

GRADE 4



★ Texas Test Support



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Introduction to Texas Test Support

This book is designed to reinforce and provide additional practice for the Texas Essential Knowledge and Skills (TEKS) that are eligible for assessment on the Grade 4 STAAR Reading and Writing tests.

The book includes sections that familiarize students with the types of passages and items they may encounter on the Grade 4 STAAR Reading and Writing tests. For additional practice with full-length tests, use the **Texas Treasures Benchmark Assessments**.

The sections in this book are aligned directly with the TEKS that are eligible for assessment on the STAAR. Each section includes a review of the skill and a passage with items to practice the skill.

Each **Reading** section includes:

- A review of the skill
- Multiple-choice and/or short-response review items
- A practice reading selection in STAAR format and style
- Multiple-choice items in STAAR format and style

Each **Writing: Revising and Editing** section includes:

- A review of the skill
- Multiple-choice and/or short-response review items
- A practice selection that represents student writing with errors in STAAR format and style
- Multiple-choice items in STAAR format and style

The two **Writing: Written Composition** sections include:

- A review of composition skills with an introduction to the writing prompts found on the Grade 4 STAAR Writing test
- Short-response review items
- 4 personal narrative writing prompts in STAAR format and style
- 4 expository writing prompts in STAAR format and style

How to Use This Book

Each section in *Texas Test Support* addresses a specific skill to provide students with a chance for review and practice. You may choose to follow the order in which the sections appear, or you may prefer to move between the Reading and Writing sections. Alternatively, when other *Treasures* assessments indicate a need for further instruction in specific skill areas, you may choose the sections of this book that address those needs.

This book is not intended to be used as an assessment tool. Rather, its purpose is to provide review and practice with specific isolated tested skills and to familiarize students with the skills and questions they may encounter on the Grade 4 STAAR Reading and Writing tests. Its administration can therefore be viewed as instruction as opposed to formal assessment.

Review Answer Keys begin on **page 223**.

Practice Answer Keys begin on **page 230**. Use the **Scoring Charts** on **pages viii and ix** to record your students' scores on the practice questions. These charts can help you track the sections the students have completed, as well as your students' overall mastery of each skill.

Answer Sheets are provided on **pages 218 and 219**.

For the writing prompts, **Planning Pages** and an **Answer Document** are provided on **pages 220–222**. Please note that the Written Composition portion of the Grade 4 STAAR Writing test now allows only ONE page for student responses. If a student submits a longer composition, only the first page of content will be scored.

Reading Scoring Chart

READING Tested Skills	Assessed ELAR TEKS	# Correct	Notes
Reporting Category 1: Understanding Across Genres			
Roots and Affixes	4.2(A)	/ 6	
Context Clues	4.2(B)	/ 6	
Multiple-Meaning Words	4.2(B)	/ 6	
Dictionary and Glossary Skills	4.2(E)	/ 4	
Fictional and Real Events	4.7(A)	/ 3	
Make Connections Across Texts	Fig. 19(F)	/ 6	
Reporting Category 2: Understanding and Analysis of Literary Texts			
Theme	4.3(A)	/ 6	
Compare and Contrast Characters	4.3(B)	/ 3	
Elements of Poetry	4.4(A)	/ 6	
Elements of Drama	4.5(A)	/ 6	
Plot	4.6(A)	/ 6	
Character	4.6(B)	/ 4	
Point of View	4.6(C)	/ 2	
Sensory Language	4.8(A)	/ 6	
Reporting Category 3: Understanding and Analysis of Informational Texts			
Main Idea and Details	4.11(A)	/ 5	
Fact and Opinion	4.11(B)	/ 6	
Text Structure	4.11(C)	/ 6	
Text Features	4.11(D)	/ 6	
Sequence	4.13(A)	/ 6	
Graphic Features	4.13(B)	/ 6	
Reporting Categories 2 and 3: Cross-Category Skills			
Media Literacy	4.14	/ 6	
Make Inferences	Fig. 19(D)	/ 6	
Summarize	Fig. 19(E)	/ 5	
		/ 122	

Student Name _____

Writing: Revising and Editing Scoring Chart

Revising and Editing Tested Skills	ELAR TEKS	# Correct	Notes
Reporting Category 2: Revision			
Revise for Organization	4.15(C)	/ 6	
Reporting Category 3: Editing			
Irregular Verbs	4.20(A)(i)	/ 2	
Nouns	4.20(A)(ii)	/ 4	
Adjectives	4.20(A)(iii)	/ 3	
Adverbs	4.20(A)(iv)	/ 3	
Prepositions and Prepositional Phrases	4.20(A)(v)	/ 6	
Reflexive Pronouns	4.20(A)(vi)	/ 4	
Correlative Conjunctions	4.20(A)(vii)	/ 2	
Complete Subjects and Predicates	4.20(B)	/ 6	
Subject-Verb Agreement	4.20(C)	/ 6	
Transition Words	4.20(A)(viii)	/ 6	
Capitalizing Historical Events	4.21(B)(i)	/ 2	
Capitalizing Titles of Books	4.21(B)(ii)	/ 2	
Capitalizing Languages and Nationalities	4.21(B)(iii)	/ 2	
Commas in Compound Sentences	4.21(C)(i)	/ 3	
Quotation Marks	4.21(C)(ii)	/ 3	
Spelling	4.22(A)	/ 6	
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Reading

Reporting Category 1 Understanding and Analysis Across Genres

Section 1: READING



Review

Roots and Affixes

Learning the meanings of **prefixes** and **suffixes**, as well as **Greek** and **Latin roots**, can help you figure out the meanings of some unfamiliar words.

A prefix is added to the beginning of a word to make a new word. For example, the prefix *un-* means “not.” Add this prefix to the word *known* and you have *unknown*, which means “not known.” A suffix is added to the end of a word to make a new word. The suffix *-ful* means “full of.” The word *beautiful* means “full of beauty.”

A root is the basic part of a word that gives the word its main meaning. Many English words have Greek and Latin roots. Prefixes and suffixes are often added to these roots to form words. For example, the word *memory* comes from the Latin root *mem*, which means “mind.” We add the suffix *-able* to *memory* to make the word *memorable*.

Read each paragraph. Then answer the question.

- 1 Mr. Buckley waited patiently until the students in the auditorium quieted down. Then he cleared his throat. “Boys and girls,” he said, “today we have a wonderful show for you. The fourth-grade class has been rehearsing an original play about the first Thanksgiving all month. I hope you enjoy it.”

The word wonderful in this paragraph means —

- A wondering
- B full of wonder
- C without wonder
- D wonder again

What other words with suffixes can you find in the paragraph?

- 2** Carla was worried. She was home in bed with a cold. After school that afternoon, Carla’s friend Forrest had called her. He wanted to give Carla her assignments. Now Carla was afraid she might have misunderstood what Forrest said. Was one of the vocabulary words *unreachable* or *unreadable*? She reached for the phone and decided to call Forrest to make sure.

The word misunderstood in this paragraph means —

- A** understood wrongly
- B** understood again
- C** misunderstand
- D** understand

What other words with prefixes can you find in the paragraph?

- 3** Karin loved astronomy. She liked it so much that her parents gave her a telescope for her birthday so she could view the stars and planets. Then, as another surprise, they took her to a space show in a huge auditorium at the museum. The show was called “A Trip Through the Solar System and Beyond.”

The word telescope in this paragraph means —

- A** an instrument for viewing
- B** an object that receives pictures from space
- C** an instrument that makes objects look smaller
- D** an instrument that makes distant objects look larger

What other words with Greek or Latin roots can you find in the paragraph?

Read the selection. Then choose the best answer to each question.

Save the Whale!

- 1 Nina and Lee were visiting their grandparents in Galveston, Texas. Nina loved to swim and was always asking her older brother, Lee, to take her to the beach.
- 2 “Let’s go for a walk down to the beach,” Nina suggested to Lee one morning. “If the water is calm, we can go swimming later.”
- 3 Down the path and through the dune grass, they went, then up to the top of the sand hill overlooking the beach. As they walked, sunlight broke through the clouds and the sky brightened. Nina hummed and skipped excitedly as she climbed up the dunes. She brought her camera to take photographs of the ocean.
- 4 “The water is so calm and peaceful!” exclaimed Nina. “We’re going to have a great beach day.”
- 5 “We sure are,” agreed her brother, “but what’s that?” He was pointing to a large dark shape at the edge of the water.
- 6 “I can’t tell,” answered his sister, straining her eyes to see.
- 7 “Maybe it’s a shark,” Lee guessed.
- 8 “No,” Nina said, “it’s a whale! It looks just like the one I saw on television a few weeks ago.”
- 9 “Do you know what’s the matter with it?” asked Lee. “Do you think it swam up here by mistake?”
- 10 Nina shook her head. Her fourth grade class had just finished studying about whales. She thought maybe a storm had washed the whale ashore. She told Lee that sometimes whales beach themselves for reasons no one really understands.

GO ON 

- 11 “They swim into shallow water and get stuck on the sand. Then when the tide goes out, they are left high and dry,” she said.
- 12 Nina and Lee walked towards the whale to get a closer look. It didn’t take them long to realize that the animal was in trouble.
- 13 By the time they raced back to the house, their grandfather was awake and preparing breakfast. Nina told him most of the story, and Lee supplied the missing details.
- 14 When they were finished, Grandpa said, “I’ll call the county Wildlife Department. They have trained people who can help.”
- 15 Twenty minutes later, Nina, Lee, and their grandfather all went down to the beach to wait. The whale now lay in shallow water. A few minutes later, Dr. Kaplow, a biologist from the Wildlife Department, stood nearby and watched.
- 16 “Can we help?” asked Nina.
- 17 “You already did just by calling us,” replied Dr. Kaplow. “I’ve given the whale a check-up and it seems unharmed.”
- 18 Dr. Kaplow continued pouring buckets of seawater over the whale. “In the sun and warm air, a whale’s body temperature will rise,” he explained. “That can be very dangerous for the whale. Drenching it in seawater will help cool it down.”
- 19 Dr. Kaplow also explained that he and other workers from the wildlife department will cover the whale with wet blankets to make sure the animal doesn’t get a sunburn. “We will make sure not to cover the blowhole because that would interrupt its breathing,” he said.

- 20 All morning the Wildlife Department biologists continued keeping the whale cool and wet. Finally, the tide rose and the officers pushed the whale out into deeper water. Slowly it swam away. Nina’s eyes sparkled as she continued to watch the whale disappear into the ocean.
- 21 “I’m glad it’s okay,” said Nina.
- 22 “That’s one lucky whale,” said Dr. Kaplow, “and he has you and your brother to thank for it.”



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GO ON 

Student Name _____

1 The prefix of photographs in paragraph 3 means —

- A carry
- B listen
- C earth
- D light

2 What does the word peaceful mean in paragraph 4?

- A Loud
- B Messy
- C Quiet
- D Choppy

3 The root of the word television in paragraph 8 means —

- A see
- B work
- C far away
- D viewing machine

Student Name _____

4 In paragraph 15, the word biologist means a person who studies —

- A living things
 - B history
 - C teeth
 - D rocks and minerals
-

5 What does the word unharmed mean in paragraph 17?

- A Not alive
 - B Careful
 - C Dangerous
 - D Not hurt
-

6 In paragraph 19, the word interrupt means —

- A intrude
- B in between
- C pause or break
- D complain



Section 2: READING



Review

Context Clues

If you come across an unfamiliar word when you read, you can use **context clues** to help you figure out what the word means. Context clues are words or phrases around an unknown word that can provide hints that help you determine the word's definition.

Context clues may take different forms. For example, authors sometimes include definitions and examples in a paragraph. They may also include synonyms or antonyms that can help you figure out the meaning of a word.

Read each paragraph. Use context clues to determine the meaning of the underlined word. Then circle the correct meaning and answer the question.

- 1 Last summer, our family went on a vacation to New York City. It certainly was a change from Andrews, Texas, where I have spent most of my life. New York is filled with skyscrapers, such as the Empire State Building, and other tall office and apartment buildings. It was a fun place to visit, even if I did strain my neck because I was looking up all the time!

very tall buildings

buildings in New York City

What context clues did you use to define skyscrapers?

2 Liza had worked very hard on her science project. Now she waited for the judges to make their decision. Who would win first prize? When her name was announced, Liza could not hide the excitement she felt. She began strutting around the room like a proud rooster.

walking with pride hopping

What context clues did you use to define strutting?

