes friends with the new neighbors.
 - Noriko is sick and turns into a dog.
 - Noriko reaches level five in her swim class.
- Which of these could really happen?
 - A new family moves into Sarah's old house.
 - Sarah's old house disappears.
 - Fluffy tells Sarah he misses her.
 - Noriko's swim teacher is really a fairy princess.

Read this journal entry. Then answer the questions.

April 3



Today our class took a field trip to the City Aquarium. There was so much to see!

We watched penguins and seals. They like to swim and show off for visitors. Then we went to see different kinds of reptiles, like snakes and lizards. We also saw lots of frogs. Some of the frogs live in places that are hot and wet. Their colors are very bright.

Next we went to the tide pool. We got to stick our hands in the clear salt water and hold creatures like crabs, starfish, and sea



urchins. There was even a tiny horseshoe crab. These animals usually live in the ocean. I wonder if they miss their home.

We ended our visit with the Sea Lion Show. We saw two sea lions dancing across the stage waiting for a fish reward. Then they jumped into the water and did lots of tricks. Some people got wet. Our teacher got a sea lion kiss.

We sat outside and ate the lunches that we brought. Then it was time to go back to school. While we were on the bus, our teacher asked



us what we liked best. We told her that it was too hard to choose.

We liked everything that we saw.

9. Which of these could really happen?

- Ⓐ Frogs live in places that are hot.
- Ⓑ Penguins take a field trip.
- Ⓒ Sea lions go to a dance.
- Ⓓ Crabs say they miss the ocean.

10. Which of these could not really happen?

- Ⓐ Sea lions eat fish.
- Ⓑ Sea lions kiss a teacher.
- Ⓒ Children live in a tide pool.
- Ⓓ Frogs have bright colors.

11. Which of these could really happen?

- Ⓐ Sea lions do lots of tricks.
- Ⓑ Penguins take a bus to the ocean.
- Ⓒ Starfish go to live in the sky.
- Ⓓ Sea lions talk to visitors.

12. Which of these could not really happen?

- Ⓐ Children eat lunch outside.
- Ⓑ Seals sing and dance on the stage.
- Ⓒ Seals show off for visitors.
- Ⓓ Children get wet at the Sea Lion Show.



**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 fable written by Aesop. Then answer questions about the fable. Choose the best answer for Numbers 13 and 14.

The Caged Bird and the Bat

A singing bird was confined in a cage, which hung outside a window. The bird had a habit of singing at night when all other birds were asleep. One night, a bat came and clung to the bars of the cage. The bat asked the bird why she was silent all day and sang only at night.

"I have a very good reason for doing so," said the bird. "It was once when I was singing in the daytime that a man was attracted by my voice. So he set his nets for me and caught me. Since then, I have never sung except by night."

But the bat replied, "It is no use your doing that now when you are a prisoner. If only you had done so before you were caught, then you might still be free."

13. Which of these could really happen?

- Ⓐ A man catches a bird.
- Ⓑ A man turns into a bird.
- Ⓒ A bird writes a song.
- Ⓓ A bird teaches a bat to sing.

14. Which of these could not really happen?

- Ⓐ A bird lives in a cage.
- Ⓑ A bat talks to a bird.
- Ⓒ A bird stays silent all day.
- Ⓓ A bat clings to a birdcage.

Read this fairy tale. Then answer questions about the fairy tale.
Choose the best answer for Numbers 15 and 16.

The Frog Prince

Of all the toys the princess had, she loved her golden ball the most. One day, the ball bounced into a deep, dark well. The princess began to cry until she heard a deep voice say, "If I get your ball back, will you promise me something?" The princess looked up to see a frog. The princess said she would promise him anything if he got her ball back.

So the frog dove down and quickly came back up with the ball. "What do you want me to promise?" asked the happy princess.

"That you will let me live with you and be your friend," answered the frog.

"I'll have to think about that," said the princess. The frog could see that the princess didn't want to be his friend. So, tearfully, he said good-bye.



"Wait," said the princess. "Don't be sad. I'll be your friend." She picked him up and kissed him.

Suddenly, the frog was gone, and in his place stood a fine prince, who said, "Only the kiss of a kind-hearted princess could remove the spell that was put on me."

The prince and the princess became good friends. One day, they decided to marry. And they lived happily ever after.

