

STARS Strategies to achieve reading success



ACKNOWLEDGMENTS

Product Development

Developers and Authors: Deborah Adcock, Joan Krensky

Contributing Writers: Patricia Delanie, Laura Johnson, Jo Pitkin

Editorial Project Managers

Deborah Adcock, Pamela Seastrand

Design

Cover Designer: Matt Pollock

Book Designer: Pat Lucas

Illustration/Photography Credits

iStockphoto LP/front cover, title page

Jamie Ruh/page 6

Pat Lucas/page 8

Susan Hawk/pages 10, 13, 27, 30, 36, 60, 89, 120, 122, 130, 134, 136, 143

©JupiterImages Corporation/pages 16, 21, 28, 40, 42, 46, 50, 55, 67, 74, 81, 84, 86, 96, 104, 110, 113, 132

Jim Roldan/pages 18, 45, 62, 76, 140

Courtesy of U.S. Fish and Wildlife Service/page 22

Library of Congress, LC-USZ62-7816/page 31

Courtesy of McDonald's Corporation/page 33

Hillary Crosman/page 34

Courtesy of Jerry Search/Southern California Speed Skating Association/page 56

Mary Newell DePalma/page 68

Chuck Aghoian/Shutterstock.com/page 70

Micheal Shake/Shutterstock.com/page 70

Gary Torrisi/page 108

International Landmarks/Corel/page 124

Portrait Gallery/Perry-Castañeda Library, University of Texas at Austin/pages 128 and 146

ISBN 978-0-7609-6367-8

©2010, 2006, 2000—Curriculum Associates, LLC
North Billerica, MA 01862

NOT FOR RESALE

No part of this book may be reproduced by any means
without written permission from the publisher.
All Rights Reserved. Printed in USA.

15 14 13 12 11 10 9

TABLE OF CONTENTS

Lesson 1	Finding Main Idea	4
Lesson 3	Understanding Sequence.	24
Lessons 1-3	REVIEW.	34
<hr/>		
Lesson 4	Recognizing Cause and Effect	38
Lesson 5	Comparing and Contrasting.	48
<hr/>		
Lessons 7-9	REVIEW.	102
<hr/>		
Lesson 10	Identifying Author's Purpose	106
Lesson 11	Interpreting Figurative Language	116
Lesson 12	Summarizing.	126
Lessons 10-12	REVIEW.	136
Lessons 1-12	FINAL REVIEW	140

PART ONE: Think About the Strategy

**What Is Main Idea?**

Books, short stories, and poems all tell a story. All stories have a main idea. A movie or television show also tells a story that has a main idea. The main idea tells what something is mostly about.

- 1 Write the name of a movie you enjoyed watching.

- 2 Write three important things that happened in the movie.

- 3 Write a sentence that tells what the movie was mostly about.

**Work with a Partner**

- Tell your partner about a book or newspaper article you have read.
- Then take turns telling about the main idea of the book or article. 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 or last sentence of the passage.

Read this passage about sandhill cranes. Think about the most important idea in the passage.

Sandhill cranes in northern Canada migrate to warmer climates in the fall. The birds fly thousands of miles during their travels. Many sandhill cranes travel to the Gulf Coast of the United States. Some travel as far south as Mexico.

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.

The birds fly thousands of miles during their travels.

Many sandhill cranes travel to the Gulf Coast of the United States.

Some travel as far south as Mexico.

**WHAT
TO
KNOW**

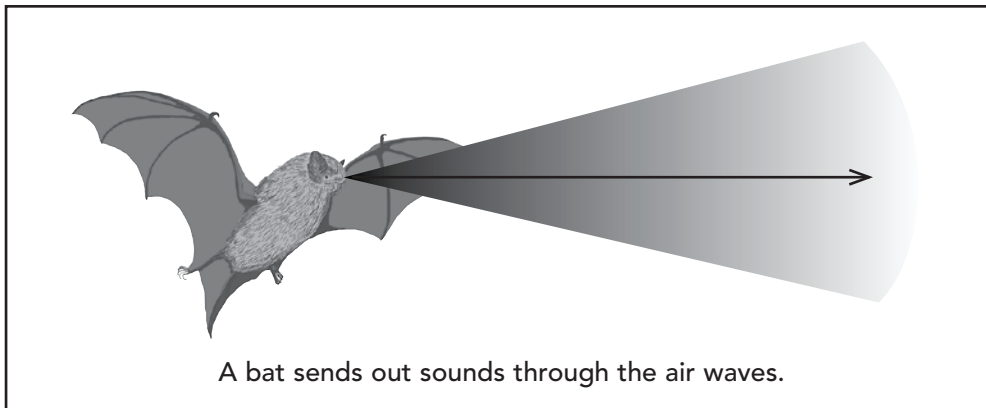
The most important idea in a paragraph is called the **main idea**. The main idea tells what a paragraph is mostly about.

- 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 any one sentence. You can figure out the main idea by asking yourself, “What is the most important idea in the paragraph?”

Read this paragraph about bats. As you read, think about the most important idea in the paragraph.

Why Bats Can Fly in the Dark

Sometimes, people say that someone who doesn’t see well is “as blind as a bat.” Bats are not really blind, however. Most of them have tiny eyes that cannot see very well in the dark. So bats rely on their ears to “see” at night. Bats make high squeaking noises as they fly. These sounds spread out through the air like waves. When the sounds hit an object, they bounce back as echoes. The bats’ large ears easily pick up the echo sounds to locate objects in their path. This is called echolocation. Bats use echolocation to hunt and to avoid bumping into things in the dark.



The last sentence of the paragraph states the most important idea.

Bats use echolocation to hunt and to avoid bumping into things in the dark.

Read this e-mail that a girl sent to her friend. As you read, think about the main idea of the e-mail. Then answer the questions.

From: Robin S. <RobinS@lion.xyz>
Subject: Interesting facts of the day

To: Tamara H. <TamaraH@lion.xyz>

Tamara,

I want to tell you about some interesting facts I learned today about geography in the United States. Do you know which state lies the farthest south? Most of the kids in my class answered "Florida." A few kids said "Texas." My response was "California." We were all wrong! The most southern state is Hawaii. We also learned that Alaska is both the most western and the most eastern state. Its Aleutian Islands extend really far to the west. They actually cross the line that divides the Eastern and Western hemispheres. Another interesting fact I learned is that parts of Virginia are farther west than West Virginia. Also, did you know that parts of Wisconsin, which is in the Midwest, are farther east than parts of Florida?

Reply soon,
Robin

1. What is the main idea of the paragraph?
 - Ⓐ The state that lies farthest south is Hawaii.
 - Ⓑ Robin's entire class answered a geography question incorrectly.
 - Ⓒ Robin learned some interesting facts about United States geography.
 - Ⓓ Parts of Wisconsin are farther east than parts of Florida.
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 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 fable by Aesop. As you read, ask yourself, “What is the fable mostly about?” Then answer the questions.

A jay ventured into a yard where peacocks often gathered to eat corn. There, on the ground, the jay found several colorful peacock feathers. Because he greatly admired peacocks, the jay tied the feathers to his own tail and strutted toward a group of peacocks. The peacocks were quite angry at the jay for pretending to be one of them. They plucked the borrowed feathers off his tail. The jay walked back to some other jays that had watched the ugly scene. They, too, were angry. They told him, “It is not only fine feathers that make fine birds.”



- What is the fable mostly about?
 - what peacocks eat
 - how birds can change their feathers
 - the difference between different kinds of bird feathers
 - a bird that pretends to be a different kind of bird
- 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 fable mostly about?

Ⓐ what peacocks eat

This answer is not correct because while the fable does state that peacocks eat corn, it is only a detail. It is not the most important idea.

Ⓑ how birds can change their feathers

This answer is not correct because the way that the jay tried to change his feathers is only a detail in the story. The way he attempted to change his feathers is not the most important idea.

Ⓒ the difference between different kinds of bird feathers

This answer is not correct because there is not enough information in the fable to support this idea. While the fable does suggest that peacock feathers are more beautiful than jay feathers, it is not the most important idea.

Ⓓ a bird that pretends to be a different kind of bird

This answer is correct because it explains the lesson that is taught in the fable. It tells what all the sentences in the fable are mostly about. It is the most important idea.

4. Where did you find the main idea?

Ⓐ in the first sentence of the paragraph

This answer is not correct because the first sentence in the fable tells about the setting. It states that the jay was going into the yard where peacocks often gathered. This is not the most important idea of the paragraph.

Ⓑ in the last sentence of the paragraph

This answer is correct because the last sentence states, *"It is not only fine feathers that make fine birds."* The idea that fine appearances are not the most important part of being a fine bird is the lesson and main idea of the fable.

Ⓒ in the middle of the paragraph

This answer is not correct because the sentences in the middle of the paragraph tell about how the jay tied peacock feathers to his own tail and how the peacocks and jays reacted to what he had done.

Ⓓ by thinking about the most important idea in the paragraph

This answer is not correct because the main idea is stated in the last sentence.

**MORE
TO
KNOW**

- Each paragraph in a reading passage has one main idea. The entire reading passage also has one main idea. The main idea of an entire reading passage is often found in the first or last paragraph.
- The title of a reading passage often helps you identify the main idea.

Read this history report about a national symbol. Then answer the questions.

Who Is Uncle Sam?

Uncle Sam has been a symbol of the United States for more than 150 years. The first drawings of Uncle Sam appeared in the 1830s. For many years, his appearance took many forms. By the 1860s, drawings of Uncle Sam became more alike. Most pictures show a tall, thin man with a white beard. He is dressed in a tailcoat, striped pants, and a top hat with a band of stars.

Uncle Sam was actually based on a real person. He was a meat packer from Troy, New York. His name was Samuel Wilson, but everyone called him Uncle Sam. During the War of 1812, Wilson supplied meat to U.S. Army troops stationed near Troy. He stamped the letters U.S. on each wooden barrel of beef and pork. Soldiers thought the initials stood for Uncle Sam. The letters, however, were actually the abbreviation for the United States. Soon, Uncle Sam became the term for anything referring to the United States.



5. What is the main idea of the first paragraph?
 - Ⓐ Uncle Sam has been a U.S. symbol for more than 150 years.
 - Ⓑ Uncle Sam is a tall, thin, bearded man.
 - Ⓒ The first drawings of Uncle Sam appeared in the 1830s.
 - Ⓓ For many years, no one knew what Uncle Sam looked like.
6. What is the main idea of paragraph 2?
 - Ⓐ Uncle Sam was from Troy, New York.
 - Ⓑ Wilson sold meat to the U.S. Army.
 - Ⓒ Uncle Sam was based on a real person.
 - Ⓓ The letters *U.S.* stood for *Uncle Sam*.
7. What is the report mostly about?
 - Ⓐ symbols of the United States
 - Ⓑ one of our nation's oldest symbols
 - Ⓒ what Uncle Sam looked like
 - Ⓓ the real Uncle Sam
8. Which of these is another good title for the report?
 - Ⓐ "Uncle Sam's Costume"
 - Ⓑ "American Symbols"
 - Ⓒ "Uncle Sam Wilson"
 - Ⓓ "The History of Uncle Sam"

Read this article about a special kind of mouse. Then answer the questions.

In 1968, Douglas Engelbart showed off a new device at a computer conference. The gadget was a little wooden box on wheels. It was so small that it fit into the palm of the hand. Many people showed great interest in Engelbart's invention. Sixteen years passed, though, before "the mouse" became a common computer tool.

In the late 1960s, computers were huge machines that cost millions of dollars. The first small computers began to appear during the 1970s. But few people used the early computers at home. Users needed to know special computer languages to operate them.

Personal computers became more popular after 1984. That was the year that Apple Computer, Inc., introduced the Macintosh®. The "Mac" was the first easy-to-use computer. Part of its basic equipment was a mouse. It controlled the movement of a pointer, or cursor, on the screen. The mouse let users point and click to give commands to the computer. The mouse was also an excellent drawing tool. It could be used to form curved and straight lines.

Today, most computers come with a mouse. Some computers have other hand-controlled devices, too. Some of the devices are trackballs, touch pads, and joysticks.

9. What is the main idea of the first paragraph?
- Ⓐ Early personal computers were hard to operate.
 - Ⓑ The Mac was the first easy-to-use computer.
 - Ⓒ Douglas Engelbart invented the first computer mouse.
 - Ⓓ A computer mouse is a hand-held device.
10. Paragraph 3 is mostly about
- Ⓐ how the Mac was made.
 - Ⓑ how the Mac made good use of the mouse.
 - Ⓒ how the mouse has changed in design.
 - Ⓓ how to use hand-controlled devices.
11. What is the article mostly about?
- Ⓐ a device that is as small as a mouse
 - Ⓑ Macintosh computers
 - Ⓒ an invention that changed the way computers were used
 - Ⓓ the work of Douglas Engelbart throughout the years
12. Which of these is the best title for the article?
- Ⓐ "How the Mouse Came to Be"
 - Ⓑ "The Brave Little Mouse"
 - Ⓒ "A Man with a Vision"
 - Ⓓ "Computer Tools"

**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 often identifies the main idea of the whole reading passage.

Read this poem about someone's home. Then answer questions about the poem. Choose the best answer for Numbers 13 and 14.

Home Is Where the Heart Is

by stevan-adele Morley

Under a mighty mountain,
at the bottom of a hill,
The valley in the morning
is so beautiful and still.

Grandfather lives on the mountain;
my cousin lives on the hill,
But I live deep in the valley
and believe I always will.

Eagles nest on the mountain;
birds fly down from the hill,
Bringing songs to the valley
that echo through the chill.

When the snow melts on the mountain,
it comes streaming down the hill
To the river in the valley
that gives power to our mill.

There's folks who love the mountain,
and folks who love the hill,
But I live deep in the valley
and believe I always will.

13. The poem is mostly about
- Ⓐ someone's feelings about living in the valley.
 - Ⓑ people who like living on a mighty mountain.
 - Ⓒ a mill powered by melting snow.
 - Ⓓ bird songs that echo through a valley.

14. Another good title for the poem is
- Ⓐ "Songs from Up High."
 - Ⓑ "A Mighty Mountain."
 - Ⓒ "My Valley Home."
 - Ⓓ "Mountain Folk."

Read this passage adapted from a folktale told by the Kutchin Indians of Canada. Then answer questions about the folktale. Choose the best answer for Numbers 15 and 16.

One night, when Fox was hungry, he asked his friend Raven if he had any food. "I have food in my nest," said Raven, "but I cannot get it for you until morning. Ever since the moon disappeared, it is too dark to fly at night."

Fox sighed. "Ever since the moon disappeared, it's hard for me to hunt at night."

Fox and Raven decided that they had to get the moon back. Bear had stolen the moon because its bright light kept him awake all night.

"But we are small and Bear is so large. If he took the moon, we won't be able to get it back."

"Then we must trick him," said Raven. "I have an idea." The two friends went to Bear's cave.

"Are you home, Bear?" Fox called out. "Your friends Fox and Raven are here to see you."

"Please wait a moment," said Bear. "I have to tidy up my cave so that it looks presentable for guests." After a few minutes, Bear told Fox and Raven to come in. "We have an exciting story to share with you," said Raven.

"I love stories," said Bear. "Please, tell me!"

Raven went on to tell Bear a very long and very dull story. While Raven distracted Bear with the story, Fox searched the cave for the moon.

"This isn't an exciting story at all," said Bear, yawning. His eyes were growing heavy.

"Be patient, Bear," said Raven. "The best part is coming."

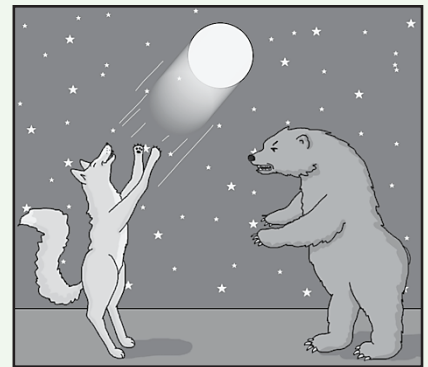
Raven continued telling his story, but Bear was so bored that he fell asleep. Fox emerged with a bag he had found under Bear's bed. In the bag was the moon.

Fox and Raven ran out of the cave with the moon, but Bear woke up and began chasing them. Fox and Raven threw the moon back into the sky.

Bear was angry. "How am I supposed to sleep now?"

"Raven needs the light of the moon to fly at night," explained Fox, "and I need it to hunt. So, on nights when we have eaten early and retired to our homes, you may pull the moon from the sky and sleep in the darkness."

And so, that is why the moonlight is bright in the sky on some nights while on others it is not.



15. What is the folktale mostly about?

- (A) why Bear preferred darkness
- (B) why the moon appears in the sky only on some nights
- (C) how the moon was taken away from Bear
- (D) who is responsible for the moonlight

16. What is the best title for the folktale?

- (A) "A Moon for Bear"
- (B) "Sail On, Moon"
- (C) "The Hungry Animals"
- (D) "The Stolen Moon"

Lesson 3

UNDERSTANDING SEQUENCE

PART ONE: Think About the Strategy



What Is Sequence?

Most things you read are told in order. A science experiment tells what to do first, next, and so on. A nonfiction book usually tells about events in the order in which they happened. Stories have a beginning, a middle, and an ending. Many of the things you do each day are also done in a particular order.

- 1 Write three things that you did yesterday.

- 2 List and number these things in the order in which you did them.



Work with a Partner

- Tell your partner about one of your favorite fiction books.
- Take turns telling about the beginning, the middle, and the ending of the book. Try to use only one sentence to describe each part.

How Do You Find Sequence?

You can find the order in which things happen in an article by thinking about the time order in which things are presented. Writers of articles often introduce information in the order in which events take place.

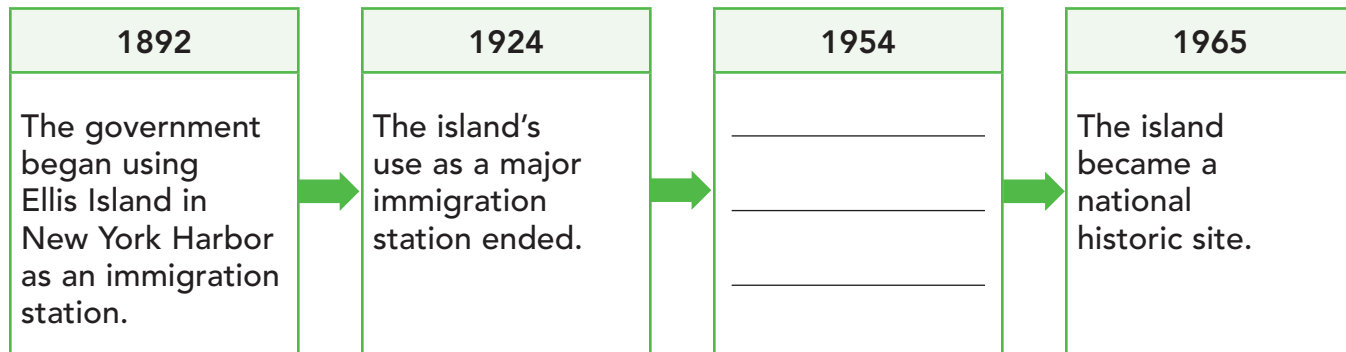
Read this passage about Ellis Island. Pay attention to the time order of events.

The government began using Ellis Island in New York Harbor as an immigration station in 1892. The island's use as a major immigration station ended in 1924. The station closed in 1954. In 1965, the island became a national historic site.

1. Let's think about the order in which information is presented in the passage.
2. Look at the time line below.

The time line tells the order in which events happened in the passage.

3. Fill in the missing information from the passage that tells what event happened in 1954.





**WHAT
TO
KNOW**

The order in which things are done or events take place is called **sequence**. The steps for completing a set of directions often follow a sequence.

- Clue words such as *first*, *next*, *then*, *last*, *finally*, *before*, and *after* often tell you when things are done or events happen.
- Clues such as times of day, days of the week, months, seasons, and years tell when things happen.
- In a story without clue words, think about the beginning, the middle, and the ending to help you figure out sequence. In an article without clue words, think about the order in which things take place or how things are done.

Read this article that describes an art project. As you read, think about the order of the steps to complete the project.

Making a Collage

Ms. Shurtleff was explaining a new project to her fifth-grade art students. “We’ll be making a design out of pasted pictures or scraps of paper or fabric,” she said. “It’s called a collage.”

“First,” Ms. Shurtleff instructed, “think of a theme for your collage. Second, gather your materials. You’ll need scissors, glue, and poster board for the background. You’ll also need magazines, colored paper or tissue, and scraps of cloth. You can also use small objects such as buttons and shells.”