3 Kim had skipped breakfast. Then he spent the morning raking leaves in his family’s backyard. By noon, Kim was famished. He set the rake under a maple tree in the yard and went into the kitchen to make himself a sandwich. After finishing every crumb, he helped himself to a big juicy apple.

very thirsty very hungry

What context clues did you use to define famished?



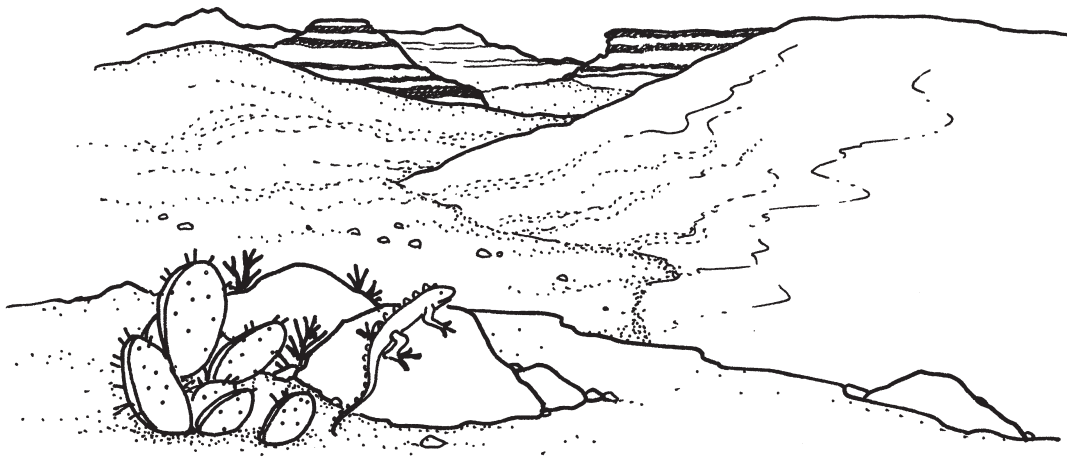
Practice

Read the selection. Then choose the best answer to each question.

Sand is Grand

- 1 Texas has hundreds of miles of coastline and beaches that border the Gulf of Mexico. Each year many families visit these beaches, which are located on the edge of the gulf. They swim in the water and play in the sand. If you have ever walked along a sandy beach or built a sand castle, you may have wondered what sand is made of. Believe it or not, those soft, fine grains start out as rocks and minerals.
- 2 When wind or water breaks rocks and minerals to bits, they become sand. To be called sand, the pieces have to be a certain size. Sand is light enough to blow in the wind, but heavy enough that it cannot float in air.
- 3 Sand covers the bottoms of oceans, seas, and many lakes. When sand washes up on the land, a beach is formed. Sometimes, sand gathers where the land meets the ocean. It makes a narrow landform that sticks out into the water. This is called a spit. When sand piles up high on the beach, it forms dunes. If an area is completely filled with sand, it can become a desert. Many deserts are covered with sand from dried-out land or old, empty sea beds.
- 4 When you picture sand, you probably think of something beige. In fact, most sand is colored light brown. However, some sand is black, pink, or even pure white. For example, the sand on the beaches of South Padre Island is grainy and white. This beach is located in Texas, just a few miles above the Mexican border.

- 5 Sand comes from rocks and minerals. If the rocks and minerals in an area are an unusual color, the sand probably will be, too. Islands with a lot of volcanoes, like Hawaii, have beaches with black sand. The color comes from dried and cooled lava. Iron and other minerals produce a dark pink shade of sand. There is a giant, dark pink dune in Utah. Some beaches in the Bahamas have light pink sand because of crushed coral from nearby seas. Coral is a hard substance that is found in tropical waters. It is made up of the skeletons of tiny sea creatures. New Mexico's white sand comes from mountains that are being worn away. On some islands, skeletons of tiny sea animals can form white sand that looks like snow.
- 6 Even on the ocean floor, sand can be many different colors. Just like sand on the beaches, its color depends on where it comes from and what happens around it.
- 7 In some parts of the world, there is actually sand that can sing, boom, and roar. The sounds come from the grains of dry sand rubbing together and moving over each other. Some people think this sand sounds like a whale song!



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GO ON 

- 8 People use sand in many different ways. Sandboarders ride on tall sand dunes like surfers on waves. Hang gliders practice their sport by jumping off enormous dunes. Of course, many people around the world flock to beaches in the summer. With so many people gathering together in one place, some beaches get crowded. But this does not keep the crowds away. When the weather is hot, beaches are popular places to go to cool off.
- 9 Maybe you've been at the beach and tried to see how deep a hole you could dig in the sand. Have you ever built a sand castle and watched the waves wash it away? Soft sand can be a great place to sit and unwind, or relax and become calm. It's a great place to bury your feet.
- 10 Sand helps make Earth beautiful and interesting. The next time you walk on a beach or read about a desert, remember that there's more to that wonderful stuff than you think.

Student Name _____

1 Which words in paragraph 1 help the reader understand the meaning of border?

- A *hundreds of miles of coastline*
 - B *located on the edge of the gulf*
 - C *walked along a sandy beach*
 - D *grains start out as rocks and minerals*
-

2 Which words in paragraph 3 help the reader understand the meaning of the word dunes?

- A *sand washes up on the land*
 - B *where the land meets the ocean*
 - C *sand piles up high on the beach*
 - D *an area completely filled with sand*
-

3 In paragraph 4, the word beige means —

- A black
- B pure white
- C pink
- D light brown

GO ON 

Student Name _____

4 The word flock in paragraph 8 means to —

- A gather together in crowds
- B ride on the sand
- C practice a sport
- D use sand in different ways

5 Which words in paragraph 8 help the reader understand the meaning of popular?

- A *surfers on waves*
- B *weather is hot*
- C *so many people*
- D *places to go to*

6 Which words in paragraph 9 help the reader understand the meaning of unwind?

- A *watched the waves*
- B *bury your feet*
- C *relax and become calm*
- D *a great place to sit*



Section 3: READING



Review

Multiple-Meaning Words

Many words have more than one definition. These words are called **multiple-meaning words**. You can use **context clues** in the words and sentences around a multiple-meaning word to help you decide which meaning is used.

For example, a sentence with a multiple-meaning word might also include an antonym or a synonym for the word that could help you define it. Think about how the word is used. Is it a noun or a verb? The way a multiple-meaning word is pronounced may change depending on whether it is used as a noun or a verb. Remember, too, that sometimes you have to read an entire paragraph to find the clue. The clue may not be in the same sentence as the multiple-meaning word.

Read each paragraph. Use clues to determine the meaning of the underlined word. Then circle the correct definition.

- 1 My friend Casey and I have a new project after school. He has a huge oak tree in his backyard that would be an ideal place to build a tree house. First we'll need to get some lumber. Casey's dad is going to take us to a store that sells wood on Saturday.

boards cut from logs to move about in a clumsy way

- 2 For our recycling project, we collected bottles, cans, newspapers, and other kinds of refuse. It's really amazing to see what some people throw into the garbage. I found a glass bottle. It's now a beautiful addition to my desk at home. In the afternoon sun, the bottle lights up with a soft, reddish glow.

to say no or reject something trash or rubbish

3 We went hiking last weekend, and it was so exciting! As we reached the top of a large hill we found a big fallen log that had once been part of a huge elm tree. It must have been hit by lightning years ago. Then my mom pointed out a black bear down below. We watched it slowly lumber along until it disappeared behind a bush.

boards cut from logs to move about in a clumsy way

4 I told my sisters we were going to the movies. I invited them to join us, but they decided to refuse to come along. I was sure they would accept my invitation because they told me last week that they wanted to see this film.

to say no or reject something trash or rubbish

Read each paragraph. Then record the clues that helped you determine the meaning of the underlined word.

5 The captain decided to steer toward a nearby island. He turned the wheel, and the ship slowly changed direction. As we sailed through the clear blue water, I took off my shoes and socks and trailed my feet in the ocean.

6 We saw a steer during our visit to a nearby farm last week. It was in a large barn with several cows and two horses. After our tour, the farmer let us feed carrots and apples to the horses.

Read the selection. Then choose the best answer to each question.

Simon Hears the Sound of Time

- 1 When Simon and Grandfather spent time together, the hours passed slowly. It seemed that Grandfather was always sitting still as a statue, either observing or listening to something.
- 2 Still, there they were, on the bank of the Lower Neches River in East Texas on a humid afternoon. Grandfather took his place where he always did, under the Lone Oak. Simon knew he should sit with his grandfather and talk to him, but Simon could not think of anything to talk about.
- 3 Simon decided to take a walk by the river. He loved to look at the exposed roots of the cypress trees along the banks of the Neches. When he got close to the river bed he began digging for flat stones. Soon, he was skipping the stones across the river. Each time a stone made it all the way across, he would jump up, holler “Yes!”, and pump his fist up and down in the air. As he moved downstream, Simon forgot all about Grandfather.
- 4 Simon was getting better with each toss. By the end of an hour, nearly every stone he threw was bouncing off the water and landing on the other side of the river. Simon always got a kick out of skipping stones.
- 5 He dug around until he found a perfect rock for skipping, but as he raised his arm to throw, an unusual sound stopped him. It was a sweet, high tone that reminded Simon of a bird’s song. Only Simon couldn’t recall seeing any birds around.

- 6 The music continued, causing Simon to be curious about who was making it. He walked along the bank, following the sound. To his surprise, it led him back to Grandfather.
- 7 Simon saw that Grandfather was no longer sitting by himself under the thick leaves. He stood with a group of men, some about his age, others much younger, all of them shaded by the tall trees. They were all playing long, thin flutes. Simon loved the melody and was enchanted by the beautiful music they were playing.
- 8 As Simon watched and listened, he suddenly realized something. The men were not playing the kinds of flutes someone might find in a shop that sells musical instruments. These flutes looked as if they had been carved by hand.
- 9 Simon's eyelids grew heavy as he listened to the music. As Grandfather and a slim young man began to play a duet, he soon drifted off to sleep.
- 10 When Simon awoke, the band was gone. Once again, Grandfather sat silently under the Lone Oak.



- 11 “Grandfather?” Simon said. “I thought I saw people playing music . . . and one of them was you. Was I dreaming?”
- 12 Grandfather shook his head. “You observed something that has taken place for many years. When the wind is soft and light, and the river runs smoothly, my friends and I often come to the Lone Oak to play.”
- 13 “The music was beautiful, Grandfather,” said Simon. “How did you learn to play like that?”
- 14 “When I was young, I learned from the elders who learned from their elders. They played ancient music with flutes carved from reeds. The music had been passed down from generation to generation, and my wish is that it will always be so. Now I am one of the elders who must teach the young.”
- 15 Grandfather looked like he was lost in a memory. Then, suddenly, he looked directly at Simon. “Have you ever wondered how the Neches River got its name?” he asked.
- 16 “No,” said Simon slowly. “I never really thought about it.”
- 17 “Well,” said Grandfather, “our ancestors named it Nachawi, their name for the trees that grow along its bank. The wood from these trees is strong and flexible, and it bends easily. Our people, the Caddos, used it to make bows and arrows.”
- 18 “And flutes too?” Simon asked.
- 19 Grandfather nodded. He picked up the flute from his lap and played a long, low note.
- 20 Simon watched how Grandfather held the flute. Suddenly, Grandfather handed it to him. As Simon tried his first note, he imagined himself as an old man under the Lone Oak, teaching the people around him. “I think you’ll get your wish, Grandfather,” he said with a smile.



Student Name _____

1 What does the word bank mean, as it is used in paragraph 2?

- A A mound of rising ground
- B A place where people exchange money
- C A place for storing things
- D A container to keep money in

2 Which words from paragraph 3 help the reader understand what pump means?

- A *all the way across*
- B *As he moved downstream*
- C *he would jump up*
- D *up and down in the air*

3 The word leaves in paragraph 7 means —

- A the pages in a book
- B the act of going away
- C a part of a tree, plant, or bush
- D to be left over

Student Name _____

4 In paragraph 10, the word band means a —

- A group of animals or people
- B group of musicians
- C flat strip of material
- D plain or simple ring

5 Which words in paragraph 12 help the reader understand the meaning of light?

- A *for many years*
- B *my friends and I*
- C *the wind is soft*
- D *the river runs*

6 In paragraph 19, what does the word lap mean?

- A To use one's tongue to drink
- B The front part of clothing
- C A place of rest and relaxation
- D The top of one's knees



Section 4: READING



Review

Dictionary and Glossary Skills

Readers can use a dictionary or a glossary to learn a word's meaning.