- 15.** Which of these could not really happen?
- Ⓐ A ball bounces into a well.
 - Ⓑ A frog dives into a well.
 - Ⓒ A frog says a tearful good-bye.
 - Ⓓ A princess becomes friends with a prince.
- 16.** Which of these could really happen?
- Ⓐ A frog talks to a princess.
 - Ⓑ A frog does a favor for a princess.
 - Ⓒ A prince turns into a frog.
 - Ⓓ A princess cries when she loses her toy.

PART ONE: Read a Notice

Read this notice about a contest. Then answer questions about the notice. Choose the best answer for Numbers 1 through 6.

CALLING ALL YOUNG ARTISTS!

Do you like to draw or paint? Do you like animals? Would you like to do something to help animals? Then hop like a bunny and pick up a paintbrush. We need you to enter the Abram Wildlife Association's Calendar Contest.

Every year, the Abram Wildlife Association creates a calendar. We want next year's calendar to show your artwork. We will choose 12 winners from the drawings and paintings we receive. The winning artwork will appear in next year's calendar. It will be titled "Young Artists Look at Animals." Send us your artwork, based on one of these themes:

- People Helping Animals
- Animal Babies
- Endangered Animals
- Troubled Habitats
- Wild Animals Are Not Pets



Your art could be the first step in saving the life of an endangered animal. Don't say you're too busy. Make time to help save the world's wild animals! Drop off your original artwork at Holden Public Library by May 1. Judging will take place on May 5. All winners will be notified by mail.

Identifying Author's Purpose

1. The author's purpose in paragraph 2 is to
- Ⓐ explain how the contest works.
 - Ⓑ entertain readers with a story about animals.
 - Ⓒ persuade readers to help animals.
 - Ⓓ describe the work of the Abram Wildlife Association.

Interpreting Figurative Language

4. Which of these is a simile?
- Ⓐ hop like a bunny
 - Ⓑ you like to draw
 - Ⓒ you like animals
 - Ⓓ like to do something

Identifying Author's Purpose

2. What is the author's purpose in the last paragraph?
- Ⓐ to inform readers how to enter the contest
 - Ⓑ to persuade readers to enter the contest
 - Ⓒ to describe a prize-winning poster
 - Ⓓ to entertain readers with funny animal stories

Distinguishing Between Real and Make-believe

5. Which of these could really happen?
- Ⓐ A boy from the planet Venus wins the contest.
 - Ⓑ A dog draws a poster and sends it to the contest.
 - Ⓒ The Abram Wildlife Association creates a calendar every year.
 - Ⓓ One of the contest judges is a lion.

Interpreting Figurative Language

3. In the last paragraph, what does the phrase *make time* mean?
- Ⓐ "look at one's watch to see what time it is"
 - Ⓑ "draw a clock"
 - Ⓒ "wait to do something"
 - Ⓓ "do something even if one is busy"

Distinguishing Between Real and Make-believe

6. Which of these could not really happen?
- Ⓐ A tiger lives happily in an apartment.
 - Ⓑ Children help save wild animals.
 - Ⓒ Some wild animals are in danger.
 - Ⓓ Wild animals live in the United States.



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

The Care and Feeding of Your Pet Cat

Cats can be lots of fun, but they do need care. You need to make sure you will have enough time to feed, play with, and brush your cat every day. You will also need to spend time cleaning its litter box. Cats depend on their owners for everything. A cat owner is like a parent.

Some people think cats are unfriendly, but they are not. Cats don't need lots of attention. They may seem unfriendly sometimes, but more often they are loving and cuddly. When a cat wants to be cuddled, it will jump into your lap. If it wants to be patted, it will rub your hand. Cats have a way of showing other feelings, too. If a cat's tail is straight up, it is excited that you're near. If a cat hisses, leave it alone. Sometimes cats need a time out.

You can feed your cat wet food or dry food. You can also mix the foods together. Just make sure the food is of good quality. Feed your cat two times a day. If you give your cat canned food, throw out any food that hasn't been eaten after half an hour. Never give your cat dog food. Also, never feed your cat chocolate, bones, or table scraps. Even milk products can make your cat ill.

Don't give your cat too many treats. Most treats contain lots of sugar and fat. They can cause your cat to really pack on the pounds. Older cats often have trouble with their weight. You don't want to add to the problem.