“Third,” she continued, “cut out pictures and words from magazines to develop your theme. Next, add materials that will give your collage color, shape, and texture. Then move the pieces around on the poster board until you have the design you want. Last, glue the pieces to the poster board to create your collage.”

The order of the steps to complete the collage is:

First, think of a theme for your collage.

Second, gather your materials.

Third, cut out pictures and words from magazines to develop your theme.

Next, add materials that will give your collage color, shape, and texture.

Then move the pieces around on the posterboard until you have the design you want.

Last, glue the pieces to the poster board to create your collage.

Read this story about a clever trick. As you read, think about what happens first, second, and so on. Then answer the questions.

The Mind Reader

Abe told his friend Corey that he could read minds and was ready to prove his power. First, Abe spread out nine magazines on the floor. He then arranged the magazines in three rows of three magazines each.

Abe's sister Sandra, who knew how to perform the trick, acted as his assistant. She placed a blindfold over Abe's eyes. Next, she turned him around so that his back faced Corey. Abe then asked his friend to touch one of the magazines.

After Corey made his choice, Abe turned around and removed his blindfold. He told Corey to concentrate on the correct magazine, but not to look directly at it.

With a measuring stick, Sandra pointed to the bottom right corner of the first magazine in the top row. "Is it this one?" she asked Abe. Abe answered, "No."

Sandra continued to point to magazines, from the top row to the bottom row. Each time, she asked, "Is this the one?" Each time, Abe shook his head "No." Finally, when the pointer touched the last magazine in the bottom row, Abe nodded his head and said, "Yes, that's the one."

Corey was astounded. He wondered how Abe had figured out that the correct magazine was at the bottom right.



1. What did Abe do first?
 - Ⓐ He put on a blindfold.
 - Ⓑ He placed nine magazines on the floor.
 - Ⓒ He asked Corey to touch a magazine.
 - Ⓓ He nodded his head.
2. In the story, which clue word tells what Abe did last?
 - Ⓐ first
 - Ⓑ then
 - Ⓒ next
 - Ⓓ finally



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.



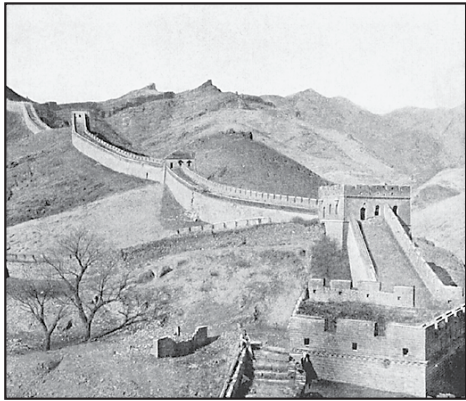
REVIEW

Sequence tells the order in which things are done or events happen.

- Look for clue words such as *first*, *next*, *then*, *last*, *finally*, *before*, and *after*. These clue words help you figure out the order in which things are done or events happen in a reading passage.
- Look for clues that tell about times of day, days of the week, months, seasons, or years.
- When there are no clue words in a story, think about the beginning, the middle, and the ending to help you understand the sequence. When there are no clue words in an article, think about the order in which things happen or how things are done.

Read this article about how something was built. As you read, think about the clue words that tell you the order of events. Then answer the questions.

The Great Wall of China



About two thousand years ago, China's first emperor ordered the building of a huge wall along his empire's northern borders. After the wall was built, it was used to protect the Chinese from enemies in the north.

Over a million people worked on the project. The wall took years and years to build and eventually covered 3,900 miles. First, the builders piled dirt as high as 39 feet. Then they pounded the dirt into hard mounds. Each mound was about 32 feet thick. Next, the workers shaped the huge mounds with bamboo poles.

Last, they fitted stones and clay bricks over the sides and the top. The top became a road that was wide enough for six soldiers on horseback to ride side by side.

Today, the Great Wall of China is still the longest structure ever built. People used to think you could see it from the moon!

3. What did the builders of the Great Wall of China do first?
 - Ⓐ They pounded dirt into hard mounds.
 - Ⓑ They created high piles of dirt.
 - Ⓒ They fitted stones and bricks over the sides and top of the mounds.
 - Ⓓ They shaped the mounds with bamboo poles.
4. Which clue word in the article tells what the workers did second?
 - Ⓐ then
 - Ⓑ 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. What did the builders of the Great Wall of China do first?

- Ⓐ They pounded dirt into hard mounds.

This answer is not correct because the builders created high piles of dirt before they pounded the dirt into hard mounds.

- Ⓑ They created high piles of dirt.

This answer is correct because paragraph 2 states, “*First, the builders piled dirt as high as 39 feet.*”

- Ⓒ They fitted stones and bricks over the sides and top of the mounds.

This answer is not correct because paragraph 2 states that the builders did this step last.

- Ⓓ They shaped the mounds with bamboo poles.

This answer is not correct because the builders had to pile the dirt and pound it into mounds before they could shape the mounds with bamboo poles.

4. Which clue word in the article tells what the workers did second?

- Ⓑ then

This answer is correct because this clue word tells what happened immediately after the workers created high piles of dirt, which was the first step. Pounding the dirt into hard mounds must be what the workers did second.

- Ⓒ next

This answer is not correct because the word *next* is used in the article to describe what happened after the dirt was piled high and pounded into hard mounds. Shaping the mounds with bamboo poles must then be the third step.

- Ⓓ after

This answer is not correct because the word *after* is used to describe what happened once the Great Wall was built.

- Ⓓ last

This answer is not correct because the word *last* is used to describe the final step of construction of the Great Wall.

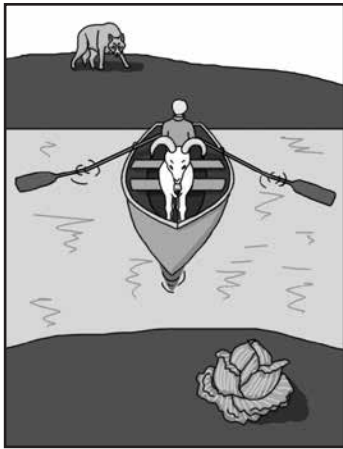


**MORE
TO
KNOW**

- If a reading passage does not contain clue words, ask yourself questions such as “What happened first?” and “What happened next?” to help figure out the order of events in a reading passage.
- Stories are usually told in the order in which the events occurred—from the beginning to the ending. Not all stories are told entirely in time order; sometimes, a past event is introduced in the beginning or middle of a story.

Read this riddle and its solution. Then answer the questions.

One day, a farmer had to carry a goat, a wolf, and a cabbage across a river. The farmer, however, could bring only one item across the river at a time. He knew that if he left the goat, the wolf, and the cabbage alone, the goat would eat the cabbage, and the wolf would eat the goat. It took the farmer a long time to figure out a solution to his problem. At last, he realized how he could get himself and the goat, the wolf, and the cabbage safely across.



First, the farmer rowed across the river with the goat and left the animal alone on the opposite side. Second, he rowed back, picked up the wolf, and brought it across. However, he did not leave the wolf with the goat. The goat returned with him in the rowboat. Next, the farmer dropped off the goat and made another trip across the river with the cabbage only. He left the wolf with the cabbage and then went back to get the goat. After the farmer and the goat crossed the river again, they joined the wolf and cabbage.

- Which of these did the farmer do first?
 - He rowed across the river with the goat.
 - He brought the wolf across.
 - He left the goat alone.
 - He brought the cabbage across.
- What happened after the wolf was brought across the river?
 - The wolf ate the goat.
 - The farmer rowed back with the goat.
 - The wolf joined the cabbage.
 - The farmer went back to get the goat.
- Which clue word in the story tells what the farmer did last?
 - last
 - next
 - after
 - finally
- Before he tried to cross the river, the farmer
 - bought a rowboat.
 - separated the wolf and the goat.
 - worried a lot.
 - thought a long time.

Read this biography of a courageous woman. Then answer the questions.

A Fearless Conductor

Harriet Tubman helped free more than 300 slaves. She led so many slaves to freedom that she became known as the “Moses of Her People.”

Harriet was born on a Maryland plantation around 1821. She was one of 11 children born to the slaves Harriet and Benjamin Ross. When Harriet was just six years old, she began working as a maid and a cook. At age 12, she went to work in the fields.

In 1844, the young Harriet married a freed black man named John Tubman. Five years later, Harriet Tubman heard rumors that she was about to be sold farther south, so she ran away. She traveled north on the Underground Railroad. The Underground Railroad was a network of safe hiding places leading all the way to Canada.

Tubman made it safely to Philadelphia. Once she was free, she grew determined to help other slaves escape. She became one of the leading conductors of the railroad. From 1850 to 1860, she made 19 trips back to the South.

Helping runaway slaves was against the law. Slave owners offered huge rewards for Tubman’s capture. Tubman, though, was never caught, nor were any of her runaways. She later said, “I never ran my train off the track, and I never lost a passenger.”



9. In the biography, clues that tell about the sequence are
 - Ⓐ months.
 - Ⓑ days of the week.
 - Ⓒ times of day.
 - Ⓓ years.
10. What happened in Harriet Tubman’s life during the year 1844?
 - Ⓐ She became a field worker.
 - Ⓑ She got married.
 - Ⓒ She fled to Philadelphia.
 - Ⓓ She began leading slaves to freedom.
11. When did Harriet Tubman run away?
 - Ⓐ 1821
 - Ⓑ 1844
 - Ⓒ 1849
 - Ⓓ 1850
12. In 1860, Harriet Tubman
 - Ⓐ became a railroad conductor.
 - Ⓑ made her last trip back to the South.
 - Ⓒ was captured.
 - Ⓓ made it safely to Philadelphia.



**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 tale adapted from a Chinese folktale. Then answer questions about the folktale. Choose the best answer for Numbers 13 and 14.

One day, three blind men stood together talking when one said, "I have heard about an animal called an elephant. I wish that I could touch it to learn what it is like."

"Yes," exclaimed the second blind man. "I would also like to touch an elephant."

"Me, too," the third blind man said enthusiastically.

A man who owned an elephant just happened to pass by and overheard the three men's conversation. "I have an elephant," the owner offered. "I will lead you to it."

The owner brought the first blind man to the elephant. The man reached out with his hands and ran them up and down the elephant's leg. "Now I understand," he said.

Then the second blind man took a turn. He was by the rear of the elephant, so when he reached out, his hands grasped the tail. "I know now," said the man.

When it was the third blind man's turn, his hands stroked the elephant's trunk. The trunk moved up and down, nearly lifting the man off the ground. "Oh," he said, "I get it."

The three men thanked the owner. As they walked away, the second blind man said, "I had heard that an elephant is strong, but it must be very weak. When I held the creature between my hands, it was not much bigger than a rope."

"You are mistaken, my friend," said the third blind man. "An elephant is very strong. It is as big and as long as a giant, powerful snake."

"You are both wrong," said the first blind man. "An elephant is like a thick tree trunk."

The men began to argue. And they may be arguing still. Each man was partly right, of course, but they were all wrong.

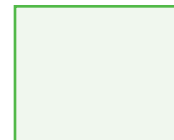
13. After the three blind men touched the elephant, they

- Ⓐ followed the owner.
- Ⓑ thanked the owner.
- Ⓒ argued with the owner.
- Ⓓ walked back to the owner.

14. The boxes tell about some of the things that happened in the folktale.

An elephant owner led the men to his elephant.

1



2

One man grasped the elephant's tail.

3

Which of these belongs in box 2?

- Ⓐ One man touched the elephant's leg.
- Ⓑ The three men stood together talking.
- Ⓒ One man stroked the elephant's trunk.
- Ⓓ The three men began to argue.

Read this article from a food magazine. Then answer questions about the article. Choose the best answer for Numbers 15 and 16.

Fast Foods for Fast Lives

Who first put ground beef between two slices of bread? No one knows for sure, but the hamburger sandwich first became popular more than 100 years ago. Factory workers especially liked this hand-held meal. They could buy two hamburgers for one nickel at traveling lunch carts. By the turn of the century, dining cars, called “diners,” replaced the carts.

In 1916, J. Walter Anderson of Wichita, Kansas, invented the hamburger bun. Five years later, Anderson and a partner built a restaurant shaped like a castle and painted it white. White Castle® grew to become the first hamburger chain.

Soon after White Castle was born, the first drive-in restaurants appeared. These roadside stands used carhops to serve people in their cars. The drive-ins also had fun shapes and bright signs to draw in customers off the road.

In 1948, the McDonald brothers of California introduced a new kind of hamburger place. There were no waiters at their new restaurant. Customers ordered their meals at a walk-up window. McDonald’s® could offer quick service because the food was sent to the restaurant ready to cook.

The hamburgers were already shaped into patties. The french fries were cut and ready to be dipped in hot oil. Other restaurants sold their hamburgers for 35 cents. McDonald’s hamburgers, though, were only 15 cents. French fries were a dime.

Dozens of businesses soon copied the idea of selling quick hamburgers at low prices. Today fast-food places are everywhere—highways, shopping malls, and even airports.



15. What appeared after drive-in restaurants?

- Ⓐ White Castle restaurants
- Ⓑ McDonald’s restaurants
- Ⓒ dining cars
- Ⓓ traveling lunch carts

16. Before McDonald’s opened,

- Ⓐ french fries didn’t exist.
- Ⓑ restaurants weren’t built on roadways.
- Ⓒ there were no hamburger chains.
- Ⓓ restaurant service took longer.

PART ONE: Read an Article

Read this article about Vietnam's early history. Then answer questions about the article. Choose the best answer for Numbers 1 through 6.

Two thousand years ago, the Chinese ruled the land that is now Vietnam. Many Vietnamese wanted freedom from Chinese rule. This dream burned strongly in the heart and mind of Trung Trac, the wife of a Vietnamese noble named Thi Sach.

In A.D. 29, a new Chinese governor took control in Vietnam. His name was Su Ting, and he was greedy and cruel. Trung Trac urged her husband to challenge the Chinese ruler. Thi Sach started to stir up trouble. Su Ting reacted by having Thi Sach put to death. The murder led Trung Trac and her younger sister, Trung Nhi, to raise an army of Vietnamese nobles and peasants. In A.D. 39, the Trung sisters led the troops in battle against the Chinese.

By A.D. 40, the Vietnamese had driven Su Ting out of the country. The Vietnamese kingdom was set up, and Trung Trac was declared queen. The new kingdom, though, did not last long. Within two years, the Chinese had sent the great general Ma Yuan into Vietnam with more than 20,000 soldiers.

Many Vietnamese felt they had no chance against such a large army. Because Trung Trac grew afraid that her followers would abandon her, she ordered an immediate attack. The Chinese easily defeated her small army. Several thousand Vietnamese soldiers were captured and put to death.

Trung Trac and her most loyal supporters retreated into the mountains. According to one story, Ma Yuan captured the Trung sisters and had them killed. Another story



says that the sisters died from disease. Still a third tale says that they disappeared into the clouds. The most popular belief is that the Trung sisters drowned themselves in a river rather than face the shame of surrender.

The Chinese controlled Vietnam for more than a thousand years altogether. Finally, in A.D. 939, General Ngo Quyen led the Vietnamese in a successful revolt against the Chinese.

Finding Main Idea

1. What is the article mostly about?
- Ⓐ the rule of Su Ting
 - Ⓑ the Trung sisters' fight for Vietnam's freedom
 - Ⓒ the mystery of the Trung sisters' death
 - Ⓓ cruel Chinese rulers

Recalling Facts and Details

4. Who led the Vietnamese in a successful revolt against the Chinese?
- Ⓐ Trung Nhi
 - Ⓑ Thi Sach
 - Ⓒ Ngo Quyen
 - Ⓓ Ma Yuan

Finding Main Idea

2. What is the best title for this article?
- Ⓐ "The Trung Sisters"
 - Ⓑ "General Ma Yuan"
 - Ⓒ "The Death of Thi Sach"
 - Ⓓ "The Legend of Queen Trung Trac"

Understanding Sequence

5. Which of these happened last?
- Ⓐ The Trung sisters raised an army.
 - Ⓑ The Vietnamese drove out Su Ting.
 - Ⓒ Su Ting took control of Vietnam.
 - Ⓓ Thi Sach stirred up trouble.

Recalling Facts and Details

3. Su Ting ruled Vietnam from
- Ⓐ A.D. 39 to A.D. 40.
 - Ⓑ A.D. 929 to A.D. 939.
 - Ⓒ A.D. 29 to A.D. 39.
 - Ⓓ A.D. 29 to A.D. 40.

Understanding Sequence

6. After the Chinese defeated the Vietnamese army,
- Ⓐ Su Ting regained control of Vietnam.
 - Ⓑ Trung Trac ordered an immediate attack.
 - Ⓒ Trung Trac retreated into the mountains.
 - Ⓓ Trung Trac was declared queen.



Read this German fairy tale adapted from the Brothers Grimm. Then answer questions about the fairy tale. Choose the best answer for Numbers 7 through 12.

Rumpelstiltskin

One day, a poor miller met the king. Wanting to impress the king, the miller said, "I have a daughter who can spin straw into gold." The king told the miller to bring the girl to his castle.

When the girl arrived, the king led her into a room full of straw. He gave her a spinning wheel and said, "If you value your life, you will spin all of this straw into gold by morning." Then he left her alone and locked the door.

The poor girl had no notion of how to spin gold out of straw. Her distress grew so great that she began to weep. Suddenly, the door opened, and in came a strange little man. "What will you give me if I spin this straw for you?" he asked.

"My necklace," said the girl. The little man took the necklace and then spun all the straw into gold. When the king came at sunrise and saw the glittering gold, he took the girl into a larger room filled with straw and asked her to do the same. Again, the little man came. This time, the girl gave him her ring in exchange for his help. The next morning, the king was delighted. He then took the girl to an even bigger room full of straw. "If you spin all this straw into gold," the king told her, "I will make you my wife."

The little man appeared for the third time. "I will spin this straw into gold," he said, "but you must give me your firstborn child when you are queen." The girl agreed, and soon she became queen.

A year later, the queen had a baby, and soon after, the little man appeared to claim the child. The queen began to weep so bitterly that the little man took pity on her. "Very well," he said, "I will give you three days. If you can guess my name within that time, you may keep your child."

The queen struggled to think of unusual names. She also sent a messenger to inquire about the little man. On the third day, the messenger returned with a story about a little man in the forest who had hopped around a fire on one foot and sung, "Today I brew, tomorrow I bake. And after that the child I'll take. I'm the winner of the game. Rumpelstiltskin is my name."

Not long afterward, the little man appeared before the queen. "Well, Your Majesty," he said, "what is my name?"

And the queen said, "By any chance, is your name Rumpelstiltskin?"

At that, the little man got so angry that he stomped off and never returned.



<p>Finding Main Idea</p> <p>7. The main idea of the fairy tale is found</p> <ul style="list-style-type: none"> Ⓐ in the first paragraph. Ⓑ in the middle of the story. Ⓒ in the last paragraph. Ⓓ by thinking about the most important idea in the story. 	<p>Recalling Facts and Details</p> <p>10. Which detail shows that the king was mean?</p> <ul style="list-style-type: none"> Ⓐ He told the girl that if she valued her life, she must spin the straw into gold. Ⓑ He told the miller to bring his daughter to the castle. Ⓒ He was delighted to see all the gold. Ⓓ He took the girl's jewelry.
<p>Finding Main Idea</p> <p>8. What is another good title for the fairy tale?</p> <ul style="list-style-type: none"> Ⓐ "A Greedy King" Ⓑ "A Little Man with a Strange Name" Ⓒ "The Talent of the Miller's Daughter" Ⓓ "Straw and Gold" 	<p>Understanding Sequence</p> <p>11. What did the girl give the little man the second time he came to help her?</p> <ul style="list-style-type: none"> Ⓐ her necklace Ⓑ her ring Ⓒ her gold Ⓓ her child
<p>Recalling Facts and Details</p> <p>9. Who first discovered the little man's name?</p> <ul style="list-style-type: none"> Ⓐ the king Ⓑ the queen Ⓒ the messenger Ⓓ the miller 	<p>Understanding Sequence</p> <p>12. The boxes tell about some things that happened in the story.</p> <div data-bbox="891 1268 1492 1472" data-label="Diagram"> <pre> graph LR A["The king told the girl to spin all the straw into gold by morning."] --> B[" "] B --> C["A little man asked the girl what she would give him to spin the straw."] </pre> </div> <p>What belongs in the empty box?</p> <ul style="list-style-type: none"> Ⓐ The girl gave the little man her necklace. Ⓑ A little man danced around a fire. Ⓒ The miller's daughter became queen. Ⓓ The king left the girl alone and locked the door.

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*. You can find examples of cause and effect almost anywhere.