A **dictionary** is a book that lists words and their meanings. You can also learn how many syllables are in a word, how to pronounce a word, and what a word's part of speech is. In a dictionary, words are listed in alphabetical order.

A **glossary** also shares the meanings of words. School books, such as science and social studies books, have glossaries. Some glossaries share only one meaning of a word. This meaning is the one that is used in the book. Some glossaries might include an example sentence, too.

Read the dictionary entry. Then answer each question.

present \prez-ənt\
1 *noun.* a gift
2 *noun.* the time that is now
3 *noun.* a verb tense in English
4 *adjective.* in one place; here

- 1 *noun.* a gift
- 2 *noun.* the time that is now
- 3 *noun.* a verb tense in English
- 4 *adjective.* in one place; here

1 Read the sentence.

Principal Cho will be present for the meeting.

Which definition matches how present is used in the sentence?

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

2 Read the sentence.

I wrote my mom a poem for her Mother's Day present.

Which definition matches how present is used in the sentence?

- A** Definition 1
 - B** Definition 2
 - C** Definition 3
 - D** Definition 4
- 3** Which sentence shows a meaning of present that is not given in the dictionary entry?
- A** My brother gave me my birthday present a day early.
 - B** Our teacher makes sure all students are present.
 - C** Ms. Jackson asked me to present this week's award for top speller.
 - D** We must write a story in the present tense for English homework.

Read the glossary entry. Then answer the question.

spring: to rise up suddenly

- 4** Which example sentence could be added to the glossary entry?
- A** Sparks from the fire spring into the air.
 - B** We can drink from the natural spring nearby.
 - C** One of the springs on this trampoline is broken.
 - D** I am always surprised when the spring flowers appear.



Practice

Read the selection. Then choose the best answer to each question.

Allison's Big Surprise

- 1 As far back as she could remember, Allison dreamed of being a famous singer. When she was six years old, Allison started organizing musical shows starring all of her friends. Of course, she always took the lead role. Back then, being a star was easy. With her friends and family gathered around her, she was calm and at ease. Things were different this time. The whole school would be watching, and she knew her time to perform was getting close. Allison wasn't just nervous, she was terrified. Allison couldn't remember the last time her stomach had been so tied up in knots. "This must be what they call stage fright," she thought to herself.
- 2 "I wish Grandma were here," Allison sighed as she waited to be announced. Grandma Jenson was like a good luck charm for Allison. Whenever she was nearby, Allison would automatically relax. "If Grandma was in the audience, I just know I would calm down," Allison thought sadly. That wouldn't be happening, though. Grandma Jenson broke her hip a few weeks ago and hadn't left her house. Allison went to visit her almost every day. They read stories together and played games. Sometimes they sang songs. They always had a wonderful time. Allison smiled to herself thinking about her grandmother.

- 3 As Allison stared out at the dark cafeteria, she thought of all the pleasant memories the room held. This is where she went every school day at noon to eat lunch. This is where she met her best friend, Carla, last September. Carla had been sitting alone, while kids at nearby tables were chattering away happily. Now, Allison could barely see the tables pushed back along the walls, though she could still smell the pizza from Friday’s lunch.
- 4 Suddenly, Allison heard her name. The audience began to clap as she walked over to the microphone. “I sure hope I remember the words,” Allison thought to herself as the music started to play. Her mind flashed back to the last few weeks. As the date of the performance had drawn nearer, Allison had practiced constantly. She sang in the shower, in the basement, and at her grandmother’s house. Her grandmother’s eyes had shined with pride every time she sang. That memory filled Allison with strength and courage, and she began to sing her heart out.
- 5 Soon, the room was filled with clapping. “More! More!” shouted the people in the audience. They all wanted to hear another song. Allison felt her cheeks get hot and red as she blushed and took a bow. As Allison left the stage, she saw her teacher, Mrs. Rodriguez, waving at her. Allison hurried down the steps to see what she wanted.
- 6 “There’s someone here who wants your autograph,” Mrs. Rodriguez said with a smile. There, sitting in the wheelchair she borrowed for the night and wearing the woolen scarf Allison gave her for her birthday, was Grandma Jenson.
- 7 “Wild horses couldn’t keep me away from your first performance,” she said. Allison giggled and hugged her grandmother tightly. “It’s almost as if my wishes brought you to me, Grandma,” she said. “I couldn’t have done this without you.”

Student Name _____

- 1 Read the dictionary entry for the word star.

star \stär\
1 *noun.* a heavenly body

2 *noun.* a person who plays a lead role

3 *verb.* to mark with a five-pointed figure

4 *adjective.* leading

Which definition matches how star is used in paragraph 1?

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

-
- 2 Read the glossary entry for the word close in paragraph 1.

close: near a certain point in time

Which sentence would make the best example sentence for the entry?

- A Mr. Singh asked us to close our books and listen.
- B Stand close to the heater to warm up.
- C The children were excited because it was close to Halloween.
- D Tyler and Li finished the race so close that we called it a tie.

Student Name _____

3 Read the dictionary entry for the word date.

date \dāt\
1 *noun.* a certain point in time
2 *noun.* a meeting between people
3 *verb.* to write the day, month, and year
4 *verb.* to show that something is old-fashioned

Which definition matches how date is used in paragraph 4?

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

4 Read the dictionary entry for the word audience.

audience \ô'dē əns\
1 a group of people gathered to see a performance

How many syllables are in the word audience in paragraph 5?

- A Two
- B Three
- C Four
- D Five



Section 5: READING



Review

Fictional and Real Events

When a story is true, or happened in real life, it is called **nonfiction**.

When a story is made up, it is called **fiction**.

A **biography** is the true story of a person's life. It can be interesting to compare a writer's biography with the stories they make up. You can often find things in common between the two. That is because writers usually write about what they know. Sometimes writers do this on purpose, but sometimes they do not even realize it!

Read the selection. Then answer the questions.

In 1952, Gary Soto was born in Fresno, California. As a boy, he grew up in a poor Hispanic neighborhood called the *barrio*. Life was challenging, but Gary Soto worked hard to be successful. When Soto went to college, he discovered a book of poetry that he loved. Soon after, he decided that he wanted to become a writer.

A variety of Soto's novels are set in California, and some are in Fresno, including *Taking Sides*. The narrator of *Afterlife* is a ghost wandering the Fresno *barrios*. Other books by Soto include *Too Many Tamales* and *Petty Crimes*.

- 1 Identify one way that Gary Soto uses his life experiences in his writing.

- 2 Which book title seems to connect to Gary Soto's Hispanic background? Explain why.

Read the selection. Then choose the best answer to each question.

Cleary's Clever Kids

- 1 Author Beverly Cleary grew up in a time when there were no televisions or computers. When she learned to read, she wanted to read stories about kids like herself. All she could find were stories about perfect kids. That's why, for all of first and second grade, Beverly thought reading was boring, or uninteresting.
- 2 When Beverly was in the third grade, it took something really boring—a rainy day—to change her mind. She started looking at the pictures in a book called *The Dutch Twins* by Lucy Fitch Perkins. Then, she began to read the story and found herself wanting to know what happened next.
- 3 Not long after that, Beverly decided to become an author and write books of her own. The books she wanted to write would be the kind she liked to read when she was younger. Her mother said that children liked simple, funny writing. The first book of Beverly's to be published was *Henry Huggins*. It is about a boy, his dog, their friends, and all their misadventures.
- 4 Beverly also remembered the ups and downs of what it was like to be a kid. For example, Beverly's character Ramona, in *Ramona the Pest*, gets into some unusual situations.
- 5 Ramona is the star of many of Beverly's books. In one story, she falls halfway through the ceiling in her friend's house. In another story, she cracks a raw egg on her head by mistake! Even while they're laughing, readers might know how Ramona feels because they have had similar experiences.

- 6 Beverly writes about animals, too. She wrote *The Mouse and the Motorcycle* and several other books about Ralph S. Mouse. Ralph finds that a toy motorcycle is just the right size for him to ride. He finds his way into all kinds of adventures. In the end, all he really wants are some crumbs from a peanut butter and jelly sandwich. In *Socks*, Beverly writes about a cat that is jealous when his owners bring home a new baby.
- 7 Some of Beverly's books have won prestigious, or important, awards. Two of the Ramona books, *Ramona and Her Father* and *Ramona Quimby, Age 8*, are Newbery Honor Books. The Newbery is a major award for people who write children's books. One of Beverly's books even won the Newbery Medal — the first prize from the same people who choose the Newbery Honor Books. *Ramona and Her Father* tells about the time Ramona's father lost his job and how Ramona tried to help. Beverly once explained that the story was easy to write because her own father lost his job when she was young.
- 8 The book *Mitch and Amy* is about a set of twins who were born on the same day, but do not look alike. They sometimes fight or tease each other, but when they have a problem they work together to solve it.
- 9 Do you like to laugh and read about kids who might resemble you? Beverly Cleary's books are a good place to start.



Student Name _____

- 1 Beverly Cleary's childhood memories affect her writing because she —
- A does not know enough about other topics to write about them
 - B tries to write stories that she would have wanted to read when she was young
 - C makes up everything in her stories so people do not learn too much about her past
 - D did not enjoy reading for most of her own childhood
-

- 2 Which sentence best supports the idea that Beverly's own childhood memories help her made-up stories seem real?
- A *For example, Beverly's character Ramona, in Ramona the Pest, gets into some unusual situations.*
 - B *In one story, she falls halfway through the ceiling in her friend's house.*
 - C *In another story, she cracks a raw egg on her head by mistake!*
 - D *Even while they're laughing, readers might know how Ramona feels because they have had similar experiences.*
-

- 3 Which story reflects an experience that Cleary had in her own life?
- A *Henry Huggins*
 - B *The Mouse and the Motorcycle*
 - C *Socks*
 - D *Ramona and Her Father*



Section 6: READING



Review

Make Connections Across Texts

When you compare and contrast the information in literary and nonfiction texts, you look for ways in which they are **similar** and **different**. When reading, first ask yourself if two or more things, characters, or events, in a text can be compared, and then analyze the text to see how they are alike or different.

Read each selection. Then answer the questions.

William Travis was an American lawyer and soldier. In 1836, he became a Colonel in the Texian Army. The army was made up of Texas settlers who were against Mexican rule. Soon after Travis joined, he was sent to the Alamo Mission in San Antonio.

Travis arrived at the Alamo on February 3, 1836, with 18 other soldiers. He was put in command of the mission nine days later. On February 23, the Mexican Army attacked the Alamo. After twelve days of battle, Travis was killed. He gave his life in the fight for Texas independence.

Colonel William Travis took command of the Alamo Mission on February 12, 1836. “The enemy is in sight,” he wrote to his commander. “We need more men and supplies. We are determined to defend the Alamo to the last.”

But there were no extra men to send. There is a legend that days before the final battle with the Mexican Army, Travis told his men that if they were not willing to stay they could leave without shame. Only one man left. In his last letter out of the Alamo, Travis wrote, “If I should die, tell my son he is the son of a man who died for his country.”

1 What are these two selections about?

2 What do you learn about how Travis felt in the second selection?

3 What information does the first selection contain that is not mentioned in the second selection?

- A Travis arrived at the Alamo on February 3, 1836.
- B Travis and his men were fighting the Mexican Army.
- C Travis was a colonel in the army.
- D Travis died at the Alamo, along with Davy Crockett.

4 How are these two selections similar? How are they different?

Practice

Read the next two selections. Then choose the best answer to each question.