Your cat should have fresh, clean water available at all times. Change the bowl at least once a day. On hot days, you might even want to add some ice to your cat's water.

One of the most important things you can do to protect your cat is make sure it wears a collar with a special tag. The tag should have your cat's name and your home phone number. If your cat is ever lost, anyone who finds your cat can help it find its way home.

If you're ready to bring a cat into your home, remember that there are many of them ready to be adopted at animal shelters.

Identifying Author's Purpose

7. The author wrote the article mainly to

- Ⓐ entertain readers with a funny animal story.
- Ⓑ explain how to care for a pet cat.
- Ⓒ persuade readers to adopt a cat.
- Ⓓ describe the different ways cats behave.

Interpreting Figurative Language

10. The phrase *pack on the pounds* means

- Ⓐ “store things in large packages.”
- Ⓑ “eat lots of sugar.”
- Ⓒ “gain weight.”
- Ⓓ “make something worse.”

Identifying Author's Purpose

8. You know your answer to question 7 is correct because the article mainly

- Ⓐ tells an enjoyable story.
- Ⓑ gives readers facts about how to do something.
- Ⓒ tries to convince readers to do something.
- Ⓓ contains mostly details that describe animals

Distinguishing Between Real and Make-believe

11. Which of these could really happen?

- Ⓐ A cat hisses at a stranger.
- Ⓑ A cat calls you when it is lost.
- Ⓒ A cat uses a brush to groom itself.
- Ⓓ A cat cleans its own litter box.

Interpreting Figurative Language

9. In the first paragraph, cat owners are compared to

- Ⓐ cats.
- Ⓑ parents.
- Ⓒ pets.
- Ⓓ children.

Distinguishing Between Real and Make-believe

12. Which of these could not really happen?

- Ⓐ A cat holds its tail straight up.
- Ⓑ A cat jumps into its owner's lap.
- Ⓒ A cat makes a tag with its name and number on it.
- Ⓓ A cat likes both wet food and dry food.

PART ONE: Read a Folktale

Read this Native-American folktale. Then answer questions about the folktale. Choose the best answer for Numbers 1 through 12.

The First Medicine

Once upon a time, a very sick old man entered an Iroquois village. Over each wigwam, there was a sign. The sign told which clan the owner of that wigwam belonged to. A beaver skin meant that the owner was part of the beaver clan. A deer skin meant that the owner was part of the deer clan. The old man went to each wigwam asking for food and a place to sleep. But each time, he was sent away.

Finally, he came to a wigwam with a bear skin. A kind woman lived there. She let the man into her wigwam. The old man told the woman to go out and search for certain herbs. She prepared these herbs, following the old man's directions. The old man took the medicine and became better in no time.

A few days later, the old man came down with a fever. This time, he told the woman to search for different herbs. Again, this medicine healed him. This was repeated many times. Each time the old man became sick, the woman would gather different herbs, make a new medicine, and cure him.

At last, the old man told the woman that she now knew all the secrets for curing diseases. He told her to plant a hemlock tree in front of her wigwam. The tree would grow high in the air above all others. This would show that the bear clan ranks higher than all other clans.



Finding Main Idea

1. The folktale is mostly about
- Ⓐ how a woman learned the secrets of medicine.
 - Ⓑ what the signs over Iroquois wigwams meant.
 - Ⓒ why there are so many hemlock trees.
 - Ⓓ how medicine is made from plants.

Recognizing Cause and Effect

4. What happened each time the old man became sick?
- Ⓐ The woman went out to search for bears.
 - Ⓑ The people of the village turned him away.
 - Ⓒ He showed the woman how to make a new medicine.
 - Ⓓ The woman planted a hemlock tree in front of her wigwam.

Recalling Facts and Details

2. In the folktale, which of these animal skins was not found in the Iroquois village?
- Ⓐ beaver
 - Ⓑ bear
 - Ⓒ coyote
 - Ⓓ deer

Comparing and Contrasting

5. How was the woman of the bear clan different from the other people in the village?
- Ⓐ She did not turn the old man away.
 - Ⓑ She had more room in her wigwam.
 - Ⓒ She had an animal skin over her wigwam.
 - Ⓓ She had known that the old man knew the secrets of medicine.