1 Write what a cat usually does when it sees a mouse.

2 Write why this happens.



Work with a Partner

- Take turns giving each other examples of cause and effect. You might say, “I saw a car skid because the road was icy.”
- 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 bridge. Think about the things that happen and why they happen.

The Winter Street Bridge is closed for repairs. Now lots of cars take a shortcut through the neighborhood streets. Many people complain about this traffic. They are worried that someone will get hurt.

1. Let's find an example of cause and effect in the passage.

What happens? People complain about the traffic in the neighborhood. This is an *effect*.

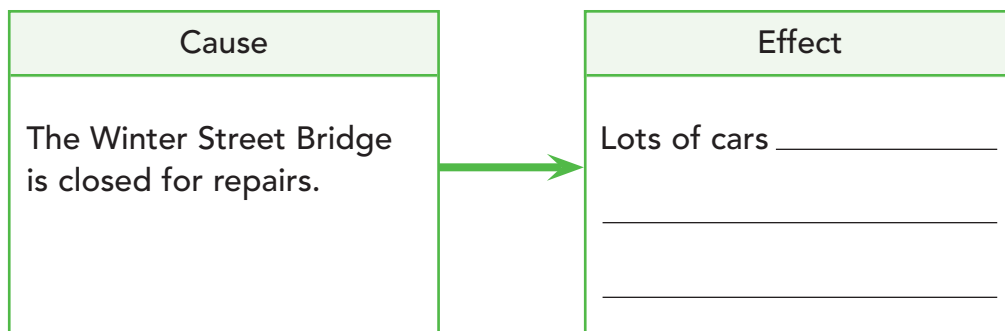
Why does it happen? People are worried that someone will get hurt in their neighborhood. This is the *cause*.

2. Let's find another example of cause and effect in the passage.

Look at the chart below.

The first box tells the cause for why something happens.

3. Fill in the effect in the second box. Tell what happens because the bridge is closed.





WHAT TO KNOW

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

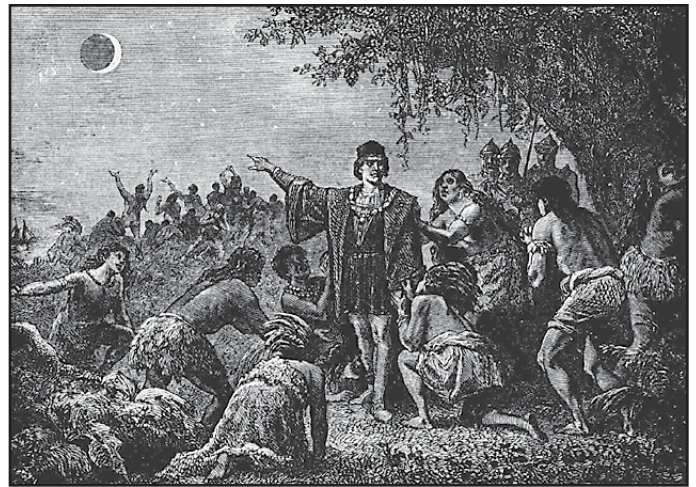
Why something happens is the **cause**.

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

- A cause is the reason that something happens.
- An effect is the result, or what happens because 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 article about a group of people who once lived in the Caribbean. As you read, think about one thing that happened to these people and why.

The Taíno once lived on the islands in the northern Caribbean. They were the first people to welcome Christopher Columbus when he arrived in the New World in 1492. The Taíno thought that Columbus and his crew were gods. They gave their visitors many gifts. The Spanish, though, treated the Taíno badly. First, they claimed all the Taíno land. Then they forced the islanders to dig for gold in barren mines. As a result, many Taíno died from being overworked. Others starved. Most Taíno died, however, because the Spanish brought diseases to the islands. By 1530, the Taíno population had almost completely disappeared.



One thing that happened to the Taíno and why is:

What happened: **By 1530, the Taíno population had almost completely disappeared.**

Why it happened: **The Spanish brought deadly diseases to the islands.**

Read these instructions for an art project. As you read, look for clue words to help you understand what happens and why it happens. Then answer the questions.

T-shirt Art

Here's a great craft idea for a party. Have your guests design their own T-shirts! You'll need plain white T-shirts, a set of fabric crayons, blank paper, pencils, and straight pins. Since you'll also be using a hot iron, be sure to ask an adult to help.

First, sketch a design on a sheet of paper. Be sure to draw any letters backward because the final design will be a mirror image of what you sketch. Second, color the design with the fabric crayons. Press down hard so that a thick coat of wax appears on the paper. Third, slide a sheet of paper inside the T-shirt so that the back of the shirt is protected. Then pin the finished design, crayon-side down, onto the front of the shirt. Secure the paper tightly so that the design won't shift or smudge. Next, turn on the iron. When the iron is hot, slide it back and forth over the sheet of paper. To check whether the design is transferring properly, carefully unpin one corner of the paper. If the colors aren't dark enough, for example, carefully replace the paper and iron some more. If your guests follow these steps correctly, everyone should go home with a wearable souvenir.

1. A sheet of paper is slid inside the T-shirt so that
 - (A) the design doesn't shift or smudge.
 - (B) the back of the shirt is protected.
 - (C) the fabric doesn't burn.
 - (D) the design is easier to pin onto the front of the shirt.
2. Which clue word or words in the instructions signal the reason that letters should be drawn backward?
 - (A) so that
 - (B) if
 - (C) since
 - (D) because



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

A cause is the reason that something happens.

An effect is the result, or what happens because of the cause.

- 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 report that Anya wrote about her mother. As you read, ask yourself, “*What* are some things that happened to Anya’s mother? *Why* did these things happen?” Then answer the questions.

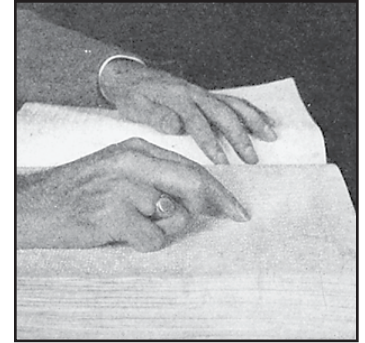
How My Mother Sees the World

At age three, my mother developed an infection that caused her to lose her sight. Since then, she has learned special ways to overcome her blindness.

Mom can enjoy books that have been recorded on CD or printed in braille. Braille is a reading system for the blind, based on touch. In braille, letters, numbers, and punctuation marks are printed as units of small, raised dots. Blind people read braille by running their fingertips over the dots. There is also a special computer for blind people that reads printed material aloud. But Mom doesn’t own the machine because it’s too expensive.

If my mom goes walking alone, she uses a special cane. It allows her to feel her way in unfamiliar places. Her friend Janice uses a guide dog. Recently, I read about a pair of glasses with a built-in device that sends out sonar waves. When the waves hit an object in the person’s path, they bounce back in the form of sound. These sounds help guide the person wearing the glasses.

My mom doesn’t think of herself as a person who cannot see. She says that she “sees” fine, just not with her eyes.



3. Anya’s mother doesn’t own the special computer because
 - (A) it is too heavy to carry around.
 - (B) she can read braille more quickly.
 - (C) she prefers to listen to recorded books.
 - (D) it is very expensive.
4. What happens when waves from sonar glasses hit an object in a person’s path?
 - (A) The waves spread out.
 - (B) The object makes a noise.
 - (C) The waves bounce back in the form of sound.
 - (D) The glasses help the person to partially see.

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. Anya's mother doesn't own the special computer because

Ⓐ it is too heavy to carry around.

This answer is not correct because the report does not state that the computer is heavy to carry. The machine might indeed be heavy, but that cause is not revealed in the selection.

Ⓑ she can read braille more quickly.

This answer is not correct because it is never stated in the report.

Ⓒ she prefers to listen to recorded books.

This answer is not correct because it is not something that is mentioned in the report.

Ⓓ it is very expensive.

This answer is correct because it states the reason that Anya's mother doesn't own the machine. This cause is stated directly in the story, after the effect. The clue word *because* signals the cause-and-effect relationship.

4. What happens when waves from sonar glasses hit an object in a person's path?

Ⓐ The waves spread out.

This answer is not correct because it is not a result that Anya mentions in her report.

Ⓑ The object makes a noise.

This answer is not correct because the object itself never makes a sound. Instead, it is the waves bouncing back after hitting the object that are heard as sounds.

Ⓒ The waves bounce back in the form of sound.

This answer is correct because it tells the result of sonar waves hitting an object. This effect is stated in the report, after the cause.

Ⓓ The glasses help the person to partially see.

This answer is not correct because the report never states or implies that the glasses help a blind person to partially see. Instead, the glasses help the person to hear sounds that bounce off objects in the person's path.

**MORE
TO
KNOW**

Sometimes, there are no clue words to signal 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 article about why zebras have stripes. Then answer the questions.

In Black and White

Is the zebra a white animal with black stripes? Or is it a black animal with white stripes?

Scientists believe that an early ancestor of the zebra was a dark, horselike animal. This creature had no stripes. These solid-colored animals stood out in their surroundings. As a result, they were more likely to be attacked. Over time, some of these animals began to give birth to babies with light-colored stripes. Because the stripes helped to hide the young animals' bodies, it was harder for enemies to catch these animals. Since more of the striped animals survived over many generations, there were more and more striped animals. Eventually, the black-and-white creature known as the zebra was born.

- The striped animals were harder to catch because
 - their stripes helped to hide their bodies.
 - their stripes made them stand out in their surroundings.
 - their stripes blinded their enemies.
 - their stripes were hard to see.
- Which clue word or words in the article signal the reason that solid-colored animals were more likely to be attacked?
 - since
 - so
 - as a result
 - because
- How did the zebra get its stripes?
 - by living a long life
 - by hiding in its surroundings
 - by finding a way to confuse its enemies
 - by gradual change over many years
- Because scientists believe that its ancestor was a dark, horselike animal with no stripes, the zebra
 - is probably a white animal with black stripes.
 - is probably a black animal with white stripes.
 - is probably a true horse.
 - will probably become all black again over many generations.

Read this Greek myth. Then answer the questions.

Daedalus and Icarus

Daedalus was an inventor who designed a labyrinth for King Minos on the island of Crete. The king had ordered the maze built to hold the Minotaur, a monster who was half man and half bull.

At first, King Minos was pleased with Daedalus. His labyrinth had so many winding paths that the fierce Minotaur could never escape. Later, though, Daedalus offended the king. King Minos got so angry that he imprisoned Daedalus, along with his son, Icarus.

Daedalus immediately set to work on an escape plan. He made two pairs of wings by threading feathers together and fastening them with wax. Then he and his son put on their wings. Just before they flew off, Daedalus warned Icarus not to fly too high or too low. If he flew too low, the sea might wet his wings and make them heavy. If he flew too high, the sun's heat might melt the wax. The best thing, Daedalus told his son, was to follow him closely. Father and son then took to the air.

Daedalus flew ahead, but looked back constantly to keep an eye on his son. Icarus was so excited to be flying like a bird that he forgot his father's warnings. He climbed higher and higher in the air. At last, he came so near the sun that the wax holding his wings together melted. Icarus plunged into the sea and was drowned. Daedalus recovered his son's body and buried it on a nearby island. That island is now known as Icaria, and the sea into which Icarus fell is called the Icarian Sea.



9. The reason that Daedalus was sent to prison was that
 - (A) he insulted the Minotaur.
 - (B) he offended King Minos.
 - (C) he allowed the Minotaur to escape from the labyrinth.
 - (D) he played a foolish trick on King Minos.
10. Why did Icarus climb higher and higher into the air?
 - (A) He was ignoring his father's request.
 - (B) He did not realize that he was in danger.
 - (C) He forgot about his father's warnings.
 - (D) He thought that his father was mistaken about the danger.
11. What happened as a result of Icarus's flying too high?
 - (A) His wings were burned by the sun's rays.
 - (B) His wings became wet and heavy.
 - (C) He became tired from the hot sun.
 - (D) The sun melted the wax on his wings.
12. The island of Icaria got its name because
 - (A) Icarus lived there.
 - (B) Icarus fell there.
 - (C) Icarus is buried there.
 - (D) Icarus flew there.

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 *why* something happened (the cause).
- A test question about cause and effect often contains words such as *because, why, reason, what happened, or as a result.*

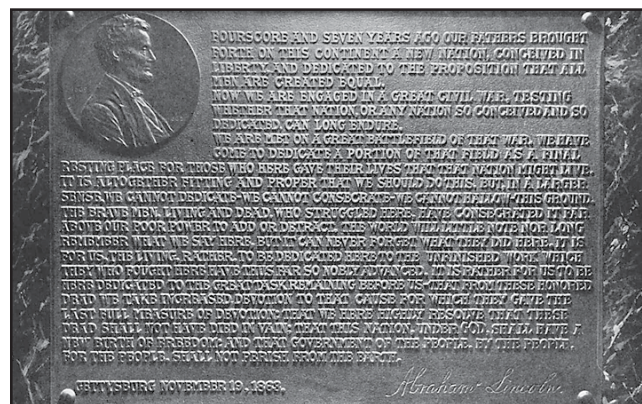
Read this article about a famous speech. Then answer questions about the article. Choose the best answer for Numbers 13 and 14.

The Gettysburg Address

The Civil War was a war between the northern states and the southern states. The people of the North and the South had different views. Mainly, they disagreed about slavery. In 1861, these differences caused the southern states to break away from the United States. The northern states didn't want the nation to be divided. As a result, the "War Between the States" began.

The greatest battle of the war took place in Gettysburg, Pennsylvania, in 1863. The North defeated the South in the Battle of Gettysburg. Both armies, though, suffered many losses. Over 60,000 soldiers died.

President Abraham Lincoln traveled to Gettysburg a few months later. He went there to dedicate part of the battlefield as a cemetery for the dead soldiers. It took Lincoln less than three minutes to give his speech. When he was done, there was hardly any applause. Lincoln thought that his speech had been a failure. He did not realize that most everyone was too deeply moved by his words to clap. Today, many people consider the Gettysburg Address to be the nation's greatest speech.



13. Why did Lincoln travel to Gettysburg?
- Ⓐ to congratulate the army of the North
 - Ⓑ to dedicate part of the battlefield as a cemetery
 - Ⓒ to help injured soldiers
 - Ⓓ to cause the southern states to break away from the United States
14. Lincoln thought his speech had been a failure because
- Ⓐ few people clapped.
 - Ⓑ it was too short.
 - Ⓒ everyone seemed bored.
 - Ⓓ the Civil War didn't end.

Read this story adapted from one of Rudyard Kipling's *Just So Stories*. Then answer questions about the story. Choose the best answer for Numbers 15 and 16.

In the beginning, when the world was new and the Animals were just beginning to work for Man, there was a Camel. He lived in the middle of a desert and he did not want to work. When anybody spoke to him, he said, "Humph!" Just "Humph!" and no more.

Presently, the Horse came to him, with a saddle on his back, and said, "Camel, O Camel, come out and trot like the rest of us."

"Humph!" said the Camel, and the Horse went away and told the Man.

Presently, the Dog came to him, with a stick in his mouth, and said, "Camel, O Camel, come and fetch and carry like the rest of us."

"Humph!" said the Camel, and the Dog went away and told the Man.

Presently, the Ox came to him, with the yoke on his neck, and said, "Camel, O Camel, come and plough like the rest of us."

"Humph!" said the Camel, and the Ox went away and told the Man.

At the end of the day, the Man called the Horse, the Dog, and the Ox together, and said, "I'm very sorry for you, but that Humph-thing can't work, or he would have by now. So you must work double-time to make up for it."

That made the Three very angry. Presently, along came the Genie in charge of All Deserts.

"Genie of All Deserts," said the Horse, "there's a thing in your desert with a long neck and legs who won't work. And all he says about it is 'Humph!'"

"Well!" said the Genie. "I'll humph him, if you will kindly wait a minute."

The Genie found the Camel looking at his reflection in a pool of water.

"My friend," said the Genie, "what's this I hear of your doing no work?"

"Humph!" said the Camel.

"You've given the Three extra work all on account of your idleness."

"Humph!" said the Camel.

"I shouldn't say that again if I were you," the Genie warned.

And no sooner had the Camel said, "Humph!" again than he saw his back puffing up into a great big humph.

"That's your very own humph that you've brought upon your very own self," said the Genie. "You will be able to work now for three days without eating, because you can live off your humph."

And from that day to this, the Camel always wears a hump.

15. Why did the camel get a hump?

- Ⓐ It was his punishment for doing no work.
- Ⓑ It suddenly appeared when he looked in a pool of water.
- Ⓒ It was a gift from the Genie.
- Ⓓ It was given to him by the three animals so that he could work longer.

16. What happened as a result of the Horse's complaining to the Genie?

- Ⓐ The three animals got more work.
- Ⓑ The Genie punished the Horse.
- Ⓒ The Genie went off to scold the Camel.
- Ⓓ The Camel became upset with the Horse.

Lesson 5

COMPARING AND CONTRASTING

PART ONE: Think About the Strategy



What Is Comparing and Contrasting?

Thinking about the ways two or more things are alike is *comparing*.
Thinking about the ways two or more things are different is *contrasting*.
You can compare and contrast almost anything.

1 Write how a house cat and a lion are alike.

2 Write how a house cat and a lion are different.



Work with a Partner

- Take turns telling each other something that is the same about two kinds of animals. Then tell something that is different about the animals.
- See how many likenesses and differences you can find.

How Do You Find Likenesses and Differences?

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

Read this passage about Olivia and Rebecca. Think about how the two girls are alike and how they are different.

Olivia and Rebecca are twins. They were both born on the same day, but Olivia is older than her sister by six minutes.

Olivia and Rebecca look alike, but they are different in many ways. Olivia likes to play football and soccer. Rebecca would rather watch sports.

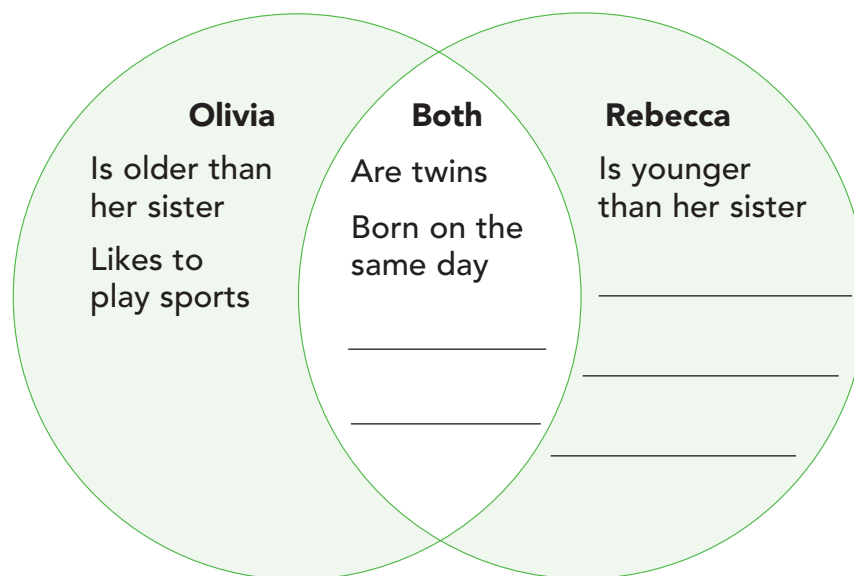
1. Let's think about the details that tell about the likenesses between Olivia and Rebecca. Now think about the details that tell about the differences between them.

2. Look at the Venn diagram below.

The shaded part of the first circle tells how Olivia is different from Rebecca. The shaded part of the second circle tells how Rebecca is different from Olivia. These are examples of *contrasting*.

The information where the circles overlap tells how Olivia and Rebecca are alike. This is *comparing*.

3. Fill in another example of comparing where the circles overlap to tell how Olivia and Rebecca are alike.
4. Fill in another example of contrasting in the shaded part of the second circle to tell how Rebecca is different from Olivia.





WHAT TO KNOW

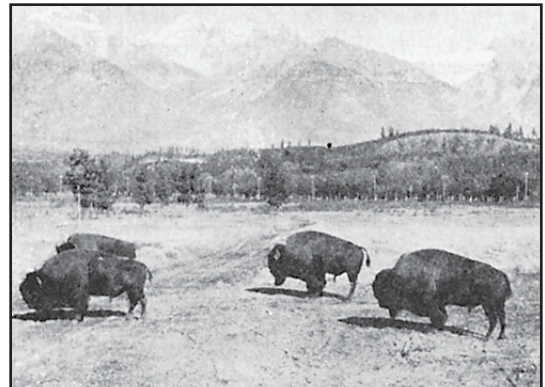
Finding how things are alike and how they are different is called **comparing and contrasting**. Comparing is finding how people, places, objects, and events are alike. Contrasting is finding how they are different.