The Cahokia Mounds

- 1 The Cahokia Mounds are located near Collinsville, Illinois. They are man-made mounds, or hills, built by Native Americans. The mounds were built as burial grounds and platforms to hold temples and houses for important chiefs.
- 2 Many different groups of Native Americans built mounds, but the ones at Cahokia were built by the Mississippians, a large group of people who lived in the valleys of the Mississippi and Ohio Rivers. Thousands of Indian mounds still stand in the United States and Canada today.
- 3 Cahokia was a large city. Most other Native American communities of that period had only a few thousand people, but more than 40,000 people lived in Cahokia. Cahokia also had more mounds than any other city at the time. Most cities had up to 24 mounds. Cahokia had 120 of them.
- 4 Some of the mounds in Cahokia were small, and others were very large. The large ones could contain as much as several hundred tons of dirt. Building these mounds was no easy task. The workers carried large loads of dirt and clay in woven baskets on their backs because they didn't have horses, oxen, or wheeled carts at that time. The largest mound built in Cahokia is called Monks Mound.
- 5 Monks Mound is bigger around at the base than the Great Pyramid of Egypt. It is 100 feet tall, or about the same height as a ten-story building. Monks Mound was the biggest structure in Cahokia and is the largest man-made earth mound in the United States.



GO ON 

A Trip to Cahokia

6 Brian and his class were going on a field trip to see the Cahokia Mounds. Brian was not convinced he would enjoy the trip because he did not know anything about early Native Americans. He also had not read about the city of Cahokia in class.

7 “Mounds of dirt can’t be that interesting,” he said to his best friend, Miko.

8 The bus pulled up in front of the school. Twenty students and three teachers piled on.

9 Brian and Miko found their seats. “We’re on our way,” said Miko. “We’re going to see the oldest city in the United States. I can hardly wait.”

10 “I don’t know what to expect,” said Brian. “I’ve never seen a mound built by Native Americans. Have you?”

11 “No,” said Miko, “but I’ve read a little about them. I’ve seen some pictures, too. Still, that’s nothing like seeing them up close.”

12 When the bus pulled up, the students climbed off. They could see huge dirt and stone mounds in the distance. Miko’s eyes sparkled like jewels in the sunshine as she looked at the ancient mounds. Brian gazed out at the huge mound and grinned.

13 Just then, a guide greeted the students. “Welcome to Cahokia,” she said. “Before we begin our tour, I want to tell you that the city of Cahokia was the largest city in its time, with up to 40,000 Native American people living there. These people built 120 mounds in the city. They were used as burial grounds and platforms for temples and houses. Of all the mounds, Monks Mound is the largest.”

14 As the guide started to walk toward Monks Mound, Brian and Miko followed.

15 “Monks Mound is still the largest man-made earthen mound in the United States,” she said pointing at an enormous hill. “About 300,000 people come to visit and climb the hill each year.”

16 “Wow,” said Brian. “This trip is turning out to be an exciting way to spend a day.”

GO ON 

Student Name _____

- 1** These two selections are about —
- A** Native Americans who lived in Illinois
 - B** the man-made earthen mounds made by the people in Cahokia
 - C** a class on a field trip to the Cahokia Mounds
 - D** how to build an earthen mound
-
- 2** What information does the first selection contain that is not mentioned in the second selection?
- A** Monks Mound is the largest of the earthen mounds in Cahokia.
 - B** Monks Mound is the largest man-made mound in the United States today.
 - C** Monks Mound is bigger around the base than Egypt’s Great Pyramid.
 - D** Cahokia was a large city with about 40,000 people living there at one time.
-
- 3** What is true about both selections?
- A** Both include characters.
 - B** Both include a picture.
 - C** Both tell how the mounds were built.
 - D** Both tell the number of mounds in Cahokia.



Student Name _____

4 What information about Monks Mound is found only in the second selection?

- A** The people of Cahokia built Monks Mound.
 - B** Monks Mound is the largest man-made mound in America.
 - C** The Cahokia Mounds were built by Native Americans.
 - D** About 300,000 people come to see Monks Mound each year.
-

5 What does the reader learn about Cahokia in both selections?

- A** The name of other earthen mounds in Cahokia
 - B** How many Native Americans lived in Cahokia
 - C** How many people visit Monks Mound every year
 - D** The name of the Native American group that built Monks Mound
-

6 One way the two selections are the same is they both —

- A** tell about what Cahokia Mounds are like today
- B** focus on a group of students going to visit the mounds
- C** compare Monks Mound to another large structure
- D** explain that Monks Mound is the largest of the Cahokia Mounds





Reading

Reporting Category 2

Understanding and Analysis of Literary Texts

Section 7: READING



Review

Theme

The **theme** is the message or lesson about life that an author wants readers to understand when they read a story. When you explain and summarize the theme, you can better understand the relationships between characters and events in a story. You will also know what the author feels is important.

To find the theme, think about what the characters say and do. Look at the problem they face and the actions they take to solve the problem. Then ask yourself: *What message does the author want to get across?*

Read the story. Then answer the questions to help you find the story's theme.

Carol's overnight camp had a competition each year. Any camper who could stay alone in the woods overnight received a special honor. It was a test of the campers' survival skills.

At the beginning of the summer, Carol was a little scared at the idea of going on a survival hike by herself. But when her friend Ruby told Carol that she didn't think Carol could do it, she became determined to try. Carol learned all she could about the surrounding woods. When the day for her overnight hike came, she was still nervous, but she set off quickly.

By mid-afternoon, Carol had found a good camping spot. There was a stream nearby. There were also branches to make a fire. Carol managed to catch some fish and she found berries to eat. The next day, when she returned to camp, Ruby was the first to congratulate her.

1 Who are the characters in this story?

2 What problem do the characters have?

3 How do the characters try to solve their problem?

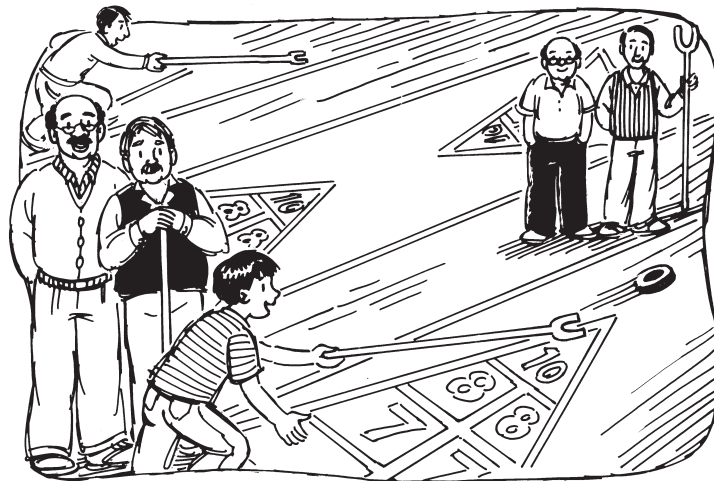
4 Based on the problem that the characters face and how they try to solve it, what is the theme of the story?

Read the selection. Then choose the best answer to each question.

David's Weekend

- 1 David did not want to visit his Aunt Lucy and Uncle Pedro. They lived in a retirement community called Silver Shells. The idea of spending a whole weekend with people a lot older than he was sounded boring and dull, but David had no choice. His parents were going out of town for the weekend.
- 2 Saturday arrived and Mom and Dad dropped him off at Silver Shells. Aunt Lucy and Uncle Pedro kissed him hello. David was not looking forward to his time there. He just knew he would have an awful time. When Uncle Pedro looked at his watch and announced that it was time for shuffleboard practice, David rolled his eyes.
- 3 Uncle Pedro led the way down a small hill. As they walked, Uncle Pedro told David that in shuffleboard, the players push round disks, called pucks, with paddles on sticks. The idea, he said, was to get the puck into a scoring zone at the other end of the court.
- 4 When Uncle Pedro and David got to the bottom of the hill, he pointed out the members of his shuffleboard team. He introduced David to the men and handed him a long stick. It had a scooped-out triangle on one end. Uncle Pedro showed David how to use it. They practiced aiming pucks at the triangle on the far end of the court.
- 5 David's aim was terrible. The other men were a lot better than he was. Their pucks went exactly where they wanted. David felt a little silly, but nobody seemed to mind. Finally, David pushed his puck straight enough and it stopped on a number. He felt great!

- 6 When Uncle Pedro said it was time for lunch, David did not want to quit. Shuffleboard was probably going to be the most fun he would have all weekend, but he hung his stick on the wall and followed everyone to the dining hall.
- 7 Aunt Lucy was waiting to take David to her table. She said she hoped David liked hot dogs. He answered her by filling his plate three times with hot dogs and toppings. After lunch, Uncle Pedro went to take a nap. Aunt Lucy invited David to meet her friends at the pool. David was a little worried. He did not think the Silver Shells pool would have a diving board. He figured they would only be allowed to swim laps.
- 8 When David arrived at the pool area, the water was full of smiling women in swim caps. Only a few were swimming laps. Some of the ladies were floating on the water. Some of them were taking turns jumping off the tall diving board. David was stunned.
- 9 For the next few hours, David dipped, dunked, and splashed with his new pool buddies. He ended up staying in the water longer than anybody else.



- 10 After swimming, it was time to go back to the apartment. David was exhausted and ready for a nap. He crawled into bed and slept for two hours.
- 11 Aunt Lucy woke David in time for an early dinner at the local diner. Afterwards, David found there were more activities planned. David had packed his favorite movie for Saturday night to pass the time. Instead, he had a terrific time watching everyone at the Silver Shells square dance.
- 12 He listened to the man at the microphone call the dance steps. Just hearing him talk so fast made David's head spin! The women wore brightly colored skirts, and the men wore matching shirts. Everyone kept moving and spinning with the music. David couldn't help but clap along and stomp his feet.
- 13 After the dance, Uncle Pedro told David that they would be going to watch a baseball game the next day. David realized that playing shuffleboard, swimming, and going to a square dance was anything but boring. He was having fun and he knew tomorrow would be great, too. David was glad that he gave Silver Shells a chance.

Student Name _____

- 1 Why is David unhappy at the beginning of the story?
- A He wants to go with his mom and dad on a trip.
 - B He has no idea what to say or do when he gets to Silver Shells.
 - C He does not want to visit his Aunt Lucy and Uncle Pedro.
 - D He does not know how to play shuffleboard.
-

- 2 What is David's problem?
- A David does not know how to swim or square dance.
 - B David must stay with his Aunt Lucy and Uncle Pedro.
 - C David's aunt and uncle don't have a place for him to sleep.
 - D David does not like the food at Silver Shells.
-

- 3 David tries to solve his problem by —
- A staying in his room and reading
 - B watching the movie he brought to pass the time
 - C complaining to his aunt and uncle
 - D trying the things his aunt and uncle invite him to do

Student Name _____

- 4 Based on the problem that David faces, and how he tries to solve it, what is the overall message in this story?
- A Give things a fair chance before you decide if you like them.
 - B Even a bad situation can be good if you are with the right people.
 - C Young people and older people have many things in common.
 - D Always think carefully before you try new things.
-

- 5 Which sentence best connects to the theme of the story?
- A *They lived in a retirement community called Silver Shells.*
 - B *Some of the ladies were floating on the water.*
 - C *Afterwards, David found there were more activities planned.*
 - D *David was glad that he gave Silver Shells a chance.*
-

- 6 Which saying could be used to summarize the theme of the story?
- A A picture is worth a thousand words.
 - B Look before you leap.
 - C Don't judge a book by its cover.
 - D Beauty is only skin deep.



Section 8: READING



Review

Compare and Contrast Characters

A **character** is a person or an animal in a story. In real life, people might be alike or different in many ways. Characters, too, might have something in common with other characters. On the other hand, they might be very different from each other.

To compare and contrast characters, pay close attention to how the characters act, speak, think, and relate to others. Then, think about how some characters are alike in these ways, while others are different. Even characters that seem very different, such as those from different cultures, might still have something in common.

Read each selection. Then answer the questions.

from a Yankton Dakota myth

Iktomi the spider-man noticed Coyote lying in some grass ahead. Iktomi checked Coyote's nostrils for breath. *None!* Iktomi thought. *It is a happy day when I find a free dinner!* He threw Coyote over his shoulders and headed home. As he rode on Iktomi's back, Coyote slyly thought, *It is a happy day when my dinner gives me a ride to the table.*

from a Yakima myth

Coyote had been walking for days in search of food. He happened to spy Crow in a tree, chewing on a piece of deer meat. Coyote stood below Crow and called to him, "O wise chief, I have heard stories of your thunderous cry. Please let me hear it for myself!" A flattered Crow puffed out his chest and gave a strong "CAW!" to impress Coyote. At once, the piece of meat fell from his mouth and into Coyote's. "I was wrong," Coyote muttered with his mouth full. "You are not a wise chief!"