Understanding Sequence

3. Which of these happened last?
- Ⓐ The old man went to each wigwam.
 - Ⓑ A kind woman let the old man in.
 - Ⓒ The old man entered an Iroquois village.
 - Ⓓ The old man came down with a fever.

Making Predictions

6. The next time a sick old man enters the Iroquois village, the people will probably
- Ⓐ run away from the village and hide.
 - Ⓑ build a new wigwam for him.
 - Ⓒ send him away, as they did before.
 - Ⓓ send him to the woman for a cure.

Finding Word Meaning in Context

7. The word *ranks* in the last paragraph means

- Ⓐ “sings or makes a noise.”
- Ⓑ “has a position in a group.”
- Ⓒ “gives off a strong smell.”
- Ⓓ “lives in a certain place.”

Identifying Author’s Purpose

10. The folktale was written in order to

- Ⓐ describe what an Iroquois village looked like.
- Ⓑ get readers to learn more about the Iroquois.
- Ⓒ explain why women are kind to old men who are sick.
- Ⓓ entertain readers with a tale that tells about the first medicines.

Drawing Conclusions and Making Inferences

8. From the folktale, you can tell that

- Ⓐ the old man did not want to share his secrets with the woman.
- Ⓑ wigwams were made from a variety of animal skins.
- Ⓒ the old man shared his secrets with the woman because she helped him.
- Ⓓ all diseases can be cured with herbs.

Interpreting Figurative Language

11. In paragraph 2, the words *in no time* mean

- Ⓐ “quickly.”
- Ⓑ “never.”
- Ⓒ “slowly.”
- Ⓓ “quietly.”

Distinguishing Between Fact and Opinion

9. Which of these is a *fact*?

- Ⓐ The deer clan is better than the bear clan.
- Ⓑ The old man is very smart.
- Ⓒ Most people in the village were selfish.
- Ⓓ The woman followed the old man’s directions.

Distinguishing Between Real and Make-believe

12. Which of these could not really happen?

- Ⓐ A sick old man enters an Iroquois village.
- Ⓑ A bear gathers herbs to make medicine.
- Ⓒ A kind woman lets an old man into her wigwam.
- Ⓓ A hemlock tree grows to be very tall.



Read this article about a national park. Then answer questions about the article. Choose the best answer for Numbers 13 through 24.

Most people enjoy spending time at parks. But a national park is something different. A national park is a special place in nature. It is an area set aside for all people in our country to enjoy.

Yellowstone was the very first national park. It was created in 1872. Right off the bat, people wanted to visit there. Still today, Yellowstone is one of the most popular national parks. More than two million people visit each year.

Why do so many people visit? For one thing, they want to see wild animals. Huge animals called bison live in the park. Other animals include moose, black bears, and grizzly bears. Long ago, wolves lived in the park. But people hunted the wolves, and soon there weren't many left. Now the wolves are protected. So their numbers are growing.

Have you heard about the bubbling land in Yellowstone? Hot springs, or pools of steaming hot water, are under the land. In some places, the steaming water bursts into the air. These springs are called geysers. Old Faithful is a famous geyser there. It spurts water and steam just about every 75 minutes.

In the summer of 1988, a fire broke out in Yellowstone. Wild fires often burn there, but this fire was unlike any other. Workers could not control it. Strong winds spread the flames. Hot, dry weather kept the fire burning. Many pine forests burned. Luckily, most of the animals escaped from the smoke and flames.

Scientists think that fire in the park is a natural event. The ash from fires makes the soil richer. After a fire, the heat makes pinecones pop open and send out seeds. The seeds grow into new pine trees. Look for new pine trees if you ever visit Yellowstone!



Finding Main Idea

13. The best title for the article is
- Ⓐ “1872: An Important Year.”
 - Ⓑ “All About National Parks.”
 - Ⓒ “Saving the Park’s Wolves.”
 - Ⓓ “Yellowstone National Park.”

Recognizing Cause and Effect

16. The wolves in Yellowstone almost died out because
- Ⓐ there wasn’t enough food for them.
 - Ⓑ people killed too many of them.
 - Ⓒ grizzly bears ate them.
 - Ⓓ they couldn’t escape from the fires.

Recalling Facts and Details

14. Each year, Yellowstone gets more than
- Ⓐ two hundred visitors.
 - Ⓑ two thousand visitors.
 - Ⓒ one million visitors.
 - Ⓓ two million visitors.