- Clue words that signal how things are alike are *both*, *same*, *like*, *alike*, and *similar*.
- Clue words that signal how things are different are *but*, *unlike*, *different*, *however*, and *whereas*.
- If there are no clue words in a reading passage to signal a comparison or a contrast, think about the people, places, objects, or events you read about. Ask yourself, “How are they alike? How are they different?”

Read this short article about the early buffalo hunters. As you read, think about the ways in which the Plains Indians and the hunters from the East were alike and the ways in which they were different.

At one time, more than 60 million buffalo lived on the Great Plains. For hundreds of years, the Plains Indians hunted the buffalo for food. They killed only the number of buffalo that they needed to survive. They also found ways to use the parts of the buffalo’s body that they could not eat. The animal’s hide provided clothing and shelter. Its bones and tissues were made into weapons and tools.

In the 1800s, hunters from the East came to the Great Plains. At first, they killed the buffalo mainly for sport. Later, they killed millions of the animals for their hides, which could be turned into leather. The hunters would cut off the valuable hide and then leave the rest of the body to rot. By 1895, fewer than 1,000 buffalo were left.



Ways in which the Plains Indians and the hunters from the East were alike:

They both hunted buffalo on the Great Plains.

They both used the hide of the buffalo they hunted.

Ways in which the Plains Indians and the hunters from the East were different:

The Plains Indians killed only the number of buffalo that they needed to survive, but the hunters killed many buffalo just for sport.

The Plains Indians used the buffalo’s entire body for their needs, but the hunters used only the hide.

Read this article written by Ryan about his favorite sport—lacrosse. As you read, look for clue words that tell how lacrosse and baggataway are alike and how they are different. Then answer the questions.

My Favorite Sport

My favorite sport is lacrosse. I've been playing this sport as long as I can remember. Lacrosse is one of the oldest and fastest sports in North America. In Canada, it is the national sport.

Lacrosse is played by two teams on a large field. The object of the game is to throw a rubber ball into the opposing team's goal. Players use a long stick with a net basket, or pocket, on the end of it to pass the ball among teammates and move it down the field.

Lacrosse came from a rugged game that was played in Canada hundreds of years ago. The Algonquin, Huron, and Iroquois nations called the game "baggataway." The Native Americans used a playing stick similar to today's lacrosse stick. But instead of a rubber ball, they used a ball made of hair covered with deerskin.

Unlike lacrosse, baggataway was partly a religious ceremony. It was also an excellent way to get warriors into top physical condition. Baggataway teams were much larger than modern lacrosse teams. They sometimes had up to a thousand players! Several miles often separated the goals. Games could last for two or three days.

Some of the first French settlers in Canada played baggataway with the Native Americans. The French gave the sport its present name. They thought that the playing stick looked like a staff carried by French bishops, *la crosse*. As a result, the game took on a new name.

1. How are lacrosse and baggataway alike?
 - (A) Both games last several days.
 - (B) Both games are played by using long sticks and a ball.
 - (C) Both games are played only in Canada.
 - (D) Both games are played on the same size playing field.
2. Which clue word or words in the article signal that the purpose for playing lacrosse and baggataway is different?
 - (A) but
 - (B) similar
 - (C) unlike
 - (D) as a result



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

Comparing is finding ways in which things are alike.
Contrasting is finding ways in which things are different.

- Look for clue words that signal a likeness, or comparison, such as *both*, *same*, *like*, *alike*, and *similar*.
- Look for clue words that signal a difference, or contrast, such as *but*, *unlike*, *different*, *however*, and *whereas*.
- If there are no clue words in the reading passage, think about the ways in which the people, places, objects, and events are being compared and contrasted.

Read this poem about the ways in which an adult and a child question the world. In the poem, the questions are referred to as serving-men. As you read, ask yourself, “How are the views of the adult and child alike? How are their views different?” Then answer the questions.

I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.
I send them over land and sea,
I send them east and west;
But after they have worked for me,
I give them all a rest.

I let them rest from nine till five,
For I am busy then,
As well as breakfast, lunch, and tea,
For they are hungry men.

But different folk have different views;
I know a person small—
She keeps ten million serving-men,
Who get no rest at all!
She sends 'em abroad on her own affairs,
From the second she opens her eyes—
One million Hows, two million Wheres,
And seven million Whys!

by Rudyard Kipling

- In what way are the views of the adult and the child alike?
 - Both ask the same number of questions.
 - Both ask questions the entire day.
 - Both take a break from asking questions during the day.
 - Both ask questions, such as How, Where, and Why.
- Which clue word in the poem signals that there is a difference between the views of the adult and the child?
 - similar
 - but
 - unlike
 - whereas

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 what way are the views of the adult and the child alike?

- Ⓐ Both ask the same number of questions.

This answer is not correct because the poem suggests that the adult asks a few questions, but the child asks millions of questions.

- Ⓑ Both ask questions the entire day.

This answer is not correct because the poem states that the adult lets his serving-men “rest from nine till five,” for he is busy then.

- Ⓒ Both take a break from asking questions during the day.

This answer is not correct because the poem states that the adult gives his serving-men a rest after they have worked for him. The child, though, keeps her serving-men busy all day, “from the second she opens her eyes.”

- Both ask questions, such as How, Where, and Why.

This answer is correct because the poem is about an adult and a child who both ask questions. The difference between them is the number of questions they ask.

4. Which clue word in the poem signals that there is a difference between the views of the adult and the child?

- Ⓐ similar

This answer is not correct because the word *similar* is usually used to compare things, not contrast them. Also, the word *similar* is not used in the poem.

- but

This answer is correct because the word *but* introduces the line that signals a difference: “*But different folk have different views.*” Note that the word *different* is also used to signal a contrast.

- Ⓒ unlike

This answer is not correct because the word *unlike* is not used in the poem.

- Ⓓ whereas

This answer is not correct because the word *whereas* is not used in the poem.

**MORE
TO
KNOW**

Sometimes, there are no clue words in a reading passage to signal that things are being compared or contrasted. When there are no clue words,

- think about the people, places, objects, or events that you read about. Ask yourself, “How are they alike? How are they different?”
- think about what is being compared or contrasted. Ask yourself, “In what ways are they compared? In what ways are they contrasted?”

Read this story about a contest winner. Then answer the questions.

Simon won a trip to an island in the North Atlantic Ocean. His choices were Greenland or Iceland. Simon didn't want to visit Iceland. Just its name made him feel cold. Greenland sounded like a much better place.

What Simon didn't know was that Greenland isn't really green. In fact, it's probably one of the least green places on Earth. Most of Greenland lies above the Arctic Circle and is covered with thick ice. In 982 A.D., the Viking leader Eric the Red established a colony there. He hoped to attract more settlers to the frozen island, so he called it “Greenland.” The island population, however, stayed small. Today, most Greenlanders live near the southwest coast. It is the warmest part of the island. It is also the only area where grass and trees grow.

If Simon had studied his geography better, he would have known that Iceland is south of Greenland. Only the northern tip of Iceland touches the Arctic Circle. Iceland has far more green land than its neighbor. Part of Iceland is covered by ice, but the island also has hundreds of natural hot springs and volcanoes. Greenland is 840,000 square miles in area and has about 60,000 people, whereas Iceland is 20 times smaller in area and has at least four times as many people. Most Icelanders also live on the milder, southwest coast.

- How are Greenland and Iceland alike?
 - Both lie mostly above the Arctic Circle.
 - Both are in the North Atlantic Ocean.
 - Both are the same size.
 - Both are mostly covered with ice.
- In what way are the two islands different?
 - Greenland is smaller.
 - Greenland has more people.
 - Most people in Iceland live in the middle of the country.
 - Only Iceland has hot springs and volcanoes.
- One thing the islands have in common is that
 - most people live on the southwest coast.
 - they were discovered by Eric the Red.
 - neither has any green land.
 - both have a large population.
- In the story, the clue word *whereas* is used to contrast the islands'
 - size and population.
 - size and location.
 - population and climate.
 - appearance and location.

Read this chart which describes some of the ways that dolphins and porpoises are alike and ways that they are different. Then answer the questions.

Quality	Dolphins	Porpoises
Must surface to breathe	✓	✓
Have blowhole on top of head	✓	✓
Live in deep waters and near coast	✓	
Live mostly in coastal waters		✓
Swim at speeds up to 25 mph	✓	✓
Feed mostly on fish	✓	✓
Have a long, pointed snout	✓	
Have a short, rounded snout		✓
Have cone-shaped teeth	✓	
Have flat, spade-shaped teeth		✓
Have a long, thin body	✓	
Have a steeply sloping forehead	✓	
Have a gently sloping forehead		✓
Known for their intelligence	✓	✓
Can be trained to perform tricks	✓	✓
Produce sounds underwater and listen to the echoes to find food	✓	✓



dolphin



porpoise

9. Which of these tells one way dolphins and porpoises are alike?
 - (A) Both have cone-shaped teeth.
 - (B) Both live mostly in deep waters.
 - (C) Both can perform tricks.
 - (D) Both have the same size snout.
10. One way that dolphins and porpoises are different is that
 - (A) only dolphins can produce sounds underwater.
 - (B) porpoises have a more steeply sloping forehead.
 - (C) porpoises swim faster than dolphins.
 - (D) dolphins have a longer snout.
11. What three qualities do dolphins have in common with porpoises?
 - (A) have blowhole, are intelligent, produce sounds underwater
 - (B) must surface to breathe, swim at fast speeds, live in deep waters
 - (C) have a rounded snout, feed mostly on fish, are intelligent
 - (D) have flat teeth, have a pointed snout, live in coastal waters
12. Which of these is true?
 - (A) Porpoises are different from dolphins in every way.
 - (B) Porpoises do mostly the same things that dolphins do.
 - (C) Dolphins look like porpoises.
 - (D) Dolphins are just like porpoises, except that they are smarter.

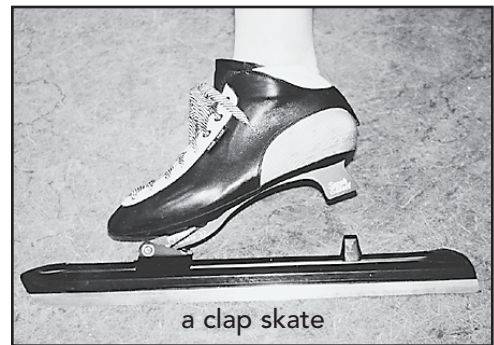
**TEST
TIPS**

- A test question about comparing and contrasting may ask you how things are alike or how they are different.
- A test question about comparing and contrasting usually contains a clue word. Words such as *same*, *like*, *alike*, and *similar* signal that you are to compare things. Words such as *different*, *unlike*, or *not like* signal that you are to contrast things.

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

On the Cutting Edge

Until 1997, speed skaters wore skates in which the entire boot was firmly attached to the blade. Today, most speed skaters wear clap skates. The heel of a clap skate is not attached to the blade. A hinge with a spring holds the toe of the boot to the blade. When a skater pushes off, the heel lifts up, leaving the entire blade on the ice longer. When the skater's entire foot lifts off the ice, the blade snaps back to the heel, making a clapping sound.



On traditional speed skates, athletes push off from the back of the skate. They rely on their thigh muscles for power. On clap skates, athletes push from the front of the skate and use both their calf muscles and thigh muscles. The extra muscle power enables the skaters to extend their legs out farther. The more the leg extends, the longer the stride. The longer the stride is, the faster the speed.

Speed skaters who had trained on traditional skates had to learn new techniques to use clap skates. Some athletes had a hard time adjusting to the new skates. Unknown athletes who had figured out how to use clap skates began breaking world records.

13. In what way is a traditional speed skate different from a clap skate?
- Ⓐ A traditional skate is attached to the blade at the toe, but a clap skate is not.
 - Ⓑ A clap skate is attached to the blade only at the toe.
 - Ⓒ The boot of a clap skate is firmly attached to the blade.
 - Ⓓ Only the traditional skate requires athletes to use their thigh muscles.
14. How are traditional skates and clap skates alike?
- Ⓐ Both have a blade that remains on the ice the same amount of time.
 - Ⓑ Both require the skater to push from the back of the skate.
 - Ⓒ Both pack the same amount of power and speed.
 - Ⓓ Both have boots and blades as part of the skate.

Read this fable from Aesop, along with a Native American folktale. Then answer questions about both passages. Choose the best answer for Numbers 15 and 16.

One day, Hare made fun of Tortoise for being so slow on his feet. Much to Hare's surprise, Tortoise challenged him to a race. The Hare was amused at the idea. "Very well," he replied. "Let's try and see."

When the race began, Hare dashed off, leaving Tortoise behind. Soon Hare was so far ahead that he decided to take a nap. Meanwhile, Tortoise plodded on and on. When Hare awoke at last, he was surprised that Tortoise was nowhere in sight. Hare raced his fastest to the finish line, only to find that Tortoise had already won.

★ ★ ★

"Let's have a race," Hummingbird said to Heron one day.

"I won't race you," said Heron. "You are fast and nimble. I am slow and awkward."

Still, Hummingbird kept after Heron until he finally agreed to race for four days. The first one to reach the big tree by the bank of the river would own all the water.

On the first day of the race, Heron had barely taken flight before Hummingbird was off like a shot. Heron kept flapping his wings, and he soon found a slow and steady rhythm.

While Hummingbird was looking for food, Heron overtook her and went on past. Hummingbird took off again and was soon a considerable distance ahead of Heron, so she stopped to taste the flowers again.

While Hummingbird was looking for food once again, Heron kept on flying and soon went past Hummingbird. Hummingbird took off again and when she was ahead of Heron, she stopped to sleep for the night. But Heron traveled all night, passing the tree where Hummingbird slept. When Hummingbird woke the next day, she overtook Heron once again. This went on and on until the night of the third day when Heron kept on flying while Hummingbird slept once again.

On the morning of the fourth day, Hummingbird quickly reached the big tree along the bank of the river, but she was surprised to see that Heron had reached it first.

"We agreed that whoever got to the big tree first should own all the water," said Heron. "Since all of the water now belongs to me, you must not drink water but only taste the flowers when you travel about."

And that is why, to this day, Hummingbird drinks only the sweet nectar of flowers.

15. What is similar about the two stories?

- Ⓐ In both stories, a quicker animal challenged a slower animal to a race.
- Ⓑ In both stories, a quicker animal made fun of a slower animal.
- Ⓒ In both stories, Hare and Hummingbird rested each night.
- Ⓓ In both stories, the slower animal won the race.

16. The stories are different because

- Ⓐ the birds' race lasted longer.
- Ⓑ Hare wanted to race, but Hummingbird did not.
- Ⓒ Tortoise was slow, but Heron was fast.
- Ⓓ Hummingbird was less certain than Hare about winning the race.

PART ONE: Read a Journal Entry

Read this journal entry from a member of a cruise ship. Then answer questions about the journal entry. Choose the best answer for Numbers 1 through 6.

Monday, December 5



The *Sea Rover* has just left the island of Bermuda. It is traveling south to Puerto Rico. On Friday, the ship will turn west and head back to Miami. This route takes us through the most dreaded area in the Atlantic Ocean—the Bermuda Triangle!

The Bermuda Triangle got its name after an event that occurred in 1945. On December 5, five United States Navy planes vanished while flying over the region. No one knows how or why this happened. After one of the largest searches in history, no wreckage was ever found—not until May 1991, that is. Finally, the five missing planes were found just 10 miles off the Florida coast.



Since 1945, more than one hundred ships and planes are believed to have vanished in the Bermuda Triangle. For this reason, the region is also known as the Devil's Triangle, Atlantic's Graveyard, and the Twilight Zone.

Books and TV shows have provided many reasons for the mysterious disappearances. Some people blame undersea earthquakes. They say that the earthquakes churned up gargantuan waves that swallowed up the vessels. Others believe that the missing boats and planes entered time warps and were sent into the past or the future. A few people claim that aliens were to blame for the missing vessels.

Accidents can happen at sea. Most disappearances were probably caused by bad weather, broken equipment, or human error. There are just as many losses in other parts of the ocean as in the Bermuda Triangle.



The ocean is vast and deep. It's not surprising some vessels are never found.

Finding Word Meaning in Context

1. In the first paragraph, the name *Sea Rover* probably means
- Ⓐ “a sea dog or sailor.”
 - Ⓑ “a ship that roams the sea.”
 - Ⓒ “a boat that is propelled by oars.”
 - Ⓓ “a ship that is lost at sea.”

Drawing Conclusions and Making Inferences

4. From the journal entry, you can figure out that the cruise-ship member
- Ⓐ doesn’t believe that the disappearances were ordinary accidents.
 - Ⓑ likes to solve mysteries.
 - Ⓒ is trying to understand the mystery of the Bermuda Triangle.
 - Ⓓ is thrilled to be traveling through the Bermuda Triangle.

Finding Word Meaning in Context

2. In paragraph 4, the best meaning of *gargantuan* is
- Ⓐ “tiny.”
 - Ⓑ “huge.”
 - Ⓒ “smooth.”
 - Ⓓ “graceful.”

Distinguishing Between Fact and Opinion

5. Which of these is an *opinion* from the journal entry?
- Ⓐ Books provide many reasons for the disappearances.
 - Ⓑ Accidents can happen at sea.
 - Ⓒ In 1945, five navy planes were lost in the Bermuda Triangle.
 - Ⓓ The Bermuda Triangle is the most dreaded area in the Atlantic Ocean.

Drawing Conclusions and Making Inferences

3. There is enough information in the journal entry to show that
- Ⓐ most disappearances in the Bermuda Triangle can be explained.
 - Ⓑ there is no such thing as the Bermuda Triangle.
 - Ⓒ most pilots and ship captains avoid the Bermuda Triangle.
 - Ⓓ crossing the ocean by ship or boat is perfectly safe.

Distinguishing Between Fact and Opinion

6. Which of these is a *fact*?
- Ⓐ More should be done to understand the Bermuda Triangle.
 - Ⓑ Undersea earthquakes are amazing events.
 - Ⓒ The Bermuda Triangle is also called Atlantic’s Graveyard.
 - Ⓓ Only foolish people believe in time warps.



Read this short biography of a famous president. Then answer questions about the biography. Choose the best answer for Numbers 7 through 12.

Did you know that the popular teddy bear was named for President Theodore (“Teddy”) Roosevelt? He was the 26th president of the United States. It is said that, while hunting in Mississippi, a small bear cub was brought to President Roosevelt to shoot. But he refused. He believed that the animal did not have a chance to defend itself. The story of his tender deed quickly spread, and soon the country was flooded with stuffed bear cubs, or teddy bears.

Roosevelt was born in 1858 to a wealthy family from New York City. As a child, he was often sick. As he grew, he made himself stronger by exercising. In time, Roosevelt became quite a sportsman. He was a good boxer, horseman, rower, tennis player, and hunter.

Roosevelt had many careers. He was a writer, a rancher, and a lawyer. In politics, he served as a police commissioner, a governor, a vice president, and, of course, president. He was also a national war hero. In 1898, Roosevelt served as a colonel in the Spanish-American War. The United States fought in this war to help Cuba win its freedom from Spain. Roosevelt formed a regiment of horsemen known as the Rough Riders. His bravery during battle led to his rise in politics. In 1898, he was elected governor of New York. In March 1901, he became vice president to President William McKinley. When McKinley was killed six months later, Roosevelt became president. He was the youngest man ever to become president. He was only 42.

President Roosevelt never rested. He helped to pass important laws. He forced companies to give workers higher wages and improve working conditions. He took steps to protect our country’s wilderness. He set aside tracts of land as national parks and forests. He supported the building of the Panama Canal to make it easier for ships to travel between the Atlantic and the Pacific. In 1906, he won the Nobel Peace Prize for helping to end a war between Russia and Japan. He was the first American president to win a Nobel Prize. He was also the first president to ride in a car, fly in an airplane, and travel in a submarine.

Despite his busy schedule, Roosevelt always made time for his six children. He told them stories and played games. Together, they wrestled, played hide-and-seek, and had wild pillow fights.

Theodore Roosevelt died in 1919 at age 60. But every American still remembers the man with the big heart. A likeness of his face is carved at Mount Rushmore, in South Dakota.