1 How is the character of Coyote alike in these two selections?

2 How is Iktomi in the first selection similar to Crow in the second selection?

3 What is one way that Coyote is different in these two selections? Explain your answer.

4 How are Coyote's goals alike in these two selections? Explain your answer.



Practice

Read the next two selections. Then choose the best answer to each question.

How Man Got Fire

A Greek myth

- 1 In ancient Greece, there lived a man named Prometheus who loved to think about the future. Prometheus lived in the clouds on the mountaintop near the gods. When he looked down on the small village below, he saw people living in damp, dark caves. They did not have fire and were very cold and hungry. Prometheus wanted their futures to be better, so he went to visit Zeus, the king of the gods. “The people are cold and hungry,” explained Prometheus. “I would like to give them fire for warmth.”
- 2 Zeus became angry. “No!” he boomed. “If the people have fire, they will become strong and smart like the gods. They are fine as they are now.”
- 3 Prometheus decided to not give up. He walked along the seashore, and he found a tall reed growing near the water. He broke off the long, grassy stem and took it with him on a journey to visit the morning sun.
- 4 When Prometheus reached the sun, he touched its flames with the end of the long reed. The dry material caught on fire and started to burn slowly. Then Prometheus took the reed and went back to the peoples’ caves. Once he built a fire, Prometheus taught the people how to keep warm and how to use coals to build more fires. Soon, every family had a warm fire by which to cook and warm themselves.

- 5 After the people were warm and no longer hungry, Prometheus began teaching them how to build houses, grow vegetables, and even make tools. The people learned quickly and began taking care of themselves. Their new knowledge made them very happy.
- 6 Prometheus went to Zeus and showed him how happy and busy the people were. Zeus watched as they built fires, planted crops, and cooked their food. The people were thankful to Prometheus, as well as to Zeus and the gods. Zeus looked at Prometheus and thanked him for making the people happy. “It does pay to look ahead,” he said.

Why Fire Belongs to Man

A Native American myth

- 7 Before man knew Fire, it belonged to Bear. Bear carried Fire with him wherever he went. Fire brought warmth to the cold and light to the dark.
- 8 One day, Bear and his friends were looking for food. They discovered a bountiful forest full of acorns. These acorns had a flavor more delicious than they had ever tasted. Bear set Fire down at the edge of the forest. Here, Fire pleasantly ate its own food: the leaves, branches, and trunks of the forest trees.
- 9 Bear ate acorn after acorn, moving deeper into the forest. Soon, Fire was out of food and was hungry.

- 10 “Bear, feed me more food!” Fire exclaimed. But Bear disappeared into the forest with his friends searching for more acorns. Fire grew smaller and weaker as each minute passed.
- 11 As Fire was struggling to stay alive, Man happened to approach the forest edge.
- 12 “Stranger, feed me more food!” Fire pleaded.
- 13 Man had no knowledge of what food to feed this strange thing, so Fire gave Man directions. Man did as he was told and gathered the leaves, branches, and trunks of the forest trees. Then he placed them on each side of Fire so that its meal would be plentiful. Fire ate and ate and ate until it grew stronger and larger than it had ever been. Fire was thankful to Man for his help.
- 14 When Bear returned, Fire burned hot and bright to chase Bear away. From that day, Fire belonged to the one who saved its life that day—Man.

Student Name _____

- 1** What is one way that fire is different in these two selections?
- A** In the first selection, fire wants to belong to man; in the second selection, fire is happy belonging to Bear.
 - B** In the first selection, fire acts more like a thing; in the second selection, fire acts more like a person.
 - C** In the first selection, fire controls itself; in the second selection, fire is controlled by another.
 - D** In the first selection, fire is easy to catch; in the second selection, fire easily escapes capture.
-

- 2** Man is alike in these selections because he —
- A** wants to control fire
 - B** dislikes life without fire
 - C** happens to just find fire one day
 - D** is unsure of how to handle fire at first
-

- 3** How is Zeus in the first selection similar to Bear in the second selection?
- A** Both are not very good at thinking of others.
 - B** Both give fire away as a gift.
 - C** Both are happy that man got fire.
 - D** Both try to take fire back from man.



Section 9: READING



Review

Elements of Poetry

Poetry is a type of writing in which the sound and meaning of language combine to create ideas and feelings. A **stanza** is a group of lines, set off by a space, that gives a poem its form. A **line break** is the place where a line of poetry ends. **Meter** is the rhythm of the accented and unaccented syllables in a line of poetry. The words in a poem **rhyme** when their endings sound the same or nearly the same.

Not all poetry rhymes. **Free verse**, for example, usually does not. A **lyric poem** expresses the poet's feelings and often has end rhymes.

Read the poem. Then answer the questions.

I've got my turtleneck and sweater
and my thickest pants and socks,
my jacket and my hat and scarf
I feel weighed down with rocks.

Button. Zipper. Snap and tie.
I'm snugly fastened in.
But I think I'll need a day or two
to get back out again.

1 How many stanzas does this poem have?

A One

C Four

B Two

D Eight

2 Is this a lyric poem or free verse? Explain your answer.

Read each poem. Then choose the best answer to each question.

My Wish

I knew as I stared at the candles on my cake
what my wish would be.

“I wish every day was my birthday!” I said.

Then everyone said “Hooray” for me.

- 5 But now every time you age a day,
I age one whole year.
I’m not sure how I feel about that,
With my eighteenth birthday drawing near.



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GO ON 

Student Name _____

1 How does the reader know that “My Wish” is a lyric poem?

- A It tells a story and rhymes.
 - B It does not rhyme at all.
 - C It expresses the feelings of the poet.
 - D It has two stanzas and tells a story.
-

2 Which lines rhyme in the first stanza of the poem?

- A Lines 1 and 3
 - B Lines 2 and 3
 - C Lines 1, 2, and 3
 - D Lines 2 and 4
-

3 Which pair of words is a clue that “My Wish” is a lyric poem?

- A *candles* and *cake*
- B *birthday* and *Hooray*
- C *day* and *that*
- D *year* and *near*

The Letter

I got a letter from my best friend,
She moved last week to Houston.
She told me about the flat, flat ground
and tall, gray buildings,
She told me about the buses and taxi
cabs and bicycles and cars.

- 5 She wrote about her big old house, as
big as a mountain.
She told me about her big new school
and how it feels to go there without me.
We can't wait to see each other again.
We can't wait to see each other again.

Student Name _____

4 What clue does the reader have that “The Letter” is a free verse poem?

- A Lines 2, 4, and 6 rhyme.
- B The poem does not rhyme.
- C There are stanzas.
- D The poem tells a funny story.

5 An example of a line break in the poem is between the words —

- A *Houston* and *She*
- B *best* and *friend*
- C *She* and *told*
- D *other* and *again*

6 What is true about the poetic structure of “The Letter”?

- A It has rhyming lines.
- B It has a regular meter.
- C It does not tell a story.
- D It does not follow patterns.



Section 10: READING



Review

Elements of Drama

A **play** has features that are not found in fiction. For example, in a play, the characters' names are often followed by a colon. Stage directions in parentheses tell actors playing the characters where to move and how to say their lines. Every time the setting of the play changes, a new scene is started.

Read part of a play. Then answer the questions.

Scene 1 In the Smiths' bedroom

NORA SMITH: (*worried, excited*) Arthur! Arthur, wake up!

ARTHUR SMITH: (*tired*) Huh? What's the matter Nora?

NORA SMITH: (*soft voice*) I heard something downstairs.

ARTHUR SMITH: (*sighs, gets up*) OK, I'll go check.

Scene 2 In the Smiths' kitchen

1 Who are the characters in this play?

2 Where do the two scenes take place?

3 What do the stage directions tell you about how the characters feel in Scene 1?



Practice

Read the selection. Then choose the best answer to each question.

The Birthday Surprise

Scene 1

1 *[In the Jackson's kitchen]*

2 **KELLY:** *(skipping into the kitchen)* Good morning, Mom.

3 **MOM:** *(smiling)* Well, Kelly, you're up early. Happy Birthday!

4 **KELLY:** Thanks. *(sees a small box)* Hey, a present! Can I open it now?

5 **MOM:** Sure! *(Kelly unwraps it. Inside she finds a toy airplane.)*

6 **KELLY:** *(puzzled)* What's this, Mom?

7 **MOM:** Well, I know how much you like airplanes, so how would you like to take a ride in one today?

8 **KELLY:** *(giving her mom a hug)* Really?

Scene 2

9 *[At the small, local airport]*

10 **PILOT:** *(Standing next to a small airplane, holding a clipboard)* Hello Kelly! I need you to help me with my preflight check.

11 **KELLY:** I would love to help. What should I do?

12 **PILOT:** Well, we must inspect the outside of the plane. It is important that every part is working properly. *(The pilot and Kelly walk around the outside of the airplane, looking closely at it.)*

- 13 **KELLY:** *(Kelly points)* Look, there's a cap hanging over there.
- 14 **PILOT:** Great catch, Kelly. That's the cap for the fuel tank. Let's fix it so I can check it off my list. *(The pilot places the cap back on and marks a check on his clipboard.)*
- 15 **KELLY:** Thanks! I'm glad I can help.
- 16 **PILOT:** *(They complete a full circle around the airplane.)* Okay. Everything looks good. Let's get inside the plane, now.

Scene 3

- 17 *[Inside the airplane]*
- 18 **KELLY:** *(Seated beside the pilot)* Wow. There sure are a lot of dials, buttons, and switches.
- 19 **PILOT:** Each one has a purpose. This one starts the engine. *(The pilot starts the engine and releases the brake. The plane starts to move slowly.)*
- 20 **KELLY:** *(looking out the window)* Wow! *(The plane rolls faster and faster, the wheels leave the ground, and it becomes airborne.)*
- 21 **PILOT:** I've never gotten over the thrill of takeoff!
- 22 **KELLY:** How old were you when you started flying?
- 23 **PILOT:** *(smiling proudly)* Well, I was 17 years old when I started taking flying lessons. I took my first solo flight when I was 19 and got my pilot's license when I was 20.
- 24 **KELLY:** That's incredible! I can't wait to take flying lessons. This is the best birthday present ever!

Student Name _____

1 Who are the characters in Scene 1?

- A Pilot, Mom
- B Kelly, Pilot
- C Mom, Kelly
- D Pilot, Mom, Kelly

2 Scene 2 takes place —

- A in the Jackson’s kitchen
- B inside a small airplane
- C in the car on the way to the airport
- D at the small, local airport

3 Which words in Scene 1 help the reader understand how Kelly feels after she unwraps her present?

- A *puzzled* and *giving her mom a hug*
- B *skipping into the kitchen* and *smiling*
- C *she finds a toy airplane*
- D *beside the pilot*

Student Name _____

- 4** What do the stage directions in Scene 3 tell you about how the pilot feels about flying?
- A** He wishes he were doing something else.
 - B** He is very happy to be a pilot.
 - C** He thinks that pilots work hard.
 - D** He wants to take flying lessons.
-

- 5** How is Scene 1 different from Scenes 2 and 3?
- A** Scene 1 has more characters.
 - B** Scene 1 has no stage directions.
 - C** Scene 1 includes Kelly.
 - D** Scene 1 includes Mom.
-

- 6** What information does the reader learn from the stage directions in Scene 3?
- A** How many dials, buttons, and switches are in the plane
 - B** How old a person must be to become a pilot
 - C** How the pilot marks off items on a checklist
 - D** How the plane takes off step by step



Section 11: READING



Review

Plot

Plot is the series of events that take place in a story. Most plots center around a problem that the main character (or characters) has to solve. The turning point in the story occurs when the character finds a possible solution to the problem.

Read the selection. Then answer the questions.

On a field trip to Indian Point Cave with their class, Wanda and Ricky had stopped to examine an underground stream. They hadn't noticed when their guide left the chamber. Now they were lost.

"I think we should follow the underground stream," Ricky said. "I read that streams from caves often flow out of ponds on the surface."

Wanda looked at the two passageways that led out of the chamber. One of them had handrails for visitors, and the other did not. Which one had their class taken? Then Wanda remembered something their guide had told them before they started.

"Mr. Markham told us we should only use the passages that have handrails," Wanda reminded Ricky.

Ricky felt a slight breeze coming from the passage with the handrails. "Mr. Markham also said that we would notice a breeze as we approach the exit. I think you're right. This must be the right way."

About half an hour later, Wanda and Ricky were outside the cave, surrounded by their anxious classmates.