Comparing and Contrasting

17. How was the fire of 1988 different from other fires in Yellowstone?
- Ⓐ Lightning caused this fire to happen.
 - Ⓑ Many animals were killed in this fire.
 - Ⓒ Workers could not control this fire.
 - Ⓓ This fire caused new pine trees to grow.

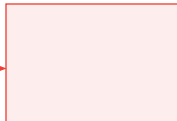
Understanding Sequence

15. These boxes show some things that happened in the article.

In 1988, a fire starts in Yellowstone.



Many pine trees burn in the fire.



What belongs in the empty box?

- Ⓐ Pinecones produce seeds that grow into new pine trees.
- Ⓑ Many wolves and other animals are killed in the fire.
- Ⓒ Steaming water bursts into the air.
- Ⓓ Workers controlled the fire quickly.

Making Predictions

18. If you were to visit Yellowstone, you would be likely to
- Ⓐ watch seeds growing into new pine trees.
 - Ⓑ see very few other people visiting the park.
 - Ⓒ see water and steam shooting up from Old Faithful.
 - Ⓓ see giraffes, elephants, and tigers in the park.

Finding Word Meaning in Context

19. In paragraph 4, the word *spurts* means

- Ⓐ is buried under.
- Ⓑ bursts up.
- Ⓒ caves in.
- Ⓓ trickles out.

Identifying Author's Purpose

22. The author's purpose in paragraph 3 is to

- Ⓐ describe the land and water in Yellowstone.
- Ⓑ get readers to feel badly about the wolves.
- Ⓒ entertain readers with a tall tale about a bear.
- Ⓓ explain about some of the animals in Yellowstone.

Drawing Conclusions and Making Inferences

20. From the article, you can figure out that

- Ⓐ good things can happen after fires burn parts of Yellowstone park.
- Ⓑ visitors stopped going to Yellowstone after the fire in 1988.
- Ⓒ people are allowed to hunt animals in Yellowstone park.
- Ⓓ more visitors go to other national parks than to Yellowstone.

Interpreting Figurative Language

23. In paragraph 2, the phrase *right off the bat* means

- Ⓐ “surprisingly.”
- Ⓑ “carefully.”
- Ⓒ “after a long while.”
- Ⓓ “immediately.”

Distinguishing Between Fact and Opinion

21. Which of these is an *opinion*?

- Ⓐ Yellowstone was the first national park to be created.
- Ⓑ In the summer of 1988, fires burned in Yellowstone.
- Ⓒ Yellowstone is the most exciting place to visit on vacation.
- Ⓓ Bison, moose, and bears live in Yellowstone.

Distinguishing Between Real and Make-believe

24. Which of these could not really happen?

- Ⓐ People travel to visit national parks.
- Ⓑ Hot springs under the ground shoot water into the air.
- Ⓒ Herds of bison roam Yellowstone.
- Ⓓ Animals in Yellowstone have picnics with the visitors.



Read this story about a young boy named Nick. Then answer questions about the story. Choose the best answer for Numbers 25 through 36.

And So Great-Grandfather Came

In school we learned about immigrants. Immigrants are people who leave one country to live in another. A large number of immigrants came to live in America during the early 1900s.

When I got home from school, I asked my mom if anyone from our family was an immigrant. She reached up high on a bookshelf and took out a photo album. It was filled with black-and-white pictures of people in her family. She showed me a picture of her grandfather. She told me how her grandfather had to escape from the country where he was born. A war was going on, and there was a lot of fighting.

“Is he my great-grandfather?” I asked.

“Yes, he is,” Mom answered. I smiled.

My great-grandfather boarded a ship and traveled across the Atlantic Ocean to America. The ship landed at Ellis Island in New York. Everyone got off the boat and waited inside a big building. Doctors there made sure my great-grandfather was healthy. If he wasn't, he might have to go back to his country. His name was written in a book that lists the name of each person who passed through Ellis Island. The book also shows their answers to certain questions. Two of these questions were “How much money do you have?” and “Where are you going to live?”



My great-grandfather came here alone. He didn't know one person. Other people came as families. Some family members weren't allowed to stay. They were sick. The family had to decide then and there if they were going to split up or go back to their homeland together.