<p>Finding Word Meaning in Context</p> <p>7. In paragraph 3, <i>regiment</i> means</p> <ul style="list-style-type: none"> Ⓐ “a daily diet.” Ⓑ “a special routine.” Ⓒ “a military unit.” Ⓓ “to put in order.” 	<p>Drawing Conclusions and Making Inferences</p> <p>10. From the biography, you can tell that Roosevelt</p> <ul style="list-style-type: none"> Ⓐ loved the West. Ⓑ had a great sense of humor. Ⓒ owned many teddy bears. Ⓓ had a lot of energy.
<p>Finding Word Meaning in Context</p> <p>8. In paragraph 4, you can tell that the word <i>tracts</i> means</p> <ul style="list-style-type: none"> Ⓐ “paths or trails.” Ⓑ “where trains run.” Ⓒ “small spaces.” Ⓓ “large areas.” 	<p>Distinguishing Between Fact and Opinion</p> <p>11. Which of these is an <i>opinion</i> from the biography?</p> <ul style="list-style-type: none"> Ⓐ Roosevelt was the first president to win a Nobel Prize. Ⓑ Roosevelt had many careers. Ⓒ Roosevelt never rested. Ⓓ Roosevelt was the youngest person to become president.
<p>Drawing Conclusions and Making Inferences</p> <p>9. There is enough information in the biography to show that Roosevelt</p> <ul style="list-style-type: none"> Ⓐ was an adventurous man. Ⓑ was a stern colonel. Ⓒ was known to behave foolishly. Ⓓ was a devoted husband. 	<p>Distinguishing Between Fact and Opinion</p> <p>12. Which of these is a <i>fact</i>?</p> <ul style="list-style-type: none"> Ⓐ Everyone has heard of teddy bears. Ⓑ The teddy bear was named for “Teddy” Roosevelt. Ⓒ Roosevelt was the most wonderful and caring of fathers. Ⓓ All Americans admired Roosevelt.

PART ONE: Think About the Strategy



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 tall tale about a silly character

The author's purpose is to _____.

3 An advertisement

The author's purpose is to _____.

4 A paragraph about a sunset

The author's purpose is to _____.



Work with a Partner

- Take turns talking about some of the things you see on TV. Think about things such as comedy shows, science shows, commercials, and so on.
- Together, see if you can identify the author's purpose for what you see.

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 war among animals. See if you can figure out the author’s purpose for writing the passage.

The Birds, the Beasts, and the Bat

Long ago, the birds waged a war against the other animals. Bat, an animal that flies like a bird, sensed that he had an advantage. So he continuously changed sides in the war to stay on the winning side. When peace was restored, all the birds and beasts shunned him. They said, “You’re a coward, for you didn’t have the courage to commit to a side. You are banned from daylight and must fly alone at night.”

- 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 tell a humorous story or teach a lesson?			Entertain
Does the passage give facts about something or tell how to do something?			Explain
Does the passage 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.

- If a reading passage contains many details about a person, place, or thing, the author's purpose is to **describe**.
- If a reading passage is enjoyable to read, tells a personal story, or uses a story to teach a lesson, the author's purpose is to **entertain**.
- If a reading passage provides facts about a particular subject or tells readers how to do something, the author's purpose is to **explain**.
- If a reading passage tries to get readers to do something, buy something, or believe something, the author's purpose is to **persuade**.

Read this retelling of a fable. As you read, think about why the fable was written.

One day, a frog was hopping around the farm on which he lived. On this day, he decided to explore the barn where all the cows were kept. Being that this particular frog was as curious as he was careless, he jumped into a pail half-filled with milk.

The frog tried with all of his might to hop out of the pail, but the sides were much too high. Now, this particular frog was also as stubborn as he was spirited. So he decided that he was not going to give up without a fight.

The frog swam about in the milk, kicking and squirming all the while, until at last all of his churning turned the milk into butter. The frog climbed on top of the solid chunk of butter and easily hopped out of the pail.

Moral: Where there's a will, there's a way.



The author probably wrote this fable to make readers laugh or smile.
The author's purpose is to entertain readers with a fable that teaches a lesson.

Read this newspaper article written about Thanksgiving Day. As you read, try to figure out the author's purpose for writing the article. Then answer the questions.

Thanksgiving Myths

by I. M. Agobbler

For more than one hundred years, Thanksgiving Day has been celebrated in November. No one really knows, though, when the first Thanksgiving took place. Records show only that it occurred sometime in the autumn of 1621. The early Thanksgivings didn't occur each year. And they didn't always happen in the fall. In 1623, for example, Thanksgiving was celebrated in July.

Today, turkey is the most popular choice for Thanksgiving dinner. However, it was unlikely that turkey was served at the first Thanksgiving. In fact, there probably wasn't a turkey within miles of the feast. The Pilgrims and their Native American guests fed mostly on deer, duck, goose, and seafood. They also ate corn bread, vegetables, and fruits.

For its first two hundred years, Thanksgiving was popular mainly with New Englanders. In 1827, Sarah Josepha Hale began a campaign to make Thanksgiving a national holiday. Finally, in 1863, President Lincoln set aside the last Thursday of November as the official holiday.

In 1939, President Roosevelt moved Thanksgiving to the third Thursday of November. The change occurred so that there would be more shopping days for the December holidays. Many Americans, though, didn't like the change. So, in 1941, Congress declared that Thanksgiving Day would fall on the fourth Thursday of November. And so it has ever since.

1. The author wrote the article mainly to
 - Ⓐ explain the facts about Thanksgiving.
 - Ⓑ describe the first Thanksgiving meal.
 - Ⓒ convince readers not to eat turkey on Thanksgiving.
 - Ⓓ entertain readers with an amusing story about Thanksgiving mistakes.
2. You know your answer to question 1 is correct because the article mainly
 - Ⓐ contains many details that describe a person, place, or thing.
 - Ⓑ provides lots of facts and information about something.
 - Ⓒ tries to convince readers of something.
 - Ⓓ 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

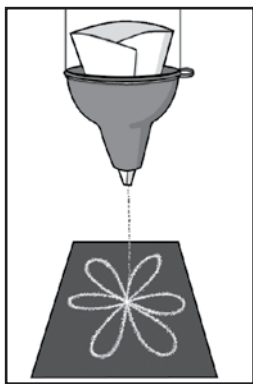
Authors write to describe, to entertain, to explain, or to persuade.

- As you read, ask yourself, “Does the reading passage contain many details that describe a person, place, or thing?” If so, the author’s purpose is to describe.
- As you read, ask yourself, “Does the reading passage tell an enjoyable or a personal story? Does the author use a story to teach a lesson?” If so, the author’s purpose is to entertain.
- As you read, ask yourself, “Does the reading passage provide facts about a particular subject? Does the passage tell me how to do something?” If so, the author’s purpose is to explain.
- As you read, ask yourself, “Does the reading passage try to convince me to do something, buy something, or believe something?” If so, the author’s purpose is to persuade.

Read these instructions for an art project. As you read, ask yourself, “Why did the author probably write these instructions?” Then answer the questions.

Pendulum Art

If you suspend an object and give it a push, it will move back and forth at a regular rate. In science, this action is called *simple harmonic motion*. You can use this action to create art. The materials you will need are a bowl, a sheet of construction paper, a pencil, scissors, tape, a small plastic funnel, string, a large sheet of black paper, and a cup of salt.



1. Trace the rim of the bowl on the construction paper and cut out the circle. Next, cut away a quarter of the circle. Then pull the sides of the circle together until they form a cone. Tape the cone together, but leave a small hole at the tip. Place the cone into the funnel.
2. Tie some string around the lip of the funnel. Use more string to suspend the funnel a few inches above a table or a counter surface.
3. Place the black paper under the funnel.
4. Block the funnel’s tip with a finger, and pour in the salt.
5. Remove your finger, and push the funnel gently to make it swing. The salt will form a pattern on the black paper.

3. The author wrote the instructions mainly to
 - Ⓐ persuade readers to study simple harmonic motion.
 - Ⓑ describe what a pendulum is.
 - Ⓒ explain how to do an art project.
 - Ⓓ entertain readers with a story about a pendulum.

4. You know your answer to question 3 is correct because the instructions mainly
 - Ⓐ describe in detail a person, place, or thing.
 - Ⓑ provide facts or tell readers how to do something.
 - Ⓒ try to convince readers of something.
 - Ⓓ tell 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 instructions mainly to

- Ⓐ **persuade readers to study simple harmonic motion.**

This answer is not correct because the instructions do not contain many reasons that try to convince readers they should study simple harmonic motion.

- Ⓑ **describe what a pendulum is.**

This answer is not correct because the instructions do not contain many details that describe a pendulum. The instructions mainly contain information about how to create a pendulum.

- Ⓒ **explain how to do an art project.**

This answer is correct because the instructions provide information that tells readers how to make pendulum art.

- Ⓓ **entertain readers with a story about a pendulum.**

This answer is not correct because the instructions do not tell an interesting story or try to make readers laugh.

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

- Ⓐ **describe in detail a person, place, or thing.**

This answer is not correct because the instructions do not contain many details that describe a particular person, place, or thing.

- Ⓒ **provide facts or tell readers how to do something.**

This answer is correct because the instructions do provide information that explains how to create pendulum art.

- Ⓒ **try to convince readers of something.**

This answer is not correct because the instructions do not try to convince readers to do something, buy something, or believe something.

- Ⓓ **tell an enjoyable story.**

This answer is not correct because the instructions do not tell an interesting story.



**MORE
TO
KNOW**

- Each paragraph in a reading selection can have its own purpose. As you read each paragraph, ask yourself, “Why was this particular paragraph written? Was the author’s purpose to describe, to entertain, to explain, or to persuade?”
- The entire reading passage has one main purpose. After you have finished reading the passage, ask yourself, “Why was this passage mainly written? What did the author probably want readers to know?”

Read this article about wild animals as pets. Then answer the questions.

Many people are tempted to keep wild animals as pets. Some think fox cubs are great to cuddle. Some think that monkeys are fun to train. And others think that having exotic snakes will impress their friends. But keeping wild animals as pets is not a good idea.

Wild animals often grow to be stronger and more dangerous than their owners expected. These animals have natural instincts that cause them to change as they grow. Young animals can grow to be large animals that bite, scratch, and even attack humans. Owners often abandon their pets when this happens.

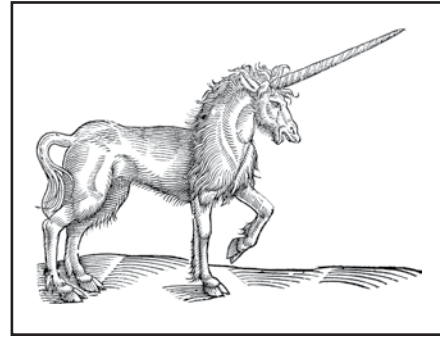
Many wild animals carry diseases that are harmful to people. It’s not only large animals that carry harmful germs. Small animals, such as rabbits, chicks, and mice, spread them, too. So do many kinds of reptiles. Turtles less than four inches long can make children very sick.

It’s not fair to keep wild animals in cages or backyards. They often become sick or die because their owners don’t care for them properly. Admire wild animals in their natural habitat, and get a dog or cat as a pet.

5. The author’s main purpose in the first paragraph is to
 - Ⓐ describe why fox cubs make good pets.
 - Ⓑ explain why people keep wild animals as pets.
 - Ⓒ entertain readers with a personal story.
 - Ⓓ persuade readers to raise exotic snakes.
6. The author’s main purpose in paragraph 2 is to
 - Ⓐ describe how wild animals can change.
 - Ⓑ explain why wild animals are so strong.
 - Ⓒ entertain readers with an animal riddle.
 - Ⓓ persuade readers not to abandon pets.
7. The author’s main purpose in paragraph 3 is to
 - Ⓐ describe the diseases that are carried by wild animals.
 - Ⓑ explain that wild animals carry diseases.
 - Ⓒ entertain readers with a silly pet story.
 - Ⓓ persuade readers that animals are safe.
8. The article was mainly written to
 - Ⓐ describe how to care for wild animals.
 - Ⓑ explain the difference between wild animals and pets.
 - Ⓒ entertain readers with a fun story.
 - Ⓓ persuade readers not to keep wild animals as pets.

Read this passage about the unicorn. Then answer the questions.

People from all parts of the world have told and written about the unicorn for thousands of years. The first description of this legendary creature appeared about 400 B.C. A Greek physician named Ctesias had traveled to ancient Persia, where he heard many marvelous tales. Ctesias wrote that in India, there were unusual wild donkeys. They had a white body, dark-red head, and a pointed horn on the forehead. The horn was about 20 inches long. It was white at the base, black in the middle, and bright red at the tip.



Over time, the image of the unicorn slowly changed. Eventually, the unicorn came to be a pure-white creature. It had the body and head of a small horse, the legs of a deer, and the tail of a lion. On its forehead was a magnificent twisted horn.

During the Middle Ages, people believed that the unicorn's horn had special powers. It could guard against poison, illness, and evil. People paid a lot of money for the horns. Most of these horns, though, were probably the tusks of narwhals. The narwhal is a small Arctic whale that has a spiral tusk growing from its snout.

Today, common belief is that there are no more unicorns on earth. Some people claim that unicorns were hunted until there were none left. Other people insist that unicorns never existed. Real or not, the legend of the extraordinary unicorn lives on.

9. The author wrote the first paragraph mainly to
- Ⓐ explain why unicorns have horns.
 - Ⓑ persuade readers to visit Persia.
 - Ⓒ describe what the first unicorns were said to have looked like.
 - Ⓓ entertain readers with a fanciful legend about unicorns.
10. The author wrote paragraph 3 mainly to
- Ⓐ persuade readers to learn more about the Middle Ages.
 - Ⓑ explain that unicorn horns were probably narwhal tusks.
 - Ⓒ describe what a narwhal looks like.
 - Ⓓ entertain readers with a silly comparison.
11. The author wrote the last paragraph mainly to
- Ⓐ explain why unicorns disappeared.
 - Ⓑ convince readers that the unicorn—real or not—is special.
 - Ⓒ amuse readers with a riddle about an extraordinary animal.
 - Ⓓ describe an imaginary creature.
12. The passage was written mainly to
- Ⓐ describe an unusual creature.
 - Ⓑ explain why the unicorn is legendary.
 - Ⓒ entertain readers with a story about a magnificent beast.
 - Ⓓ persuade readers that the unicorn had special powers.



**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 why a particular paragraph was written. This kind of question is asking about only one part of the reading passage.
- A test question about identifying the author’s purpose may ask what you think the author wants readers to know. To help you answer, think about why the author probably wrote the reading passage.

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

Stately Verse

If Mary goes far out to sea,
By wayward breezes fanned,
I’d like to know—can you tell me?—
Just where would Maryland?

If Tenny went high up in the air
And looked o’er land and lea,
Looked here and there and everywhere,
Pray what would Tennessee?

I looked out of the window and
Saw Orry on the lawn;
He’s not there now, and who can tell
Just where has Oregon?

Two girls were quarreling one day
With garden tools, and so
I said, “My dears, let Mary rake
And just let Idaho.”

A friend of mine lived in a flat
With half a dozen boys;
When he fell ill I asked him why.
He said: “I’m Illinois.”

An English lady had a steed.
She called him Ighland Bay.
She rode for exercise, and thus
Rhode Island every day.

Anonymous

13. The author wrote the poem mainly to

- Ⓐ explain how some states got their names.
- Ⓑ describe some girls and boys.
- Ⓒ convince readers to learn the names of all the states.
- Ⓓ entertain readers with humorous word play.

14. The author probably wants readers to know that

- Ⓐ silly stories can be made out of the names of some states.
- Ⓑ some states are named after people.
- Ⓒ they can use their own names to write a poem about state names.
- Ⓓ most state names have unusual origins.



Read this invitation sent to students in Bell County. Then answer questions about the invitation. Choose the best answer for Numbers 15 and 16.

Are you someone with big ideas?

Do you want to be known as someone who shaped the future?

If so, then here's an opportunity that might interest you.



WHAT: The Spirit of Invention Science Fair

WHO: Any student in grades 5 through 12
from the Bell County schools

WHEN: Saturday, April 7

- Set up: 9:00 A.M.
- Judging: 11:00 A.M.
- Public viewing: 1:00–3:00 P.M.



WHERE: The George Washington Carver Auditorium,
St. Louis, Missouri

- HOW:
1. Research the invention you have in mind.
(Simple inventions can also be a success.)
 2. Design a model of the invention.
 3. Create posters and write a journal describing
the invention.
 4. Be prepared to explain to judges why your invention
is important to society.



WHY: Top inventions at each grade level win a cash prize.
The grand-prize winner wins the services of a patent
attorney in the hopes of someday selling the invention
in the marketplace.

15. The author uses an invitation format mainly to
- Ⓐ persuade students to design only simple inventions.
 - Ⓑ describe what a successful invention is.
 - Ⓒ explain all the facts students need to know about a science fair.
 - Ⓓ entertain readers with a tale about a great inventor.

16. What is the main purpose of the “why” part of the invitation?
- Ⓐ to convince students to enter the science fair
 - Ⓑ to describe what services a patent attorney provides
 - Ⓒ to explain that everyone wins a prize
 - Ⓓ to delight readers with information about prizes



What Is Figurative Language?

Has anyone ever told you that you were tooting your own horn? If so, that person thought you were bragging about something. Have you ever bent over backwards to help someone? If so, you tried very hard to help the person. Figurative language is the use of words in a way that is different from what the words usually mean.

- 1 Read this sentence.

Jacob's new invention will amaze you!

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

Jacob's new invention will knock your socks off!

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



Work with a Partner

- Talk about some of the words you have used or heard that have a meaning different from their usual meaning. For example, a friend might tell you that she is “playing it by ear.” Your friend is telling you that she is waiting to see what happens before deciding what to do.
- 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 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 Hector. See if you can figure out what the phrase *spread himself too thin* means.

When school started in the fall, Hector signed up for as many school activities as he could. He was working on the school newspaper, acting in the drama club, and playing in the marching band. Hector soon realized that he couldn't do all of his schoolwork and keep up with all of his activities. He had spread himself too thin. Hector would have to give some things up.

1. Let's narrow down the clues to figure out what the phrase *spread himself too thin* means.

Look at the chart below. It shows three sentences: the one that comes before the phrase *spread himself too thin*, the one that contains the phrase *spread himself too thin*, and the one that comes after the phrase *spread himself too thin*.

Look carefully at the sentences that come before and after the phrase *spread himself too thin*.

Hector soon realized that he couldn't do all of his schoolwork and keep up with all of his activities.	He had spread himself too thin.	Hector would have to give some things up.
Before		After

2. Now think about what the clues in the sentences tell you:
- Hector couldn't keep up with all of his schoolwork and all of his activities.
Hector didn't have enough time in his schedule to do everything he wanted.
Hector was going to have to give some things up.
- So the phrase *spread himself too thin* 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 the meaning of the figurative language.

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

The hour passed as slowly as a turtle crawling in sand.

The two things being compared are an hour and a turtle.

The writer used a **simile** to help readers picture how slowly the hour passed.

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.

The stars are brilliant diamonds in a black sky.

The two things being compared are stars and diamonds.

The writer used a **metaphor** to help readers picture the sight of the stars.

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.

Manuel and Michael met at camp and really hit it off.

The underlined words mean that the boys quickly became good friends.

The underlined words are an **idiom**.

An idiom is a phrase whose words have a meaning different from their usual meaning.

Read this description of a tall-tale hero. As you read, ask yourself, “What pictures come to mind?” Then answer the questions.

Big Mose

Big Mose was once the bravest fireman in New York City. He was also the biggest and the strongest. He could carry streetcars and swim all the way around Manhattan Island in just six strokes. Mose stood twelve feet tall and wore a stovepipe hat that made him two feet taller. His hands were as large as Virginia hams. He had flaming red hair and eyes that twinkled with mischief. His laughter sounded like the roar of Niagara Falls and caused buildings to shake.

In Mose’s day, fire engines looked like big wagons with long handles on the sides. They had a condenser in the middle and a long hose. Firemen would pump water through the condenser into the hose and toward the flames. The old fire machines had no engines or horses to move them along. It took dozens of firemen to pull each machine through the city streets.

Mose had his own fire machine called *Lady Washington*. She was the finest fire machine in the city. Mose loved that “old gal.” It made his heart proud to run alongside her.

Mose had a heart of gold and always did his duty. When a fire alarm sounded, he was the first one to arrive at the firehouse and pull on his striped suspenders, bright-red shirt, giant boots, and fire helmet. He walked through flames as if they were made of candlesticks. All kinds of people thanked him for saving their lives. “Just doing my duty,” he would always reply.

1. In the first paragraph, Mose’s laughter is compared to
 - Ⓐ a ringing fire alarm.
 - Ⓑ an old fire machine.
 - Ⓒ the sound of falling bricks.
 - Ⓓ the roar of Niagara Falls.
2. In the last paragraph, the phrase *had a heart of gold* means that Mose was
 - Ⓐ interested in being rich.
 - Ⓑ generous and friendly.
 - Ⓒ selfish and unkind.
 - Ⓓ wealthy in many ways.