1 What problem do the characters have?

2 How do the characters try to solve their problem?

3 What event is the turning point that finally leads the characters to solve the problem?

4 Explain how the characters figure out the solution to the problem.



Practice

Read the selection. Then choose the best answer to each question.

The Big Storm

- 1 Zipping up his rain jacket, Cory Loomis ran to the barn. “The weatherman on the radio says a big thunderstorm is on the way. We could get hail, too,” he called to his father.
- 2 “I was going to let the cows out into the pasture,” said Mr. Loomis. “But if the storm is going to be really bad, we should be mindful of the forecast.”
- 3 Cory jumped on his bike and rode toward the field. He opened the gate that led them back to the barn.
- 4 “Are Mom and Janet on their way back to the ranch?” Cory asked his dad. His voice was full of worry. “Should we take the truck and go get them? They might get stuck on their way back from Austin.”
- 5 Cory was so worried he didn’t notice that Spark, one of his favorite horses, had slipped past the opening in the fence and was running back out into the pasture. He turned to his father and asked again if they should check on Mom and Janet.
- 6 “Don’t worry son,” said his father in a soft voice. “We have a lot more warning for this storm than we did for that last one. They will be fine.”
- 7 The sky was as dark as night and the winds began to pick up. Cory and his father piled plenty of feed hay in the stalls for the animals. Then they filled the water troughs.
- 8 “We may not be able to get back here once the storm starts,” said Mr. Loomis. “We have to be sure the horses and cows have food and water for a while.”

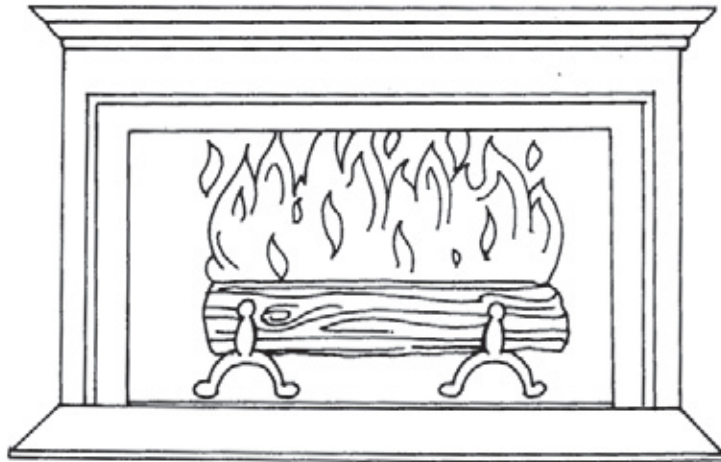
- 9 Just then, Cory yelled to his father. “Come quick, Dad. Spark is not in his stall.”
- 10 Cory and his father stood looking at Spark’s empty pen. Then they looked at each other and realized Spark was probably still outside in the field.
- 11 “You stay here and I will go out to see if I can find him,” said Mr. Loomis. “Please finish feeding and watering the other animals until I get back.”
- 12 Cory was so worried. He did not want to stay in the barn. He wanted to go out and help his father try to find his horse. Cory could hear the wind gusts shaking the doors and windows of the barn and tossing branches and leaves around the fields. With the storm getting worse, Cory wondered if his mother and sister were safe. He was also worried about Spark and his father outside in the storm.
- 13 As Cory was waiting, the phone rang. He ran to answer it.
- 14 “Hi, Cory,” said his mother. “Janet and I decided to stay in Austin until the storm blows over. Is everything alright there?”
- 15 Cory didn’t want to worry his mother, but he couldn’t keep what was happening to himself. “Spark is missing. Dad is out in the fields looking for him.”
- 16 There was silence on the other end of the phone, and then his mother remembered something about Spark. “During the last storm, Spark was so afraid, he ran into the garage next to the house. Maybe he’s there now,” she said.
- 17 Cory thanked his mother and said goodbye just as his father stomped into the barn. He was soaking wet and looked worried. “I couldn’t find Spark and the storm is getting worse.”

18 Cory told his father what his mom had said about Spark. They both agreed it was worth a try. Besides, the garage was right next to the house and they could check on their way there. Cory gasped as they fought the heavy wind and hail to get to the barn. Just as they reached the door, Spark ran over to see them. He had been waiting for them in the garage all along.

19 “Boy, am I glad to see you,” said Cory.

20 After making sure Spark was back safe in the barn, Cory and his dad returned to the house. After changing out of their wet clothes, the two lit a fire in the fireplace and roasted marshmallows until the storm was over.

21 “I’m glad we all worked together,” said Cory smiling.



Student Name _____

1 What is Cory's problem?

- A** He is afraid of thunder and lightning.
 - B** The house is too far from the barn.
 - C** The horses and cows are hungry.
 - D** There is a storm outside and his horse is missing.
-

2 How do Cory and his father try to solve their problem?

- A** They wait for the horse to come back on its own.
 - B** They get in the truck and go looking for horses and cows.
 - C** Mr. Loomis goes out looking for the horse and Cory waits in the barn.
 - D** Cory calls his mother to see if she has any ideas.
-

3 Which of these events happens first in the story?

- A** Spark sneaks back into the pasture.
- B** Cory tells his dad that a storm is coming.
- C** Cory and Mr. Loomis find Spark in the garage.
- D** Mrs. Loomis and Janet decide to stay in Austin.



Student Name _____

- 4** Which event is the turning point that finally leads Cory to solve the problem?
- A** Cory talks to his mom on the phone.
 - B** Mr. Loomis goes out into the pasture alone.
 - C** The wind gusts shake the barn doors and windows.
 - D** Cory gives the barn animals plenty of food and water.
-

- 5** Which attempt to solve the problem does not work?
- A** Cory calls his mom to ask for her advice.
 - B** Mrs. Loomis looks for Spark in the garage.
 - C** Mr. Loomis goes out to look for Spark in the pasture.
 - D** Cory and Mr. Loomis stay inside and eat marshmallows.
-

- 6** How do Cory and Mr. Loomis figure out where Spark is?
- A** Cory remembers that Spark likes to hide near the house when scared.
 - B** Spark returns to the house where Cory and Mr. Loomis are waiting.
 - C** Mrs. Loomis suggests that Spark might be hiding in the garage.
 - D** Mr. Loomis finds Spark hiding near a tree in the pasture.



Section 12: READING



Review

Character and Point of View

Every story **character** has certain traits, or characteristics. To understand a character, think about what the character says, does, and thinks.

The **point of view** in a story is the position from which a story is told. The **narrator** is the person telling a story. When a narrator is a character in the story, it is told from a **first-person point of view**. In this case, the narrator uses pronouns like *I*, *me*, and *we* to describe the story.

When a story is told from a **third-person point of view**, the narrator is not a part of the story's action. A third-person narrator might know the thoughts of all characters or only one. Pronouns like *he*, *she*, and *they* are clues that a story is told from the third-person point of view.

Read the story. Then answer the questions.

Nya stood in the wings, watching the actors on stage. She had practiced her part for weeks, but she was still worried that she would make a mistake.

Suddenly, Nya felt a hand on her shoulder. It was Miguel, already dressed in his costume.

“Nervous?” Miguel asked Nya. She smiled weakly.

“A drama teacher once gave me a tip,” Miguel said. “Before you go on stage, close your eyes and don’t think about anything but taking deep breaths. It will calm you down.”

“Really?” Nya said. “OK, I’ll try it.”

Nya closed her eyes and took several deep breaths. Soon she was thinking only about her breathing. When it was time to go on stage, Nya felt fine! She gave a great performance.

1 How does Nya feel at the beginning of this story? Why?

2 From what point of view is the story told?

3 What clues in the story reveal the point of view to the reader?

4 How does Nya change at the end of the story? What do her feelings throughout the story tell you about her character?

Read the selection. Then choose the best answer to each question.

Tran's First Day

- 1 Tran's heart was pounding, and his hands were shaking. It was his first day at a new school again. Tran's family moved from city to city because of his father's job. It was always the same. Tran would make friends and start to feel comfortable in his new room in his new home. Then it would be time to move again. "I'm so tired of being 'the new kid' everywhere I go," Tran thought to himself as his mouth settled into a frown.
- 2 Last night, Tran complained to his dad about moving. Mr. Lee listened patiently, nodding his head as Tran listed his fears.
- 3 "I know starting over is difficult, son," Mr. Lee said. "But try to think of a move as an exciting adventure. You get the chance to meet interesting people. You get the chance to travel cross-country and see interesting places."
- 4 Tran wasn't convinced. He wasn't sure he believed what his father had said. Given the choice, he would have picked boring and familiar over interesting and new anytime.
- 5 "Here we go again," Tran grumbled bitterly as he passed through the school gates. He managed to drag himself as far as the main stairway and then stopped. His feet felt like lead, and, to make matters worse, his stomach was churning. He had not eaten breakfast that morning. In fact, he couldn't imagine eating ever again. "Just get me to the classroom at the end of the hall," Tran silently begged his reluctant body. He didn't want to make a scene. He just wanted to be invisible.

- 6 When he reached the classroom, Tran spotted an empty seat near the back. He nabbed it and was very satisfied with the location. Maybe no one would notice him over there. He got settled and then suddenly became aware of all of the noise around him. There were students talking about their summer vacations. There were students talking about their plans for the school year. Actually, there was a lot of talking going on, but nobody was talking to him. Tran felt himself squirm with discomfort.



- 7 After a few minutes, a boy that everyone seemed to know walked into the room. Several students called out to him as he entered, and he smiled happily and waved to his classmates. The boy looked around for an empty seat and took the first one he spotted. It was right next to Tran.
- 8 “Hi. My name is Matt,” the boy said. “I haven’t seen you around before. Are you new?”

- 9 Tran felt like yelling angrily, “I’m always new,” but instead, he shyly mentioned that he had just moved to town. “Well, you’ll like it here at Center Street School,” Matt said brightly. Tran was doubtful.
- 10 Tran didn’t know what to say next, so there was an awkward silence. For the first time, Matt noticed how sad Tran’s face looked. He tried to imagine how it must feel to start at a new school in a new town. After a moment, Matt had an idea.
- 11 “Our class always plays kickball at recess. Would you like to be on my team?” he asked Tran.
- 12 Tran didn’t have to think twice about the offer. Kickball was his specialty. He had been a star player at his last school. “That sounds great!” Tran replied, smiling broadly. Just then, the teacher called the class to order. As Tran took out his books, he began counting the minutes until recess. He also began wondering about lunch. All of a sudden, Tran realized that he had developed quite an appetite!

Student Name _____

- 1 At the beginning of the story, Tran feels angry and nervous because —
- A his father had told him to think of moving as an adventure
 - B it is his first day at another new school
 - C he likes being “the new kid” wherever he goes
 - D he had not eaten breakfast that morning
-

- 2 What does Tran do when he gets to his new classroom?
- A Talks to his classmates and makes new friends
 - B Puts his head down on his desk and wishes he were home
 - C Finds an empty seat at the back of the classroom and sits down alone
 - D Tells another boy that he is good at playing kickball
-

- 3 What makes Matt decide to invite Tran to play kickball at recess?
- A He sits down beside Tran and starts a conversation.
 - B He needs another player for his team.
 - C He tells Tran that he has never seen him around school before.
 - D He notices how sad Tran looks and imagines how he might be feeling.

Student Name _____

4 Which best describes the story's point of view?

- A First person; Tran
 - B First person; Mr. Lee
 - C Third person; thoughts of one character
 - D Third person; thoughts of more than one character
-

5 Which clues in the story reveal the point of view to the reader?

- A Tran is the main character.
 - B The narrator uses words like *I*, *me*, and *we*.
 - C The narrator uses words like *he*, *his*, and *him*.
 - D Tran is the person telling the story.
-

6 Which words in paragraph 12 show that Tran's feelings about school have changed?

- A *developed quite an appetite*
- B *the teacher called*
- C *star player at his last school*
- D *the class to order*



Section 13: READING



Review

Sensory Language

Writers use **imagery** to help readers picture things or events as they read. Similes and metaphors are examples of two kinds of imagery that writers use. A **simile** is a comparison between two things that uses the words *like* or *as*.

The road was as flat as a pancake.

A **metaphor** is a comparison made between two things without the use of the words *like* or *as*.

Her eyes were sparkling jewels.

Read each paragraph. Then answer the question.