My great-grandfather was given the okay to stay in the United States. He stayed in New York City the rest of his life. He worked in a bakery for a while. Then he married my great-grandmother. She worked in a factory. She was a seamstress who made dresses. Later my great-grandfather became a police officer. He died before I was born. I wish I had known my great-grandfather. He must have been very brave. I would have enjoyed hearing him tell me about his life.

Finding Main Idea

25. What is the story mostly about?
- Ⓐ a man who comes to the United States from another country
 - Ⓑ a boy who learns about his great-grandfather
 - Ⓒ an island in New York called Ellis Island
 - Ⓓ the many people who came to America in the early 1900s

Recognizing Cause and Effect

28. If doctors found people at Ellis Island to be sick, they might have to
- Ⓐ stay at Ellis Island.
 - Ⓑ return home.
 - Ⓒ stay with their family.
 - Ⓓ go to the hospital.

Recalling Facts and Details

26. Nick's great-grandfather came to the United States because
- Ⓐ there was a war going on in his country.
 - Ⓑ he had no money to take care of his family at home.
 - Ⓒ he had no family.
 - Ⓓ he needed a doctor.

Comparing and Contrasting

29. A seamstress is most like a
- Ⓐ baker.
 - Ⓑ factory worker.
 - Ⓒ police officer.
 - Ⓓ dressmaker.

Understanding Sequence

27. Which of these happened first to Nick's great-grandfather?
- Ⓐ He got married to Nick's great-grandmother.
 - Ⓑ He became a police officer.
 - Ⓒ He arrived at Ellis Island.
 - Ⓓ He was checked by doctors at Ellis Island.

Making Predictions

30. Which of these is Nick most likely to do next?
- Ⓐ Write a letter to his great-grandfather.
 - Ⓑ Become a police officer.
 - Ⓒ Read a book about New York.
 - Ⓓ Find out more about other immigrants in his family.

Finding Word Meaning in Context

31. You can tell that an *immigrant* is someone who
- Ⓐ lived in New York long ago.
 - Ⓑ travels from one country to live in another.
 - Ⓒ is a passenger on a ship.
 - Ⓓ lived in America during the early 1900s.

Identifying Author's Purpose

34. The story was written in order to
- Ⓐ entertain.
 - Ⓑ persuade.
 - Ⓒ explain.
 - Ⓓ describe.

Drawing Conclusions and Making Inferences

32. You can tell from the story that Nick
- Ⓐ has never been to New York City.
 - Ⓑ never got to meet his great-grandfather.
 - Ⓒ works hard in school.
 - Ⓓ enjoys learning about other countries.

Interpreting Figurative Language

35. In paragraph 6, the words *then and there* mean
- Ⓐ “right away.”
 - Ⓑ “in front of others.”
 - Ⓒ “after a while.”
 - Ⓓ “over and over again.”

Distinguishing Between Fact and Opinion

33. Which of these tells what someone thinks or feels?
- Ⓐ A war was going on, and there was a lot of fighting.
 - Ⓑ He must have been very brave.
 - Ⓒ My great-grandfather came here alone.
 - Ⓓ In school we learned about people who came to the United States long ago.

Distinguishing Between Real and Make-believe

36. Which of these could not really happen?
- Ⓐ A man travels alone.
 - Ⓑ A family comes to the United States.
 - Ⓒ A boy goes back in time to visit his great-grandfather.
 - Ⓓ A doctor checks to see if someone is healthy.



Read this story about a girl named Victoria. Then answer questions about the story. Choose the best answer for Numbers 37 through 48.

Right-Handed or Left-Handed?

Victoria arrived in class panicked. She couldn't find her report that she had worked on so hard. And she was supposed to present her report to the class today. A knot tightened in Victoria's stomach. What could she do? She had already searched her backpack three times. She walked nervously over to her teacher. She hoped he wouldn't be upset.

Victoria explained her problem to Mr. Forrest. "I must have left my report on my desk at home," she said. Mr. Forrest understood. He told Victoria that she could present her report the next day. Victoria breathed a sigh of relief. He wasn't upset after all. Mr. Forrest then told Victoria that she would need to at least talk to the class today about the subject of her report.

Victoria stood at the front of the class and began.