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. See if the word *like* or *as* is used, or if a sentence says that one thing is another thing.
- 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 fable from Aesop. 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.

**The Miser**

A miser sold everything he had for a bag of gold coins. He melted down the gold into a single lump, which he buried secretly in a field. Every day, he went to look at the spot. Sometimes, he would spend long hours gloating over his treasure. A man noticed the miser's frequent visits to the field and one day discovered his secret. That night, the man waited for just the right moment, and then he dug up the gold and carried it away.

The next day, the miser visited the place as usual. Finding his treasure gone, his face darkened like a cloud. Then he began tearing out his hair and groaning over his loss. One of his neighbors saw him

in this condition and asked the miser what his trouble was. The miser told the man of his misfortune.

"Don't take it to heart, my friend," the man replied. "Put a brick into the hole and take a look at it every day. You won't be any worse off than before, for even when you had your gold, it was of no use to you."

3. In the second paragraph, the miser's face is compared to

- Ⓐ a lump of gold.
- Ⓑ a brick.
- Ⓒ a cloud.
- Ⓓ a tornado.

4. In the last paragraph, the phrase *take it to heart* means

- Ⓐ "hold something against the heart."
- Ⓑ "take something seriously."
- Ⓒ "act stingy with money."
- Ⓓ "enjoy something too much."

Which Answer Is Correct and Why?

Look at the answer choices for each question.

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

3. In the second paragraph, the miser's face is compared to

Ⓐ a lump of gold.

This answer is not correct because there is no comparison between the miser's face and the lump of gold he treasures.

Ⓑ a brick.

This answer is not correct because there is no comparison between the miser's face and the brick that the neighbor mentions.

Ⓒ a cloud.

This answer is correct because the paragraph states that the miser's face "*darkened like a cloud*." The word *like* signals that two things are being compared in a simile.

Ⓓ a tornado.

This answer is not correct because the word *tornado* is not used in the fable.

4. In the last paragraph, the phrase *take it to heart* means

Ⓐ "hold something against the heart."

This answer is not correct because there are no details in the fable to hint at this meaning of the phrase. The miser's treasure is gone; it would be impossible for him to hold it against his heart.

Ⓒ "take something seriously."

This answer is correct because the details in the fable suggest that the miser was taking the loss of his treasure very seriously. His face darkened like a cloud, he tore out his hair, and he groaned over his misfortune.

Ⓓ "act stingy with money."

This answer is not correct because there are no details in the paragraph to hint at this meaning. The miser cannot be stingy with something he no longer has.

Ⓓ "enjoy something too much."

This answer is not correct because there are no details in the fable to hint at this meaning. The miser is upset that he lost his gold; therefore, he could not be enjoying anything at the moment.



MORE TO KNOW

- Think about the things being compared in a simile or 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. You might find context clues to help you figure out its meaning.

Read this radio interview. Then answer the questions.

- Interviewer:** We’d like to welcome the director Dred Fuller to our show. Mr. Fuller is the Steven Spielberg of horror films. Tell us, Dred, how did you become so interested in monsters?
- Dred Fuller:** Everyone is fascinated by monsters, not just me. For some strange reason, we enjoy things that scare the daylights out of us.
- Interviewer:** Let’s talk about your latest film, *The Werewolf of Los Angeles*. Where did you get the idea for this movie?
- Dred Fuller:** When I was a kid, I saw the classic film *The Wolf Man*. This movie blew my mind. The story is about a young man who got bitten by a werewolf. Afterwards, whenever there was a full moon, the man would turn into a werewolf and terrorize innocent people. The werewolf was a hairy two-legged creature with fangs as sharp as daggers. Each time it appeared on screen, I screamed as loud as the beast.
- Interviewer:** What is your next project?
- Dred Fuller:** I’m making a new movie version of the novel *Frankenstein*, by Mary Shelley. My film will be called *Frankly Frankenstein*.



- The interviewer compares Dred Fuller to
 - the Wolf Man.
 - Frankenstein.
 - Steven Spielberg.
 - Mary Shelley.
- The phrase *scare the daylights out of* means
 - “make someone afraid of the dark.”
 - “frighten someone a lot.”
 - “shut off the lights.”
 - “turn day into night.”
- What does *blew my mind* mean?
 - “caused amazement”
 - “prevented something”
 - “caused hatred”
 - “have a headache”
- The sharpness of the werewolf’s fangs is compared to that of
 - knives.
 - razors.
 - needles.
 - daggers.

Read this amusing poem. Then answer the questions.

Uncle Setchell

by stevan-adele Morley and Robert G. Forest

Uncle Setchell has hair that sticks out like thatch,
White as raw turnip from a vegetable patch.
He combs it in haste, using fingers for tines,
And pulls at the snarls entangled like vines.
He's a grizzly brown bear with leatherhide skin
And porcupine whiskers that blanket his chin.
A man of good humor, blue eyes all aglow,
He greets each new day with a thunderous "Hello."
His hands are like vises; they're tight in the clutch.
He doesn't speak often and never says much.
He chews on a matchstick at the side of his mouth
And fishes for hours in the crick to the south.
He favors ol' Gator—he's fond of the hound
That sticks to his side like an oak sticks to ground.
Each Saturday, Aunt Nettie sets out the wood tub
And pleads with her husband to bathe and to scrub.
He scowls and scoffs, and he scolds with disgust,
"Let me outta this tub; I'm beginning to rust!"

9. In the poem, Uncle Setchell's hair is compared to
- Ⓐ sticks.
 - Ⓑ porcupine whiskers.
 - Ⓒ thatch.
 - Ⓓ a vegetable patch.
10. Which two things are compared in the poem?
- Ⓐ brown hair and raw turnips
 - Ⓑ snarled hair and tangled vines
 - Ⓒ skin and a blanket
 - Ⓓ blue eyes and the sky
11. The words *His hands are like vises* mean that Uncle Setchell's hands
- Ⓐ have a strong grip.
 - Ⓑ are always closed in a tight fist.
 - Ⓒ look like clamping devices.
 - Ⓓ snap shut with great force.
12. Which of these is a metaphor?
- Ⓐ He's a man of good humor.
 - Ⓑ His hound sticks to his side like an oak sticks to ground.
 - Ⓒ He scowls and scoffs, and he scolds with disgust.
 - Ⓓ He's a grizzly brown bear.

TEST
TIPS

- A test question about interpreting figurative language may ask you about the meaning of a particular simile, metaphor, or idiom.
- A test question about interpreting figurative language may ask you to identify a particular type of figurative language, such as a simile, a metaphor, or an idiom.

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

An Unnatural Natural Wonder

In central Australia, a huge rock rises out of the flat desert. The Aborigines call the rock Uluru. The name means “great pebble.” From a distance, the rock looks like a giant pebble sitting on a level plain. Uluru, which is also called Ayers Rock, is visible from more than 50 miles away. It is the largest single rock in the world. The rock is about 1.5 miles long and a mile wide. It stands about as tall as the Empire State Building in New York. The rock rises 1,143 feet high above the desert floor. However, there may be twice as much rock below the ground as above it.

Uluru is made of red sandstone. The rock was formed under the sea about 600 million years ago. Earth movements pushed it above sea level and tilted it. The rock appears to change color as the sun moves across the sky. At dawn, Uluru is a bright red ball of fire. Later in the day, it turns a deep orange yellow. Sometimes, it is violet.

Aborigines know Uluru as “the place where the wind moans between sunset and dawn.” The desert winds blow strongly at the top of the rock. Scientists believe that wind erosion continues to change the rock’s surface. The Aborigines, though, believe that Uluru does not change. They and their ancestors have lived around Uluru for 10,000 years and see it as a sacred place. The Aborigines believe that their ancestors made the rock and the land around it. The ancestors had great adventures that, once and for all, changed the flat earth. A valley near Uluru is the path that one ancestor walked. Scratches in Uluru are spear marks from a great battle. A hole shows where an ancestor sat to rest. And a nearby mountain is an ancestor who has fallen asleep.



Ayers Rock in Central Australia

13. In the first paragraph, Uluru’s size is compared to
- Ⓐ a level plain.
 - Ⓑ the Empire State Building.
 - Ⓒ a bright red ball of fire.
 - Ⓓ the setting sun.
14. Which of these is a simile?
- Ⓐ At dawn, Uluru is a bright red ball of fire.
 - Ⓑ From a distance, the rock looks like a giant pebble.
 - Ⓒ Uluru is the place where the wind moans.
 - Ⓓ A nearby mountain is an ancestor who has fallen asleep.

Read this Norse myth. Then answer questions about the myth.
Choose the best answer for Numbers 15 and 16.

How Thor Lost His Hammer

Many of our days of the week are named after Norse gods and goddesses. For example, Thursday is named for Thor, the god of thunder.

Thor was the oldest son of Odin, king of all the gods. Thor was a large and powerful man. His temper was as mighty as his strength. Sometimes, his fury was so wild that sparks flew from his red beard and his eyes burned as red as embers. Thor rode in a chariot drawn by two goats, and he carried a magic hammer called Mjolnir, or Thunderbolt. Whenever Thor swung his hammer, lightning flashed in the sky. Thor used Mjolnir to protect the gods against the forces of evil. The hammer crushed whatever it hit. It never missed its target and always flew back to Thor's hand.

One night while Thor slept, Thrym, who was king of all the giants, stole Thor's hammer. Thrym then buried the hammer eight miles underground. He refused to give it back unless Freya, the goddess of beauty, became his wife.

Freya threw a fit when she heard about Thrym's command. She refused to have a hideous giant for a husband. At last, it was decided that Thor must disguise himself as the bride and go to Thrym. Loki, the mischief maker, would dress as a maid and accompany him.

When the two arrived in the world of the giants, they saw that Thrym had prepared a wedding feast. As soon as everyone was seated at the table, "Freya" began devouring great quantities of food.

"Never have I seen a bride eat more!" Thrym exclaimed.

"She hasn't eaten for eight days," Loki explained. "She has been too excited about meeting you."

Thrym then lifted up his bride's veil to kiss her. But when his eyes met hers, he screamed. "Why do Freya's eyes burn like fire?" he cried.

"Her eyes burn because she has not slept for eight nights," said Loki.

"Very well then," said Thrym. "Bring forth Thor's hammer, and let us make our marriage vows."

As soon as the hammer was placed in the bride's lap, Thor stood up and began swinging. The hammer killed Thrym and then one giant after another. Afterward, Thor and Loki jumped into the chariot and carried Thor's hammer back to the land of the gods.

15. In paragraph 2, Thor's eyes are compared to

- Ⓐ lightning.
- Ⓑ sparks.
- Ⓒ red embers.
- Ⓓ the sky.

16. In paragraph 4, *threw a fit* means

- Ⓐ "got confused."
- Ⓑ "behaved carelessly."
- Ⓒ "tossed something into the air."
- Ⓓ "became angry."



What Is Summarizing?

A summary is a short statement that tells the main points or important ideas of something you have read or watched, such as a play or a TV show. When you restate the important ideas, you are summarizing.

- 1 Write the name of a movie or TV show that you watched in the past few weeks.

- 2 Write three important events from the movie or TV show.

- 3 Write one sentence that tells how you would answer someone who asked you what the movie or TV show was mostly about. Include information about the important events in your sentence.



Work with a Partner

- Take turns summarizing books, movies, or TV shows.
- Make sure to tell about the most important ideas in one sentence.

How Do You Know What Makes a Good Summary?

A good summary of a reading passage depends on the kind of passage you are reading. If you are reading fiction, usually you will read about a character who has a problem. Your summary should tell about the character, the problem, and the solution. If you are reading nonfiction, your summary should tell about the main idea of the passage as well as the important points contained in the paragraphs.

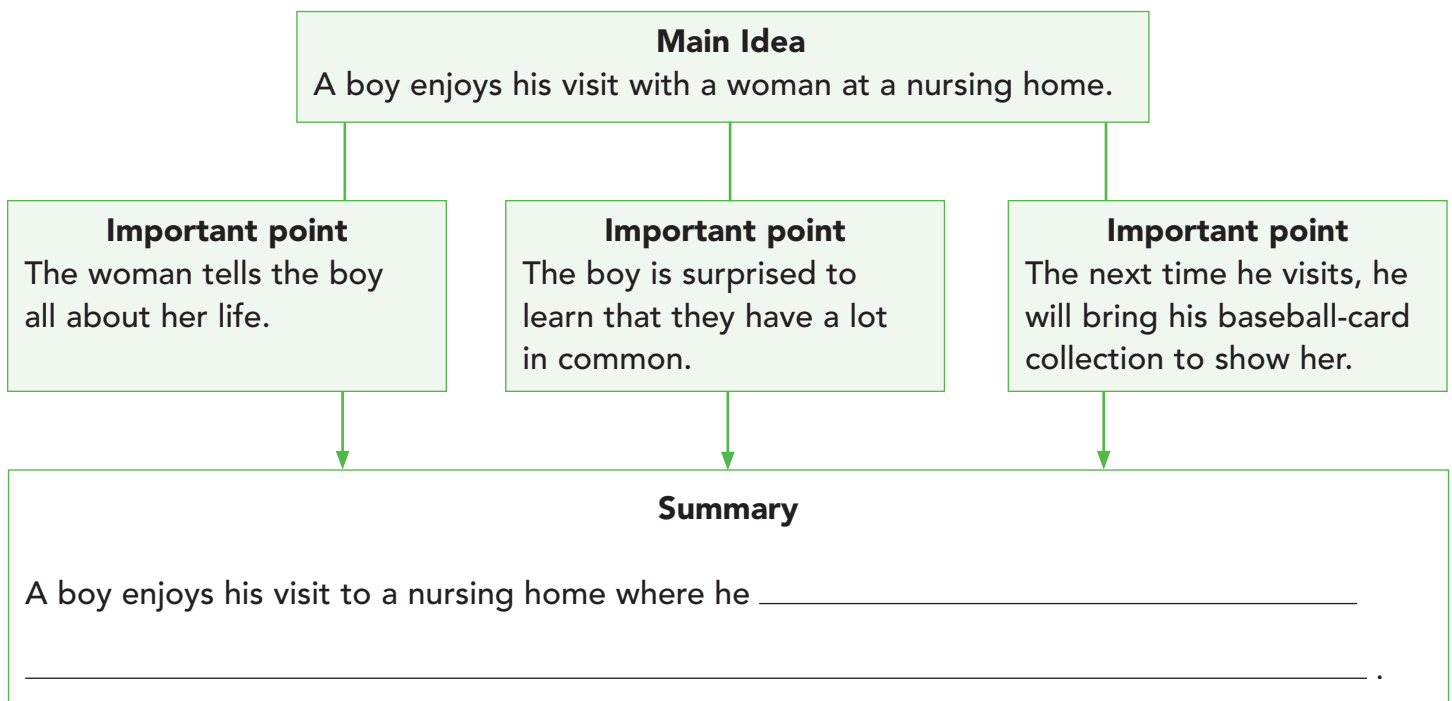
Read this passage about a boy's visit to a nursing home. Think about what would make a good summary.

Our class went on a field trip to a nursing home today. We each spent an hour visiting one person. I visited with a sweet older woman named Dorothy. Dorothy told me all about her life. I was surprised to learn that we have a lot in common. She likes vanilla ice cream. She also likes sports, especially baseball. We talked about the Red Sox, her favorite team. The hour went by extremely fast. Dorothy said I could come back and visit anytime. When I do, I think I'll bring my baseball-card collection to show her.

1. Let's narrow down the main idea and the important points in this nonfiction passage.

Look at the chart below. It shows the main idea and three important points about the main idea.

2. Use the main idea and important points to finish the one-sentence summary of the passage in the box at the bottom.





WHAT TO KNOW

A summary is a short statement that tells the main points or important ideas of a reading passage. When you restate the important ideas in a short statement, you are **summarizing**.

- A summary is not stated in a reading passage. To create a summary, you must think about and restate the most important ideas.
- A good summary of fiction tells about the main character, the problem, and the solution.
- A good summary of nonfiction tells about the main idea of the passage, as well as the main ideas contained in the paragraphs.

Read this article about Thomas Jefferson. As you read, think about the most important ideas in the article. Then think about what you might tell someone who asks what the article is about.



Thomas Jefferson was the third president of the United States. He was a great man with many ideas and interests. He helped write the Declaration of Independence. He was also an architect, an inventor, and a musician. Some people believe that he had a brilliant mind.

President John F. Kennedy made a remark once while entertaining a group of Nobel Prize winners. He said, “I think this is the most extraordinary collection of talent and human knowledge that has ever been gathered at the White House, with the possible exception of when Thomas Jefferson dined alone.”

The most important ideas in the article are:

Thomas Jefferson was the third president of the United States.

He was a great man with many ideas and interests.

Some people, including another president, believe that he had a brilliant mind.

Here is what you might tell someone who asks what the article is about:

Thomas Jefferson, the third president of the United States, was a brilliant man whom many people admire.

Read this famous American short story. As you read, think about the main character's problem and its solution. Then answer the questions.

In a village at the foot of the Catskill Mountains, there once lived a cheerful but lazy farmer named Rip Van Winkle. He was married to a woman who was always demanding that he do his chores. One day, Rip got tired of being pestered. So he took his dog and gun and climbed up the mountains to hunt.

On the mountainside, Rip met an odd little man who was trying to carry a barrel up the mountain. Rip helped the man bring the barrel to a cave, where he met more little men. The odd hosts kindly offered their guest a drink from the barrel. After two swallows, Rip fell into a deep sleep.

When Rip awoke, there was no sign of the little men. Rip reached for his shiny gun, but a rusted gun lay in its spot instead. He called for his dog, but it never appeared. He was also surprised to find that his joints felt stiff, his clothes were ragged, and he had a long gray beard.

Rip returned to his village and saw it had greatly changed. When he went home, he discovered strangers living there. He learned that his wife had died, his children had grown, and that he, in fact, had been asleep for twenty years.

In time, Rip got used to his new surroundings and enjoyed being the oldest person in the village. Each evening, he sat down at the local inn and told stories. The one he told most, of course, was the one about himself.

1. What is Rip Van Winkle's problem in the story?
 - Ⓐ He cannot change his lazy ways.
 - Ⓑ His life changes greatly when he falls asleep for twenty years.
 - Ⓒ He loses his dog while hunting in the mountains.
 - Ⓓ He is forced to help a group of wicked little men.
2. What is the best summary of the story?
 - Ⓐ A farmer grows old instantly.
 - Ⓑ A farmer tries to help a little man but is tricked into working for him instead.
 - Ⓒ A farmer, tricked by a group of little men, returns from a hunting trip to find that his world has changed.
 - Ⓓ A farmer learns that he likes to tell stories.



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 summarizing.

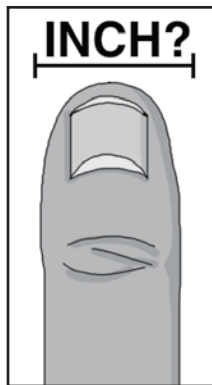


REVIEW

A summary is a short statement that tells the main points or important ideas of a reading passage.

- A good summary of fiction tells about the main character's problem and its solution.
- A good summary of nonfiction includes the main ideas of the selection.

Read this article about measurements. As you read, ask yourself, “What does a good summary of nonfiction include?” Then answer the questions.



When Is a Foot Not a Foot?

Today, in the United States, standards, or official models, for measurement are kept by the National Institute of Standards and Technology. These measurements include inches, feet, and yards. The standards were created because early measurements varied so much.

Some early measurements were based on the size of body parts. For example, the first inch was the width of a person's thumb. In fact, the English word *inch* probably comes from the Latin word *unica*, which means “thumb.” In 1324, King Edward II of England gave this measure a “thumbs down.” Thumb widths can vary, and the king wanted a more exact standard that could be used by everyone. So he chose barleycorns as the official standard for inches. By the king's rule, “three grains of barley—placed end to end” equaled an inch.

In ancient times, the foot was the length of an average man's foot. But human feet come in many sizes. Therefore, King Edward II said that a foot should be equal to 36 barleycorns set end to end. This measurement was approximately 12 inches.

The yard was probably first used by merchants to measure cloth. The end of the cloth was held in one outstretched arm while the other arm brought the length of cloth to the nose. You could buy a longer yard from a merchant with a long arm than from a merchant with a short arm.

3. What is the main idea of the article?

- Ⓐ A national institute keeps standards for measurement.
- Ⓑ King Edward II wanted standards for measurement.
- Ⓒ Some early measurements were based on thumb width and foot length.
- Ⓓ Standards were created because early measurements varied so much.

4. What is a good summary of the article?

- Ⓐ King Edward II was the first person to demand more exact standards for measurements.
- Ⓑ Standards for measurements have always varied.
- Ⓒ The standards for measurements became more exact over time.
- Ⓓ Barleycorns were once a standard measure for inches and feet.