- 1 After working in the backyard all day raking leaves, Dan slept like a log last night. In the morning, he was all smiles. “All that exercise made me hungry,” he told his mother. “I could eat a house!” He settled for pancakes.

Which phrase in this passage is a simile?

- A *slept like a log*
- B *I could eat a house*
- C *he was all smiles*
- D *He settled for*

- 2 Emma rushed like the wind when she saw the mail carrier. She had been waiting for a letter from her aunt in Italy. “The sky is as blue as a robin’s egg today,” Emma’s aunt wrote, “and the sea is a shiny emerald beneath it.”

Which phrase in this passage is a metaphor?

- A *rushed like the wind*
- B *as blue as a robin’s egg*
- C *She had been waiting*
- D *the sea is a shiny emerald*

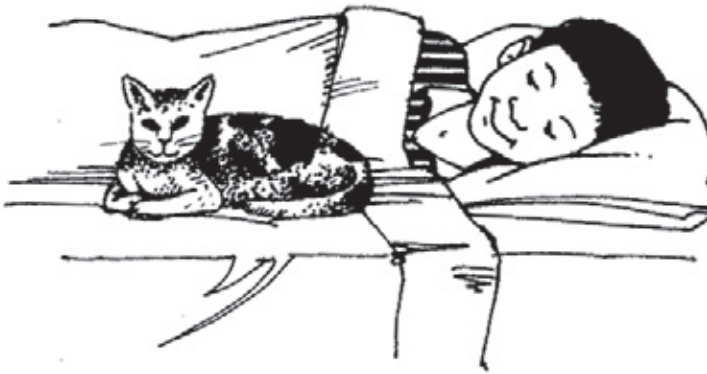
Read the selection. Then choose the best answer to each question.

Mixer

- 1 I'm really glad I have a big sister. Nora is smart and kind and really great. For instance, last summer when we found a stray cat wandering down our street, Nora knew just what to do. She really has a heart of gold.
- 2 Our block is often quiet, but since it's near a county road, at rush hour it gets pretty busy. At that time of day, cars zoom down our street as if it were a freeway. So I knew right away that a cat shouldn't be wandering so close to the road. And I knew it was a stray because it was covered in mud. There had been a thunderstorm the night before, and I was pretty sure that the cat had been out in it. Besides, the cat looked thin and hungry. When it saw us, it ran right up and put its paws on my knees.
- 3 "Nora, we have to do something. This cat can't stay out here," I said, getting ready for an argument. But no argument came. I ruffled the cat's muddy fur and discovered that underneath all that dirt was a patchwork quilt of brown, black, white, and orange.
- 4 The cat meowed and purred and Nora bent down to pet it, too. We noticed that there wasn't any collar or tag. "Poor no-name cat," I said. "I want to call it Mixer because its coat has so many colors mixed up."
- 5 "Now, Ahmed," Nora replied. "You shouldn't give it a name because we probably won't be able to keep it. You know Mom still misses Kali and doesn't want another cat."

- 6 Kali was Mom’s cat. She was fifteen years old when she died last February. I still missed her a lot, too, but I sure wanted another pet.
- 7 “Well, we can at least feed it,” I pleaded.
- 8 “That’s right,” agreed Nora. “And we can try to find it a good home. That will be a piece of cake because this cat is as cute as a button.”
- 9 I picked up the cat and took it into the house. We didn’t have cat food anymore, so I looked in the refrigerator for something it might like. I hoped the cat would like chicken, and it did.
- 10 Nora wanted to know where the cat came from. So, we called local animal doctors. Nobody they knew had lost a cat. Next, we called pet shelters. Most had no room for another cat. Just as Nora called the last shelter, Mom came rushing in the door from work. She took one look at Mixer and began glaring at the two of us. Nora and I tried to explain how we’d found the muddy stray.
- 11 “Don’t worry, Mom,” I assured her. “We’re just feeding it. Then we’ll put up posters and try to find its owner or a good home for it.”
- 12 “We’ve already called lots of shelters,” Nora added as Mixer wove in and out of Mom’s legs, purring up a storm.
- 13 As Mom watched Mixer, her face started to soften. “She’s so skinny,” she said, lifting the cat to get a better look. “Why, she is as light as a feather.”
- 14 Nora told Mom that we had already fed the cat the chicken sandwich that was in the refrigerator. We both wanted to know how Mom knew the cat was a she.
- 15 “From her coloring,” replied Mom. “She’s a calico. Calicos are usually female. What if no one wants to take her?” Mom sighed.

- 16 “Oh, we’ll find someone,” I boasted. Nora winked at me when Mom wasn’t looking and I nodded back.
- 17 “I suppose we could keep her,” volunteered Mom. “That is, if no one claims her after you put up your posters.”
- 18 Mom asked me to bring her Kali’s comb and brush. She sat down beside Mixer and started to get her all cleaned up.
- 19 That’s how we got our new cat last summer. Lots of people saw the posters, but no one called to adopt her. Since then, our calico has been eating well and getting lots of attention. But we don’t call her Mixer anymore. Mom named her CoCo.



Student Name _____

1 Which phrase in paragraph 1 is a metaphor?

- A *a heart of gold*
- B *glad I have a big sister*
- C *really great*
- D *knew just what to do*

2 Why does the author use the phrase “as if it were a freeway” in paragraph 2?

- A To complain to the reader about people who drive too fast
- B To help the reader understand how busy the street is
- C To show the reader where the narrator found the cat
- D To tell the reader that the family lives close to a freeway

3 Why does the author use the phrase “a patchwork quilt of brown, black, white, and orange” to describe the cat’s fur in paragraph 3?

- A To help the reader picture how clean the cat’s fur is
- B To help the reader picture the colors of the cat’s fur coat
- C To help the reader picture a cozy quilt
- D To help the reader picture how muddy and dirty the cat is

Student Name _____

- 4 In paragraph 8, when Nora says the cat is “as cute as a button,” she means the cat —
- A looks like a button
 - B is muddy
 - C is adorable and sweet
 - D looks just like her last cat
-

- 5 In paragraph 12, what does the phrase “purring up a storm” mean?
- A The cat is still dirty from last night’s storm.
 - B The cat is making a mess the way a storm might.
 - C The cat is making very loud noises.
 - D The cat is angry because it wants attention.
-

- 6 Which phrase in paragraph 13 is a simile?
- A *as light as a feather*
 - B *her face started to soften*
 - C *to get a better look*
 - D *lifting the cat*





Reading

Reporting Category 3

Understanding and Analysis of Informational Texts

Section 14: READING



Review

Main Idea and Details

The **main idea** is the most important point an author makes about a topic. To find the main idea, first determine the most important facts and details in a selection. Then classify these facts and **details** by asking yourself what they have in common. What do they tell about, explain, or describe? This is the main idea. It is what a selection is mostly about.

Read the selection. Then answer the questions.

In some ways, living in northern Alaska, above the Arctic Circle, is like living in another world. For more than two months, during the winter, the northern lights that shine in the sky are the only source of light in this cold, rugged territory. Winter itself lasts for about seven months of the year. This can be dangerous for animals that live in Alaska. Such dim light makes it difficult to see if danger lurks in the shadows. For people it can be strange to go so long without seeing the sun.

It can seem just as strange during the summer, but for a very different reason. In the summer, human and animal residents above the Arctic Circle get plenty of time to look around. The sun doesn't set for 84 days—between May 10 and Aug. 2. Barrow, Alaska, a small town of about 4,500 people, sits at the very top of the state. The U.S. Weather Service says the sun rises there at 2:49 A.M. on May 10 and sets at 1:54 A.M. Aug. 2! It can be hard trying to fall asleep when the sun is still shining brightly in the sky!

1 List four details from the selection.

2 What do these details have in common?

3 Based on what the details have in common, what is the main idea of this selection?

Read the selection. Then choose the best answer to each question.

Saving the Big Cats



A tiger named Sammy relaxes in a pond at Tiger Creek Wildlife Refuge.

- 1 When a family can no longer care for a dog or a cat, they can try to find a new home for the animal. They can also take it to a humane shelter. But what happens, for example, when a big cat such as a lion or a tiger becomes too old to perform in a circus? That's when the Tiger Creek Wildlife Refuge steps in!

Tiger Creek Wildlife Refuge

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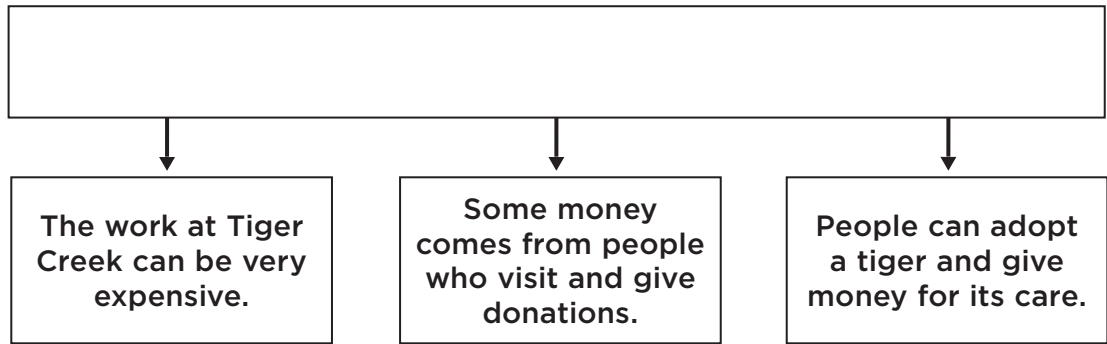
GO ON 

- 2 Tiger Creek was started by a man named Brian Werner in 1995. The name came from a small creek that ran through 25 acres of property that Werner bought in East Texas, near the town of Tyler. For several years, Brian lived on the property in a cabin without any heat or running water. Slowly he began to clear the land. He also went door-to-door in nearby towns to try and raise money and get help to start Tiger Creek.
- 3 Slowly, Brian’s plans began to take shape, but it took a while to get the show on the road. Tiger Creek started with two enclosures, or very large cages. They were built to house the first cats—three tigers named Sammy, Lexie, and Piffer. Lexie came from a private owner that could no longer care for her. Sammy and Piffer had lived in a safari park that didn’t want them anymore.
- 4 “Those early years were hard,” Brian remembers. But as he continued to talk to volunteers and organizations that were willing to give money to Tiger Creek, it slowly started to grow. Soon, Tiger Creek was able to care for more and more big cats.
- 5 “One thing that hasn’t changed in the more than 10 years since Tiger Creek opened is the number of big cats that need a good home,” says Brian. “If we can’t take a cat, we try to find other sanctuaries who can adopt it.”
- 6 In early 2000, Tiger Creek received a lot of donations from local clubs, individuals, and companies. This allowed them to build many more small enclosures, and three large exercise yards for the cats, behind two layers of wire fencing. Then, in 2002, something amazing happened. Two Siberian tiger cubs named Sarge and Lily came from Indiana to live at Tiger Creek. With them came a film crew. They wanted to make a television show about these two tiger cubs and their experiences. The film would be called *Growing Up Tiger*. Brian agreed. For many months, Sarge and Lily were filmed drinking from bottles, playing, and just “growing up.”

- 7 The film was completed and shown on television in August, 2003. As a result, interest in the Tiger Creek Wildlife Refuge began to grow. As the refuge started to receive more and more contributions, Brian was able to make new plans. In 2004, work was started on a waterfall habitat that opened in 2006. Now the water-loving tigers have a pond, a cave and a climbing area. They also have a waterfall to play in.
- 8 All the work that gets done at Tiger Creek can be very expensive. The waterfall habitat cost almost \$1 million dollars. That’s why the refuge needs money to stay open and keep operating. Since the refuge is open to the public, some money comes from people who visit and then give donations. People can even adopt a big cat, giving money for its food and care. When someone adopts a cat, the cat stays at Tiger Creek, but the adopter can visit the cat any time.
- 9 Today, the Tiger Creek Wildlife Refuge is home to 40 big cats, including lions, tigers, pumas, and leopards. There are also two bobcats that live at the refuge. It is open to the public Monday through Saturday.
- 10 “We started Tiger Creek for a very specific purpose,” says Brian, “to rescue big cats that have been abused, neglected, or displaced.”

Student Name _____

1 Use the information in the chart to answer the question.



Which of these belongs in the empty box?