"I have always wondered why some people are left-handed and others are right-handed. I think this is the most fascinating subject to learn about. I am left-handed. Only ten people out of one hundred are left-handed like me. We live in a 'right-handed' world. Most tools are made for right-handed people. I have learned that there are many reasons that some people use their left hand and others use their right.



"The brain has two sides, the left side and the right side. The right side of the brain helps the left side of the body. The left side of the brain helps the right side of the body. For most people, the left side of the brain is the strongest half. This is why the right side of the body is better able to do things. Most people write, read, and speak using the left side of their brain. This is different for people who are left-handed. The right side of their brain is stronger. The left side of the body is better able to do things. That is why they write using their left hand."

Victoria ended her brief talk by asking the question, "How many of you are left-handed, besides me?" There were twenty other students in Victoria's class. Only one raised a hand.

Finding Main Idea

37. The story mainly tells
- Ⓐ why a girl forgot her homework.
 - Ⓑ how to become left-handed.
 - Ⓒ why some people are left-handed.
 - Ⓓ where a girl left her report.

Recognizing Cause and Effect

40. Victoria breathed a sigh of relief because
- Ⓐ she was still going to get to speak in front of the class.
 - Ⓑ the students enjoyed her report.
 - Ⓒ her teacher was not upset.
 - Ⓓ she found her report in her backpack.

Recalling Facts and Details

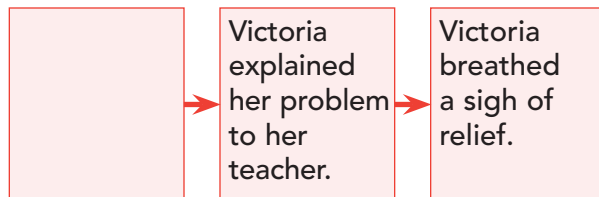
38. Mr. Forrest can be described as
- Ⓐ harsh.
 - Ⓑ understanding.
 - Ⓒ thoughtful.
 - Ⓓ uncaring.

Comparing and Contrasting

41. Victoria's problem can be compared to a
- Ⓐ result.
 - Ⓑ difficulty.
 - Ⓒ solution.
 - Ⓓ disaster.

Understanding Sequence

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



What belongs in the empty box?

- Ⓐ Victoria asked how many of her classmates were left-handed.
- Ⓑ Victoria explained that the brain has two sides.
- Ⓒ Victoria stood in front of the class and began her talk.
- Ⓓ Victoria felt a knot tighten in her stomach.

Making Predictions

42. Suppose you are in a room filled with forty people. Predict how many people would be left-handed.
- Ⓐ 4
 - Ⓑ 6
 - Ⓒ 12
 - Ⓓ 14

Finding Word Meaning in Context

43. In the story, *panicked* means

- Ⓐ “tired.”
- Ⓑ “surprised.”
- Ⓒ “confused.”
- Ⓓ “nervous.”

Identifying Author’s Purpose

46. The story was written in order to

- Ⓐ describe how a girl felt about giving a report.
- Ⓑ explain facts about people who are left-handed.
- Ⓒ entertain readers with a funny story.
- Ⓓ persuade readers to learn more about why they are either left-handed or right-handed.

Drawing Conclusions and Making Inferences

44. There is enough information in the story to figure out that

- Ⓐ Victoria will not need to bring her report into class after all.
- Ⓑ most of the students in Victoria’s class are right-handed.
- Ⓒ the left side of Victoria’s brain is stronger than the right.
- Ⓓ Victoria will receive a high grade on her report.

Interpreting Figurative Language

47. The story says that *a knot tightened in Victoria’s stomach*. This means that Victoria was

- Ⓐ “worried.”
- Ⓑ “hungry.”
- Ⓒ “excited.”
- Ⓓ “ill.”

Distinguishing Between Fact and Opinion

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

- Ⓐ “I am left-handed.”
- Ⓑ “I left my report on my desk at home.”
- Ⓒ “The brain has two sides, the left side and the right side.”
- Ⓓ “I think this is the most fascinating subject to learn about.”

Distinguishing Between Real and Make-believe

48. Which of these could really happen?

- Ⓐ A girl’s stomach ties itself into a knot.
- Ⓑ A class of twenty students disappears before a teacher’s eyes.
- Ⓒ A report suddenly appears in a girl’s backpack.
- Ⓓ A girl speaks in front of her class.