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 main idea of the article?

- Ⓐ **A national institute keeps standards for measurement.**

This answer is not correct because it does not tell what the article is mostly about. This answer tells only a detail that supports the main idea.

- Ⓑ **King Edward II wanted standards for measurement.**

This answer is not correct because it does not tell what the article is mostly about. This answer tells only about one detail that supports the main idea.

- Ⓒ **Some early measurements were based on thumb width and foot length.**

This answer is not correct because it does not tell what the article is mostly about. This answer gives only details that support the main idea.

- Ⓓ **Standards were created because early measurements varied so much.**

This answer is correct because it tells what the article is mostly about. The main idea is stated in the last sentence of the first paragraph. The other facts and details in the article support this main idea.

4. What is a good summary of the article?

- Ⓐ **King Edward II was the first person to demand more exact standards for measurements.**

This answer is not correct because it does not tell enough about the most important ideas in the article, as a good summary of nonfiction should.

- Ⓑ **Standards for measurements have always varied.**

This answer is not correct because this information is inaccurate. According to the article, standards for measurements once varied but are now kept the same by the National Institute of Standards and Technology.

- Ⓒ **The standards for measurements became more exact over time.**

This answer is correct because it includes the most important ideas in the article. This answer summarizes the main points of what the article is about.

- Ⓓ **Barleycorns were once a standard measure for inches and feet.**

This answer is not correct because it states only one important detail from the article. A good summary of nonfiction includes the main ideas of the whole selection.

MORE
TO
KNOW

- A good summary of fiction often tells about the theme, or message, of the story.
- A good summary of nonfiction answers *who*, *what*, *when*, *where*, *why*, and *how* questions.

Read this article about different kinds of vehicles. Then answer the questions.

People today may think that city streets are too crowded with traffic. Yet, city streets have always been filled with traffic. Only the vehicles have changed!

In the 1800s, people got around American cities by taking the horsecar. It was a covered carriage pulled by horses. It ran along rails sunk into the street. The larger horsecars could seat more than a dozen people.

In the 1880s, cities began adopting a new kind of “streetcar.” It was not pulled by horses. It was powered by an electric motor. The electricity for the motor came from cables overhead. City streets were soon filled with the screeching of metal wheels against metal tracks. All around was the sound of clanging bells.



In the early 1900s, a strange new vehicle appeared. It had an engine and ran without being connected to cables. People called it a horseless carriage. Before long, these vehicles were everywhere. They were, of course, the first automobiles. Built-up automobiles, called motorbuses, shortly took the place of horsecars. By the 1930s, “buses” had replaced almost all the electric streetcars.

5. What is the article mostly about?
 - (A) using buses for city travel
 - (B) traffic on city streets
 - (C) the disappearance of horsecars
 - (D) vehicles that have traveled city streets
6. Which of these were rarely seen on city streets after 1930?
 - (A) horseless carriages
 - (B) electric streetcars
 - (C) buses
 - (D) automobiles
7. Why was the automobile important to city travel?
 - (A) It was safer than riding a horse.
 - (B) It could carry more people.
 - (C) It ran without cables.
 - (D) It was less noisy.
8. What is a good summary of the article?
 - (A) Automobiles and buses replaced horsecars and streetcars during the early 1900s.
 - (B) Traffic once crowded city streets.
 - (C) Horsecars and streetcars were the first forms of transportation.
 - (D) City streets have always been filled with vehicles.

Read this Aztec legend. Then answer the questions.

The Hummingbird Guide

Long ago, the Aztec lived in the dry desert with the cactus. Life was hard. So their god Huitzilopochtli, the hummingbird god, told the Aztec to seek a new home. He also gave the people a new name: Mexica.

The Mexica found a beautiful land of clear sun and bright blue skies. They settled in Aztlan, the “place of the herons.” Life seemed good. But all too soon, Huitzilopochtli told the priests that Aztlan was not to be their home. So the priests, carrying statues of Huitzilopochtli on their backs, and the Mexica set out to look for their new home. They wandered year after year. Each time they found a place to settle, they built a temple to their god. But each time, Huitzilopochtli told them to move again. He promised the priests a sign to mark the new home.

The Mexica wandered into the Valley of Mexico. The rich land was crowded with many peoples, and none wanted the Mexica to live there. Finally, an angry group chased them into Lake Texcoco. The Mexica took refuge on an island in the lake. Huitzilopochtli appeared to the priests and ordered them to look among the reeds for the sign. There they saw an eagle with a snake in its mouth standing on a cactus! The grateful Mexica built their city on the island, with a great temple for their god. The city was Tenochtitlán, or “place of the prickly-pear cactus fruit.”

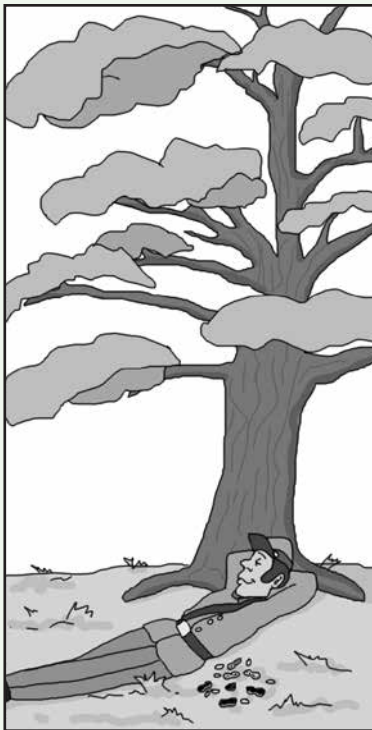
9. Who are the main characters in the legend?
 - (A) the Aztec and the Mexica
 - (B) the hummingbird god and the Mexica
 - (C) the eagle and the Mexica
 - (D) the priests and the Mexica
10. What did the Mexica’s god do?
 - (A) He ordered the Mexica to build temples to him everywhere they went.
 - (B) He created a great city.
 - (C) He told the Mexica to keep moving until they saw the sign for their home.
 - (D) He forced the Mexica to leave the Valley of Mexico.
11. What did the Mexica do?
 - (A) They built a temple to their god in each place they settled.
 - (B) They looked for a home where life would be easier.
 - (C) They built their final home in Aztlan.
 - (D) They built temples to their gods throughout Mexico.
12. What is a good summary of the legend?
 - (A) The Mexica moved many times until they received a sign that they should make their home in Tenochtitlán.
 - (B) The hummingbird god ordered the Mexica to build him a great temple in their final homeland.
 - (C) The Mexica settled in Aztlan, where they built a temple to their god.
 - (D) The hummingbird god ordered the Mexica to move to an island in Lake Texcoco.



**TEST
TIPS**

- A test question about summarizing may ask you to choose the best summary of a reading passage. When you answer questions about summarizing, first determine if the reading passage is fiction or nonfiction. Then think about what is included in a good summary of fiction or of nonfiction.
- The answer to a test question about summarizing will not be directly stated in the reading passage. You must think about the most important ideas to find the best summary.

Read the lyrics of this song sung by Confederate soldiers. Then answer questions about the lyrics. Choose the best answer for Numbers 13 and 14.



Sitting by the roadside on a summer day,
Chatting with my messmates, passing time away.
Lying in the shadow, underneath the trees,
Goodness how delicious, eating goober peas!

When a horseman passes, the soldiers have a rule:
To cry out at their loudest, "Mister, here's your mule!"
But another pleasure, enchanting than these,
Is wearing out your grinders eating goober peas!

Just before the battle, the gen'ral hears a row.
He says, "The Yanks are coming; I hear their rifles now."
He turns around in wonder, and what do you think he sees?
The Georgia militia—eating goober peas!

I think my song has lasted almost long enough,
The subject's interesting, but rhymes are mighty rough.
I wish this war was over, when free from rags and fleas,
We'd kiss our wives and sweethearts, and gobble goober peas!

13. The song is mostly about
- (A) eating too many goober peas.
 - (B) sitting by the roadside.
 - (C) dreaming of eating goober peas.
 - (D) passing time between battles.

14. What is a good summary of the song?
- (A) A soldier takes his mind off war by eating goober peas.
 - (B) A soldier passes the time between battles by lying in the shade.
 - (C) A soldier thinks that goober peas are delicious.
 - (D) A soldier takes pleasure in singing to his messmates.

Read this short biography about a leader for women's rights. Then answer questions about the biography. Choose the best answer for Numbers 15 and 16.

In 1820, the year Susan B. Anthony was born, women had almost no rights. They could not speak in public, attend high school or college, or vote. They were also not allowed to own property, run a business, or hold public office.

Susan B. Anthony was born into a Quaker family. Like all Quakers, she grew up believing that men and women are equals. Later, Anthony realized that not everyone shared this belief. As a teacher, she earned three times less than the male teachers.

In 1851, Anthony met Elizabeth Cady Stanton, a leader in the women's rights movement. The two women worked together for more than 50 years. Their biggest goal was for women to be granted the right to vote.

On November 1, 1872, Anthony led 15 women into a voter-registration office in New York. They were asked to leave, but Anthony refused. Instead, she read aloud the Fourteenth and Fifteenth Amendments to the Constitution. They state that all people born in the United States are citizens, and that the right to vote shall not be denied to citizens. Four days later, the women cast their vote for president of the United States.

Three weeks later, all 16 women were arrested. They had broken a federal law. It stated that anyone who votes without having a legal right to do so is guilty of a crime. Only Anthony, however, stood trial. She was found guilty and fined \$100. She never paid the fine.

Until her death, at age 86, Anthony devoted all of her time and energy to the women's movement. In the 1890s, four states—Wyoming, Colorado, Idaho, and Utah—finally gave women the right to vote. Then, in 1920 (14 years after Anthony died), the Nineteenth Amendment became law. At last, all women in the United States were granted the right to vote.

In 1979, the United States government issued a new one-dollar coin. This coin had Susan B. Anthony's picture on it. She was the first woman to be so honored.

15. Why was Susan B. Anthony important?

- Ⓐ She was the first woman to have her image on a coin.
- Ⓑ She was a great leader of the women's rights movement.
- Ⓒ She stood trial for her belief in women's right to vote.
- Ⓓ She worked closely with Elizabeth Cady Stanton.

16. Which of these is the best summary of the biography?

- Ⓐ Susan B. Anthony devoted her life to the struggle for women's rights, especially their right to vote.
- Ⓑ Susan B. Anthony worked with Elizabeth Cady Stanton for 50 years to get equal rights for women.
- Ⓒ Susan B. Anthony was a Quaker who believed that men and women are equals.
- Ⓓ Susan B. Anthony did not rest until all women were granted the right to vote.

PART ONE: Read a Story

Read this story adapted from an Indian fable. Then answer questions about the story. Choose the best answer for Numbers 1 through 6.

The Wise Old Goose

A flock of wild geese lived in the high branches of a tree in the forest. One day, the oldest goose looked down at the base of the tree and saw a vine beginning to creep its way up the trunk. "We must pull up that vine before it brings us harm," he told the others. "We cannot allow it to grow any higher."

"It is only a plant," said one of the younger geese. "It cannot hurt us."

"Let us destroy it now while it is weak and small," the old goose insisted. "It will be dangerous when it is big." The younger geese snickered at the foolishness of the old goose. He heard their comments and sighed sadly.

So the vine was allowed to creep up the tree. It grew thicker and stronger, winding itself round and round until it had reached the geese's home.

One morning, a trapper carrying a large net noticed the vine creeping up the tree trunk. It looked just like a ladder. The trapper lifted his eyes to the upper branches. When he saw the flock of geese, his heart leaped with hope.

Quietly and stealthily, the trapper climbed the vine. He spread out his net, and then he descended. By evening, every goose had gotten caught in the net.

"How did the trapper get up here?" they asked one another.

"It must have been that creeping vine!" replied one of them.

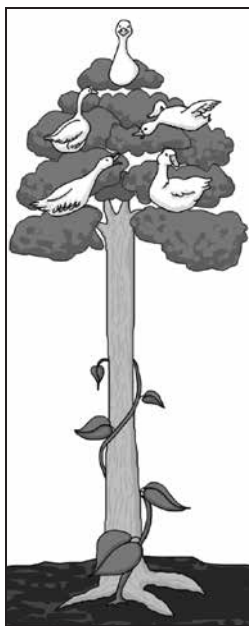
Oh, if only they had listened to the wise old goose!

The younger geese now turned to the old one. He, too, had been caught. "Please forgive us," they pleaded. "We're so sorry that we doubted your wisdom. Please, tell us how to get out of this trap!"

The old goose remained silent, but his thoughts began to whirl. A plan came to him. He explained it to the other geese, and this time, they paid close attention.

At dawn, the trapper climbed the tree, expecting to find the geese struggling in his net. Instead, he found the birds lying stiffly, feet in the air. "They are all dead," he thought unhappily. "They must have been ill." Then he began plucking the geese out of the net and tossing them to the ground. When the last goose was dropped, all of the birds flapped their wings and flew off, safe and sound.

The trapper gazed at the flock, astonished. "These are the smartest geese I have ever seen!" he cried. Then he gathered up his net, climbed down the vine, and walked off, still shaking his head in amazement.



Identifying Author's Purpose

1. What is the author's purpose in paragraph 3?
 - Ⓐ to show that the younger geese do not share the old goose's concerns
 - Ⓑ to describe a creeping vine
 - Ⓒ to convince readers that the old goose is foolish
 - Ⓓ to make readers laugh at the younger geese's comments

Interpreting Figurative Language

4. The phrase *safe and sound* means
 - Ⓐ "protected from illness."
 - Ⓑ "free of all noise."
 - Ⓒ "able to hear well."
 - Ⓓ "unharmed in any way."

Identifying Author's Purpose

2. The story was written mainly to
 - Ⓐ describe the foolishness of geese.
 - Ⓑ persuade readers to solve their own problems.
 - Ⓒ inform readers about one way to escape from a trap.
 - Ⓓ entertain readers with a story that teaches a lesson.

Summarizing

5. The story is mostly about
 - Ⓐ a flock of geese that narrowly escapes a trapper's net.
 - Ⓑ smart geese that think up a clever escape plan.
 - Ⓒ younger geese that learn from a wise old goose.
 - Ⓓ a creeping vine that becomes a great danger.

Interpreting Figurative Language

3. In paragraph 5, the writer compares the creeping vine to
 - Ⓐ a corkscrew.
 - Ⓑ a ladder.
 - Ⓒ a trap.
 - Ⓓ a rope.

Summarizing

6. What is the best summary of the story?
 - Ⓐ A flock of geese refuses to see that a creeping vine is dangerous.
 - Ⓑ A flock of geese ignores a wise old goose's advice but finally listens when in danger.
 - Ⓒ A flock of smart geese fools a trapper by pretending to be dead.
 - Ⓓ A trapper climbs up a vine and traps some geese in his net, but they escape.



Read this newspaper article that was printed about Fire Safety Week. Then answer questions about the article. Choose the best answer for Numbers 7 through 12.

Be Smart, Be Safe

Fire Safety Week is approaching. The Billington Fire Department wants to remind our readers how important it is to have a smoke alarm in your home. A smoke alarm will warn you of the presence of smoke or a fire. The alarm makes a loud noise within seconds after smoke enters a room.

Firefighter Marla Rollins says that every home should have a working smoke alarm on each floor. “Additional smoke alarms should be placed just outside all bedrooms,” says Rollins. “If your smoke alarms are battery operated, test them once a month. Replace dead batteries right away.”

Rollins also states that most fires occur in the home. Leaving the kitchen while food is cooking is a major cause of home fires. Candles and electrical appliances also cause fires. “Never leave home with a candle burning or with an appliance left plugged in that’s not meant to be plugged in all the time,” says Rollins. “An ounce of prevention is worth a pound of cure.”

“Fire drills are often done at school, but they are important exercises to do at home,” reminds Rollins. “Fire drills teach people to exit their home safely and quickly if a fire breaks out. A good fire drill

includes a plan for a central meeting place for all family members once they leave the house.”

Rollins wants readers to know that they should always call the fire department before trying to put out a fire. When you spot a fire, leave the area immediately and call the fire department.

“This may sound like common sense,” says Rollins, “but you wouldn’t believe how often our warnings fall on deaf ears.”

If a fire breaks out, Rollins suggests following these safety tips:

- Do not open a door if it feels hot. The fire on the other side may be burning fiercely. Seek another escape route or wait for help.
- Crawl on the floor when going through a smoky area.
- If your clothes catch on fire, stop where you are, drop to the ground, cover your face with your hands, and roll over and over to smother the flames.
- Once outside, don’t return to the building. Call your fire department right away.

Identifying Author's Purpose

7. What is the author's purpose in the first paragraph?
- Ⓐ to tell people about Fire Safety Week
 - Ⓑ to describe how smoke alarms work
 - Ⓒ to persuade people to learn more about Fire Safety Week
 - Ⓓ to inform people about the importance of smoke alarms

Interpreting Figurative Language

10. Words that fall on deaf ears are usually
- Ⓐ trusted.
 - Ⓑ followed.
 - Ⓒ ignored.
 - Ⓓ doubted.

Identifying Author's Purpose

8. The article was written mainly to
- Ⓐ provide information about fire safety.
 - Ⓑ tell where most fires occur.
 - Ⓒ explain how to conduct a fire drill at home.
 - Ⓓ persuade people to contact their fire departments for safety information.

Summarizing

11. What is the main idea of the article?
- Ⓐ Most fires occur in the home.
 - Ⓑ Only firefighters should attempt to put out a fire.
 - Ⓒ People should learn how to protect themselves from fire.
 - Ⓓ Smoke alarms should be in every home.

Interpreting Figurative Language

9. Which of these best explains the phrase *an ounce of prevention is worth a pound of cure*?
- Ⓐ Cures for things that can be prevented are not always available.
 - Ⓑ It is easier to prevent something bad than to deal with the results.
 - Ⓒ It takes a lot of work to prevent something from happening, but the work is worth the effort.
 - Ⓓ A cure is more valuable than prevention.

Summarizing

12. What is a good summary of the article?
- Ⓐ Knowing how to keep safe from fire can save people's lives.
 - Ⓑ Fire Safety Week is the best time to learn how to keep safe from fire.
 - Ⓒ Fire drills are important exercises to do at school and at home.
 - Ⓓ Fire Safety Week is a good time to make sure the batteries in your smoke detectors are working.

PART ONE: Read a Tall Tale

Read this tall tale about a cowboy hero. Then answer questions about the tall tale. Choose the best answer for Numbers 1 through 12.

Pecos Bill was the greatest cowboy who ever lived. Before he came along, cowboys didn't know much about their job. They just rode around the cows, yelping and hollering. Pecos Bill taught the cowboys how to round up cattle and drive the herds. He also invented the six-shooter, the branding iron, and the lasso.

When Bill was a baby, his family lived in eastern Texas. One day, his father heard that another family was moving in about 50 miles away. Having neighbors that close was too crowded for him. So, he and his wife loaded their 18 kids and all of their belongings into a big, old covered wagon and headed farther west. Just as the wagon was about to cross the Pecos River, the rear left wheel hit a great rock. All at once, one-year-old Bill bounced out of the wagon. He landed so hard in the desert dirt that the wind got knocked out of him and he couldn't cry out. No one could have heard him anyway. His brothers and sisters were making such a racket in the back of the wagon that it wasn't possible even to hear thunder. It was evening before anyone noticed that the baby was missing. By then, it was too late to do anything about it.

As the wagon disappeared into the distance, young Bill lay there watching it. Suddenly, an old coyote walked over. He sniffed the little boy a few times. Then the coyote picked up the boy by the scruff of his neck and carried him to his den.



So it happened that Bill came to live with the coyotes. The coyotes taught the boy everything they knew about the wild out-of-doors. He was educated in the fine art of hunting and learned the proper way to howl at the moon. By the time he was 10, he could outrun and outhowl any coyote in the Southwest. The boy completely forgot what it was like to be human. Until he was 17, he believed that he was a full-blooded coyote.

Then, one day, a cowboy came riding through the desert and saw the boy roaming about on all fours. The cowboy told Bill that he wasn't a coyote; he was a human being. Bill growled at this news, but deep in his heart he knew the man was right. He'd always suspected that he was different from the other coyotes. So, Pecos Bill said good-bye to all of his four-legged friends and thanked them for all they had taught him. Then he rode off with the cowboy toward his ranch.

At first, acting like a human wasn't easy for Pecos Bill. But he soon got the hang of it. In no time, he became the roughest, toughest cowboy of them all.

Finding Main Idea

1. The tall tale is mostly about
- Ⓐ the life of a cowboy.
 - Ⓑ Pecos Bill's days as a coyote.
 - Ⓒ the ways of the coyote.
 - Ⓓ Pecos Bill's adventures at a cattle ranch.

Recognizing Cause and Effect

4. Bill's family didn't look for him because
- Ⓐ the coyote carried him off immediately.
 - Ⓑ his brothers and sisters were making too much noise.
 - Ⓒ they didn't realize that he was missing until it was too late.
 - Ⓓ no one could hear his cries when he fell out of the wagon.

Recalling Facts and Details

2. How old was Bill when he lost his family?
- Ⓐ 1
 - Ⓑ 4
 - Ⓒ 10
 - Ⓓ 17

Comparing and Contrasting

5. How was Pecos Bill different from other cowboys?
- Ⓐ He used a lasso.
 - Ⓑ He came from eastern Texas.
 - Ⓒ He was rougher and tougher.
 - Ⓓ He was a full-blooded coyote.

Understanding Sequence

3. What was the first thing that happened after Bill fell out of the wagon?
- Ⓐ An old coyote brought the boy to his den.
 - Ⓑ He watched the wagon disappear.
 - Ⓒ An old coyote walked over to him.
 - Ⓓ He landed hard in the desert dirt.

Making Predictions

6. Predict what might have happened if Pecos Bill had not met the cowboy.
- Ⓐ He would have still become a great cowboy.
 - Ⓑ He would have continued to live with the coyotes.
 - Ⓒ He would have left the coyotes anyway.
 - Ⓓ He would never have become a human being.

Finding Word Meaning in Context

7. In paragraph 3, *scruff* means
- Ⓐ “a scratch.”
 - Ⓑ “to shuffle along.”
 - Ⓒ “scent.”
 - Ⓓ “the back of the neck.”

Identifying Author’s Purpose

10. The author probably wrote the tall tale to
- Ⓐ describe the ways of the coyote.
 - Ⓑ explain what a cowboy does.
 - Ⓒ convince readers that Pecos Bill was the greatest cowboy who ever lived.
 - Ⓓ entertain readers with a story about a cowboy hero.

Drawing Conclusions and Making Inferences

8. Bill probably got the name Pecos Bill because he
- Ⓐ was found by the cowboy near the Pecos River.
 - Ⓑ was born near the Pecos River.
 - Ⓒ was as swift as the Pecos River.
 - Ⓓ asked the coyotes to name him after the Pecos River.

Interpreting Figurative Language

11. In the last paragraph, *got the hang of it* means
- Ⓐ “understood how something was hung.”
 - Ⓑ “learned how to do something.”
 - Ⓒ “spent time somewhere.”
 - Ⓓ “kept trying.”

Distinguishing Between Fact and Opinion

9. Which of these is an *opinion*?
- Ⓐ Pecos Bill forgot what it was like to be human.
 - Ⓑ Pecos Bill taught cowboys how to round up cattle.
 - Ⓒ Pecos Bill was the greatest cowboy who ever lived.
 - Ⓓ Pecos Bill was educated in the fine art of hunting.

Summarizing

12. What is the best summary of the tall tale?
- Ⓐ Pecos Bill was the greatest cowboy, and he taught the other cowboys everything they knew.
 - Ⓑ Pecos Bill grew up to become the best coyote in the Southwest.
 - Ⓒ Before he became the greatest cowboy, Pecos Bill grew up with the coyotes that saved him.
 - Ⓓ Pecos Bill lived with the coyotes during his youth.



Read this article about the common cold. Then answer questions about the article. Choose the best answer for Numbers 13 through 24.

The common cold is the most widespread of all illnesses. It affects the nose, throat, and, sometimes, the air passages and lungs. The first symptoms of a cold are usually a tickle in the throat, a runny or stuffy nose, and sneezing. Other symptoms may develop, such as watering eyes, a low fever, a sore throat, and a cough. A cold sufferer may also experience aching muscles, headaches, and chills. Adults usually catch at least one cold each year. Most children get at least two or three colds a year.

Colds are most frequent during the winter months. This fact has led many people to believe that colds are caused by cold, wet conditions. The true cause, however, are viruses. Viruses are germs that are easily passed from one person to another. Cold viruses are spread when a person with a cold coughs or sneezes. People catch a cold by breathing in the tiny droplets of moisture that have been sprayed into the air. They can also get a cold by handling objects that carry cold germs.

One reason that colds are more common in winter is that people tend to spend more time indoors in cold weather. Being in close contact with people for long periods of time makes it easier for cold viruses to be passed on.

Unlike many other illnesses, a cold can strike a person more than once. The reason that a person can catch many colds is that there are more than 200 different cold viruses. A person's body can build up protection against a virus that has already attacked it. But this immunity cannot help a person fight off a different cold virus that strikes.



No one has found a cure for the common cold, but some people think that a cure is close at hand. Presently, there are plenty of cold medicines for sale in drugstores. But all of these medicines treat just symptoms. They can only relieve the discomfort a person with a cold suffers. Fortunately, most colds clear up within a week. Until then, people with colds should eat healthful foods and drink plenty of fluids.

People will try anything to prevent a cold. They may try to avoid cold drafts and dampness. Some may take large quantities of vitamin C. The best way to prevent a cold, however, is to stay away from people who have colds. That advice is cold comfort, though, for everyone who has to go to work and school.

Finding Main Idea

13. The best title for the article is
- Ⓐ “How Viruses Spread.”
 - Ⓑ “Health Myths.”
 - Ⓒ “Treating Cold Symptoms.”
 - Ⓓ “The Common Cold.”

Recognizing Cause and Effect

16. Colds are more common in winter because
- Ⓐ viruses can live only in cold weather.
 - Ⓑ people are more likely to be near others who have a cold.
 - Ⓒ people sneeze and cough more in cold weather.
 - Ⓓ cold viruses appear more often during cold months.

Recalling Facts and Details

14. How many colds do most children get each year?
- Ⓐ at least one
 - Ⓑ one or two
 - Ⓒ two or three
 - Ⓓ three or more

Comparing and Contrasting

17. How is the common cold different from many other illnesses?
- Ⓐ It can strike more than once.
 - Ⓑ It can strike only once.
 - Ⓒ It is caused by a virus.
 - Ⓓ It can be easily caught.

Understanding Sequence

15. Which of these cold symptoms appears first?
- Ⓐ aching muscles
 - Ⓑ runny nose
 - Ⓒ cough
 - Ⓓ sore throat

Making Predictions

18. Predict how things would be different if there were a cure for the common cold.
- Ⓐ No one would ever have a sore throat again.
 - Ⓑ Drugstores would go out of business.
 - Ⓒ People would spend more time outdoors.
 - Ⓓ People would miss fewer days of work and school each year.

Finding Word Meaning in Context

19. In paragraph 4, *immunity* means

- Ⓐ “a way to keep people with diseases away from healthy people.”
- Ⓑ “the body’s ability to fight off disease.”
- Ⓒ “a drug given to people to protect them against disease.”
- Ⓓ “the spread of a disease.”

Identifying Author’s Purpose

22. What was the author’s main purpose for writing the article?

- Ⓐ to give information about the common cold
- Ⓑ to describe symptoms of the common cold
- Ⓒ to persuade readers to avoid people with colds
- Ⓓ to entertain readers with myths about the common cold

Drawing Conclusions and Making Inferences

20. From the article, you can tell that

- Ⓐ older people are more likely to catch a cold.
- Ⓑ people never catch colds in the summer.
- Ⓒ cold viruses spread more easily among children than adults.
- Ⓓ people can prevent colds by spending time outdoors.

Interpreting Figurative Language

23. In the last paragraph, what does *cold comfort* mean?

- Ⓐ “uninterested in relief”
- Ⓑ “comfortable despite cold temperatures”
- Ⓒ “something to help a sick person feel more comfortable”
- Ⓓ “no relief at all”

Distinguishing Between Fact and Opinion

21. Which of these is a *fact*?

- Ⓐ People will do anything to prevent a cold.
- Ⓑ The common cold is the most widespread of all illnesses.
- Ⓒ There is no illness worse than a cold.
- Ⓓ People with colds should be kind enough to avoid contact with others.

Summarizing

24. What is a good summary of the article?

- Ⓐ The common cold affects the nose, throat, and, sometimes, the air passages and lungs.
- Ⓑ The search for the cure for the common cold continues.
- Ⓒ The common cold is the most widespread of all illnesses, is caused by viruses, and has no cure.
- Ⓓ The most popular myth about the common cold is that it is caused by cold, wet conditions.



Read this biography of a great American. Then answer questions about the biography. Choose the best answer for Numbers 25 through 36.

He is one of the most respected men in United States history. He was a printer, a writer, a publisher, a scientist, an inventor, and a government leader. Who was this remarkable man? Benjamin Franklin, of course.

Benjamin Franklin was born on January 17, 1706, in Boston. He was the fifteenth of 17 children. Ben was a smart child, but his family was poor. At age 10, he had to leave school to help his father in his candle and soap shop. At age 12, Ben became an apprentice, or student worker, in a printing shop run by his half-brother James. Although Ben enjoyed his work, he did not like his older brother. So, at age 17, he ran away to Philadelphia. There he quickly found work as a printer.

Franklin was a hard worker. Within five years, he opened his own print shop. There he started his own newspaper and published *Poor Richard's Almanac*. This yearly calendar contained all kinds of facts, weather forecasts, and wise and witty sayings. Here are a few of Franklin's most famous sayings:

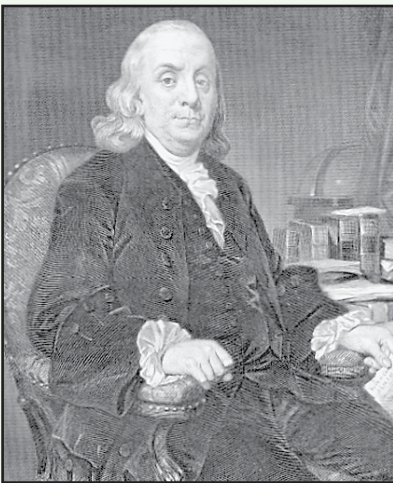
Early to bed and early to rise, makes a man healthy, wealthy, and wise.

An ounce of prevention is worth a pound of cure.

A penny saved is a penny earned.

As busy as he was with his printing business, Franklin also helped to make Philadelphia a better city. He set up the first lending library, the first fire department, and the first post office. He also helped establish a school that later became the University of Pennsylvania.

By age 42, Franklin's hard work and success had made him a rich man, so he retired and turned his attention to science. By sending up a kite during a storm, Franklin proved that lightning is a form of electricity. He had attached a key to the kite's string. When a lightning bolt struck the kite, the key became charged with electricity. Franklin then put his discovery to use by inventing the lightning rod. He also invented the Franklin stove, bifocal eyeglasses, and the glass harmonica.



Franklin is probably most remembered for his role in helping to build our nation. He was the first person to present the idea of uniting the 13 colonies. He spent 15 years in England trying to persuade the king to govern the colonies more fairly. In 1776, he signed the Declaration of Independence. During the Revolutionary War, he went to France and convinced the French to send troops and supplies to the colonists. He helped write the peace treaty that ended the war. He also helped to create the Constitution of the United States of America.

Benjamin Franklin lived long enough to see the Constitution become the basic law of the United States. He died on April 17, 1790, at age 84.

<p>Finding Main Idea</p> <p>25. What is the main idea of the biography?</p> <ul style="list-style-type: none"> Ⓐ Ben Franklin lived long enough to see the birth of the United States of America. Ⓑ Ben Franklin was one of the most remarkable men in United States history. Ⓒ Ben Franklin was a hard worker. Ⓓ Ben Franklin was a poor boy who became a rich man. 	<p>Recognizing Cause and Effect</p> <p>28. Franklin retired from printing at age 42 because</p> <ul style="list-style-type: none"> Ⓐ he wanted to make Philadelphia a better city. Ⓑ he was rich and wanted to turn his attention to science. Ⓒ he wanted to prove that lightning is a form of electricity. Ⓓ he wanted to play a role in building our nation.
<p>Recalling Facts and Details</p> <p>26. How many children were in Franklin’s family?</p> <ul style="list-style-type: none"> Ⓐ 12 Ⓑ 15 Ⓒ 16 Ⓓ 17 	<p>Comparing and Contrasting</p> <p>29. How were the younger Ben Franklin and the older Ben Franklin alike?</p> <ul style="list-style-type: none"> Ⓐ They both were hard workers who achieved a lot. Ⓑ They both wished they had more schooling. Ⓒ They were both interested in politics. Ⓓ They were both poor.
<p>Understanding Sequence</p> <p>27. What happened immediately after Franklin went to Philadelphia?</p> <ul style="list-style-type: none"> Ⓐ He became an apprentice in his half-brother’s shop. Ⓑ He published <i>Poor Richard’s Almanac</i>. Ⓒ He found work as a printer. Ⓓ He opened his own print shop. 	<p>Making Predictions</p> <p>30. What might have happened if Franklin had stayed in the printing business?</p> <ul style="list-style-type: none"> Ⓐ He would never have become rich. Ⓑ He would not have had as much time for his interest in science. Ⓒ The Revolutionary War would have begun sooner. Ⓓ The Declaration of Independence would not exist.

Finding Word Meaning in Context

31. In paragraph 4, the word *establish* means
- Ⓐ “set up.”
 - Ⓑ “prove beyond a doubt.”
 - Ⓒ “try or attempt.”
 - Ⓓ “predict.”

Identifying Author’s Purpose

34. The biography was written mainly to
- Ⓐ tell readers about a great American.
 - Ⓑ persuade readers to work as hard as Franklin.
 - Ⓒ entertain readers with humorous stories about Franklin.
 - Ⓓ describe the printing business in the 1700s.

Drawing Conclusions and Making Inferences

32. Readers of this biography can figure out that
- Ⓐ Franklin wanted to be president of the United States.
 - Ⓑ Franklin was not a happy man.
 - Ⓒ people thought that Franklin was a strange man.
 - Ⓓ Franklin liked to explore new ideas and activities.

Interpreting Figurative Language

35. The saying *A penny saved is a penny earned* probably means that
- Ⓐ a person should save every penny that is earned.
 - Ⓑ a person who does not work will never have any savings.
 - Ⓒ money that is saved is money that is not wasted.
 - Ⓓ one penny is not worth as much as two pennies.

Distinguishing Between Fact and Opinion

33. Which of these is an *opinion* about Ben Franklin?
- Ⓐ He was the first person to present the idea of uniting the 13 colonies.
 - Ⓑ By age 42, he was a rich man.
 - Ⓒ He was the most important founder of the United States.
 - Ⓓ He proved that lightning is a form of electricity.

Summarizing

36. Which of these is the best summary of the biography?
- Ⓐ Ben Franklin was a poor boy who became a rich man.
 - Ⓑ Ben Franklin was one of the greatest leaders in American history.
 - Ⓒ Ben Franklin was a man who achieved much in his lifetime.
 - Ⓓ Ben Franklin changed careers many times during his long life.



Read this story about a grandfather who enjoys sharing his memories. Then answer questions about the story. Choose the best answer for Numbers 37 through 48.

Changing Times

Last week, my family gathered for Thanksgiving dinner. My cousins and I were setting the table when our grandfather came in to help. Gramps loves to share stories of his childhood with us. My cousins and I enjoy asking him questions about what life was like when he was younger, even though some of the things Gramps says are hard to believe. My cousins and I think he likes to stretch the truth.

“Hey, Gramps,” asked my cousin Jasmine, “what was your favorite fast food when you were growing up?”

“We didn’t have fast food when I was growing up,” he said. “All the food was slow.”

“Come on, be serious. Where did you eat?” she asked.

“It was a place called home. My mother cooked every day, and when my father got home from work, we sat down together at the dining room table. And if I didn’t like what she put on my plate, I had to sit there until I did like it. When I was done, I had to ask permission to leave the table.”

“What about sports?” asked my cousin Micah. “Did you play soccer like us?”

“My parents never drove me to soccer practice, but that was because we had never heard of soccer. I got my exercise riding a bicycle that weighed more than I did.”

“What were your favorite TV shows?” asked Rachel.

“We didn’t have a television in our house until I was 11, but my grandparents had one. It was black and white, of course. There were only a few channels back then, and no one had ever heard of cable TV. Some people taped a plastic lens to the front of their TV to make the picture look larger.

“That’s the silliest thing I’ve ever heard,” remarked Jasmine.

“You think that’s silly? Well, how about this,” said Gramps. “I was 15 when I tasted my first pizza. We called it ‘pizza pie,’ and when I bit into it, I burned the roof of my mouth. Then the cheese slid off and stuck to my chin and burned that, too. And pizzas were not delivered to your home back then, but milk was.”

“Milk? Why would people want milk brought to their home?” wondered Micah.

“What else were things like when you were a kid, Gramps?” I asked.

“My father bought our first car when I was 16. Before that, the only car in our family was my grandfather’s Ford. He called it ‘the tank’ because he said it ran like the army tanks he drove in the war.”

Gramps continued to reminisce about his childhood until the table was set and the turkey was ready to carve. As we sat and gave thanks, my cousins and I were grateful for our grandfather and all the stories he shares with us, even if we think they are tall tales.

Finding Main Idea

37. The first paragraph tells mainly about

- Ⓐ a family that gathers for a holiday meal.
- Ⓑ children who enjoy listening to their grandfather's stories.
- Ⓒ a man who likes to tell stories that are hard to believe.
- Ⓓ a man who remembers every detail of his childhood.

Recognizing Cause and Effect

40. If Gramps didn't like the food his mother put in front of him, he had to

- Ⓐ sit there until he did like it.
- Ⓑ ask permission to leave the table.
- Ⓒ help set the table the next time dinner was ready.
- Ⓓ promise to at least taste some of the food.

Recalling Fact and Details

38. Which of these is something Gramps didn't have until he was 15?

- Ⓐ a car
- Ⓑ a TV
- Ⓒ a pizza
- Ⓓ a bicycle

Comparing and Contrasting

41. What is one thing that Gramps did as a child that children today do?

- Ⓐ eat fast food
- Ⓑ play soccer
- Ⓒ ride a bike
- Ⓓ watch cable TV

Understanding Sequence

39. The boxes tell about some of the things that happened in the story.

Gramps helps his grandchildren set the table.

1



2



Gramps says that his parents never drove him to soccer practice.

3

Which of these belongs in box 2?

- Ⓐ Gramps talks about how he got his exercise.
- Ⓑ Gramps talks about his grandfather's car.
- Ⓒ Gramps tells the children about his first pizza pie.
- Ⓓ Gramps told the children that there was no fast food when he was young.

Making Predictions

42. Which of these is something the children would likely ask Gramps?

- Ⓐ "What was school like when you were young?"
- Ⓑ "Do you know what the weather will be like tomorrow?"
- Ⓒ "How often do you eat pizza now?"
- Ⓓ "Are you planning a vacation soon?"

Finding Word Meaning in Context

43. The best meaning for *reminisce* is
- Ⓐ “remember something that had been forgotten.”
 - Ⓑ “talk about events from the past.”
 - Ⓒ “express unhappiness about something.”
 - Ⓓ “read something aloud from memory.”

Identifying Author’s Purpose

46. The story was written mainly to
- Ⓐ get readers to learn more about their family members.
 - Ⓑ entertain readers with an enjoyable story.
 - Ⓒ explain how inventions have changed over the years.
 - Ⓓ describe what life was like long ago.

Drawing Conclusions and Making Inferences

44. Readers of the story can figure out that
- Ⓐ none of the things Gramps talked about actually happened.
 - Ⓑ Gramps regrets not being able to play soccer as a child.
 - Ⓒ Gramps is really telling the truth when he talks about his childhood.
 - Ⓓ Gramps thinks his grandchildren have an easier life than he had.

Interpreting Figurative Language

47. Someone who likes to *stretch the truth* is someone who likes to
- Ⓐ lie.
 - Ⓑ pull the truth from people.
 - Ⓒ exaggerate.
 - Ⓓ imagine the future.

Distinguishing Between Fact and Opinion

45. Which statement tells an *opinion*?
- Ⓐ “That’s the silliest thing I’ve ever heard.”
 - Ⓑ My cousins and I enjoy asking him questions about what life was like when he was a kid.
 - Ⓒ Last week, my family gathered for Thanksgiving dinner.
 - Ⓓ “He called it ‘the tank’ because he said it ran like the army tanks he drove in the war.”

Summarizing

48. Which of these is the best summary of the story?
- Ⓐ Grandchildren gather with their grandfather for Thanksgiving dinner.
 - Ⓑ Grandchildren enjoy hearing the stories of their grandfather’s youth.
 - Ⓒ A grandfather makes up stories to entertain his grandchildren.
 - Ⓓ A grandfather tells his grandchildren about his life as a teenager.