- A The adopter can visit the tiger any time.
- B The waterfall habitat cost almost \$1 million.
- C Tiger Creek depends on donations to stay open.
- D The refuge is open to the public.

2 What is paragraph 2 mostly about?

- A Where Tiger Creek is located
- B How Brian Werner started Tiger Creek
- C Who works at Tiger Creek
- D How many big cats live at Tiger Creek

Student Name _____

- 3** Paragraph 6 is mostly about —
- A** the refuge’s three large exercise yards for the cats
 - B** the building of many more small enclosures
 - C** how Tiger Creek received a lot of donations in 2000
 - D** two cubs and a film crew that came to Tiger Creek
-

- 4** Which sentence best expresses the idea that the early days at Tiger Creek were a struggle?
- A** *But what happens, for example, when a big cat such as a lion or a tiger becomes too old to perform in a circus?*
 - B** *For several years, Brian lived on the property in a cabin without any heat or running water.*
 - C** *They were built to house the first cat —three tigers named Sammy, Lexie, and Piffer.*
 - D** *In early 2000, Tiger Creek received a lot of donations from local clubs, individuals, and companies.*
-

- 5** Which detail from the selection supports the idea that a lot of big cats need homes?
- A** Brian Werner allowed a TV crew to film a show at Tiger Creek.
 - B** Brian Werner works hard to raise money for Tiger Creek.
 - C** Tiger Creek sometimes has to turn cats away.
 - D** Tiger Creek started with three tigers.



Section 15: READING



Review

Fact and Opinion

A **fact** is something that can be verified, or proven true. An **opinion** is what someone believes or thinks. Words such as *I think*, *I feel*, and *the best* can signal opinions in a text.

Read each paragraph. Then answer the question.

- 1** The first bicycle can be traced back to Scotland. It was invented in 1839. By the 1870s, James Starley was making bikes in England. Starley was an inventor who had been born in Albourne, England in 1831. He called his first bike the “Ordinary.” Many people thought it was difficult to ride. Then, in 1871, Starley invented what he called the “Ariel” bicycle. It was a lightweight, all-metal machine. Historians consider it the first “true” bicycle.

Which sentence from the paragraph is an opinion?

- A** *He called his first bike the “Ordinary.”*
- B** *Many people thought it was difficult to ride.*
- C** *Then, in 1871, Starley invented what he called the “Ariel” bicycle.*
- D** *The first bicycle can be traced back to Scotland.*

- 2** Everyone enjoys riding bikes. Adults have just as much fun as kids. It has become a great pastime. In the world today, there are twice as many bicycles as cars. More people should ride bicycles. It is wonderful exercise.

Which sentence from the paragraph is a fact?

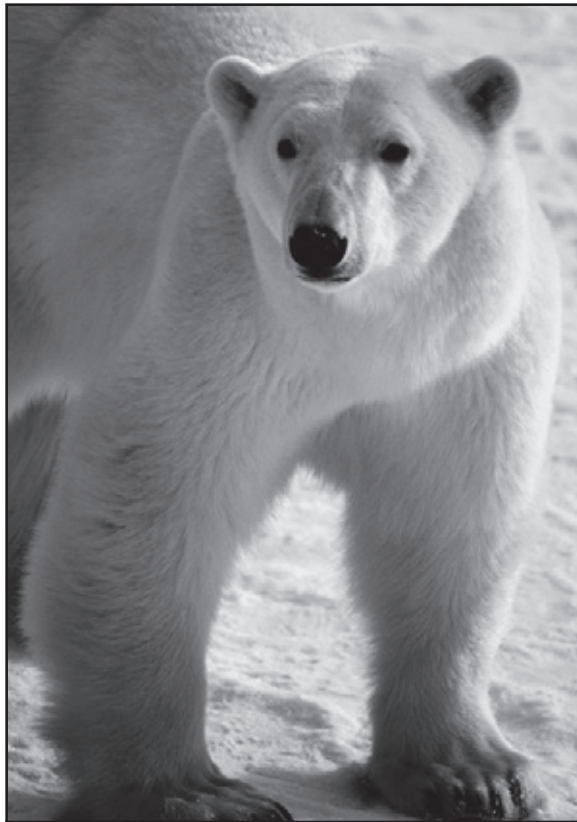
- A** *It has become a great pastime.*
- B** *Adults have just as much fun as kids.*
- C** *Everyone enjoys riding bikes.*
- D** *In the world today, there are twice as many bicycles as cars.*

Read the selection. Then choose the best answer to each question.

Polar Bears

- 1 Polar bears love the cold. They roam the snowy hills and swim in icy water. Their thick coat of fur protects them from the weather and their ability to move quickly helps keep them safe. Polar bears are a good match for the bitter cold places they like to live.
- 2 Polar bears live near the Arctic Ocean, where temperatures can fall below -50°F for many days in a row. Strong winds can make it seem even colder. The land in this part of the world is barren and frozen. Snow and ice cover the ground for much of the year. The Arctic Ocean is frigid and filled with chunks of floating ice. During winter, the sun sets in October and does not rise again until almost March. It is very hard to live there. But polar bears don't seem to mind.
- 3 The polar bear's coat protects it from the harsh environment it lives in. It has two layers of water-repellent fur and a thick layer of blubber, or fat, underneath its fur. This fatty layer helps to insulate, or block out, the cold. The polar bear also has thick, wooly fur covering its large, webbed feet. This helps it stay warm and swim fast. The light color of its fur also helps the polar bear blend in with its snow-covered surroundings.
- 4 Polar bears are amazing hunters. They mostly hunt ringed seals, but will also eat small birds, rodents, and reindeer when seals are scarce, or difficult to get or find. Their keen sense of smell helps them track their prey. Polar bears can smell a seal from more than 20 miles away. They also crack ice to catch fish in the water below.

- 5 Polar bears need lots of energy to stay warm. They conserve, or save, their energy by sleeping. Polar bears spend between seven and eight hours a day sleeping. They usually sleep during the day and hunt at night when seals are more active. On warmer days, polar bears sometimes sleep on their backs with their feet in the air. On very cold days, they dig into the snow, forming small caves for shelter.
- 6 Polar bears always sleep with their backs or sides to the wind. When a bad storm hits, they roll up into a ball and cover their noses to keep warm. Polar bears can stay like this for days.



Male polar bears can grow to weigh more than 1,400 pounds.

- 7 Mother polar bears are the best animal mothers. They are very protective of their young and care for their cubs until they are more than two years old. Female polar bears usually give birth to two cubs between November and January. Cubs are born with their eyes closed and weigh only one to one-and-a-half pounds. By the time the cubs are ready to leave the den with their mother in late March, they might weigh between 22 and 33 pounds.
- 8 By nature, polar bears are peaceful animals and would rather run away than fight. Many live to be 25 to 30 years old and prefer living alone. Unlike most other kinds of bears, polar bears do not hibernate during the winter. They remain active all year round.
- 9 Polar bears live in peace and have almost no enemies. The Inuit, a Native American group of people who live in the Arctic, used to hunt polar bears. They would eat the polar bear's meat and use the fur to make clothing. They would use almost every part of the bear. Today, hunting is still the most common reason why polar bears are disappearing. Before 1973, hunters used airplanes, snowmobiles, and boats to hunt polar bears. Since then, groups of people have been working to protect polar bears. It would be sad if this unique animal were to disappear from the planet. I think they are wonderful creatures.

Student Name _____

1 Which sentence from the article is a fact?

- A *Snow and ice cover the ground for much of the year.*
 - B *It is very hard to live there.*
 - C *Polar bears are amazing hunters.*
 - D *It would be sad if this unique animal were to disappear from the planet.*
-

2 Which sentence from the article is an opinion?

- A *Polar bears spend between seven and eight hours a day sleeping.*
 - B *Mother polar bears are the best animal mothers.*
 - C *Female polar bears usually give birth to two cubs between November and January.*
 - D *The Inuit, a Native American group of people who live in the Arctic, used to hunt polar bears.*
-

3 Which statement is a fact supported by this article?

- A Polar bears are cute, furry animals who like to swim.
- B Polar bears hate the cold weather.
- C Polar bears have learned to survive in a very cold place.
- D People should not hunt polar bears anymore.

4 Read this sentence from paragraph 2.

But polar bears don't seem to mind.

The reader knows this statement is an opinion because the author —

- A tells the reader it is an opinion
- B cannot know the thoughts of bears
- C seems to be an expert on polar bears
- D does not tell where the information was found

5 Read this sentence from paragraph 8.

Unlike most other kinds of bears, polar bears do not hibernate during the winter.

What is the best way for the reader to find out if this statement is a fact?

- A Read the rest of the article
- B Ask the author if it is a fact
- C Look for the information in another source
- D Compare it to the sentences before and after it

6 Which phrase in paragraph 9 helps the reader identify an opinion?

- A *live in peace*
- B *people who live*
- C *most common reason*
- D *I think they*



Section 16: READING



Review

Text Structure

A **text structure** is an organizational pattern that an author uses to present information. When you analyze text structure, you think about the way authors organize information in a text. Different kinds of text structure include *sequence*, *compare and contrast*, *problem and solution*, and *cause and effect*.

Authors often use a **cause and effect** text structure to present information. A cause is an event or action that causes, or makes, something happen. An effect is what happens as the result of an event or action. Words and phrases such as *because* and *as a result* signal cause-and-effect relationships.

Read the selection. Then answer the questions.

In London, England, during the 1600s, accidental fires were common. This was because open fires were everywhere. People used fire to cook, keep warm, and to make pottery.

Wood was the most common building material. Straw for horses was stored in stables. Many people also had straw on their floor. Both straw and wood burn very easily.

Early on Sunday, September 2, 1666, a fire started in the king's own bakery. Most of the buildings on the street were shops. Few people were around early in the morning. As a result, the fire spread quickly. By Sunday afternoon, because of the strong wind, 300 buildings had been destroyed.

On Wednesday the wind died down, and the fire was finally put out on Thursday night. About 200,000 people were left homeless. Now they faced the job of rebuilding London.

- 1** Why did the fire spread quickly?
- A** Many people had straw on their floor.
 - B** Accidental fires were common.
 - C** It started in the king’s own bakery.
 - D** Very few people were around early in the morning.
- 2** Because of the strong wind, by Sunday afternoon —
- A** 200,000 people were left homeless
 - B** 300 buildings had been destroyed
 - C** people had to rebuild the city of London
 - D** a fire had started in the king’s bakery
- 3** The fire was finally put out on Thursday because —
- A** the wind had died down
 - B** it had burned for three days
 - C** people had to rebuild the city of London
 - D** there was no fire department in London
- 4** What kind of text structure does the author use to present the information in this selection? How do you know?

Read the selection. Then choose the best answer to each question.

The Electric Typewriter

- 1 Computer keyboards are used to type information. Students use them to type letters to friends and reports for school. It's hard to imagine what life would be like without computer keyboards. But years ago, people typed their letters and papers on typewriters.
- 2 Typewriters are machines that have keys for each letter of the alphabet, for numbers, and for punctuation marks. When a key is pressed down, the letter is printed on a piece of paper. Years ago, typewriters did not use electricity. They were called manual typewriters. As a result, typing was hard work. Pressing down on one key at a time was slow and tiresome. That's why James Field Smathers invented the electric typewriter.
- 3 Born in Valley Spring, Texas, in 1888, James grew up on a farm and attended a one-room country school. When he graduated from high school, he continued his education at a university in Fort Worth. James studied business and when he graduated, began teaching classes in typing. Four years later, James stopped teaching and moved to Kansas City, Missouri, where he began working as a typist and accountant for a large company.
- 4 Day in and day out, James plunked out letters and reports on his typewriter. He knew there had to be a better way. He knew he could invent a machine that would make his job faster and easier. He also knew using electric power might help him build that machine. After three years of hard work, James had built a working model of the first electric typewriter.

- 5 The first thing inventors do after they complete an invention is apply for a patent. A patent is a piece of paper given to a person by the government. A patent gives the inventor the right to be the only one to make, use, or sell the new invention. This protects the inventor's idea from being taken and used by someone else.
- 6 James received a patent for his electric typewriter in 1912. He worked two more years on his invention, and then in 1914, he perfected an electric typewriter that was fast and easy to use.
- 7 In 1923, a company in New York called Northeast Electric Company bought James' invention. Soon his electric typewriters were available to typists everywhere. However, it wasn't until 1930 that the electric typewriter was accepted and used by companies and businesses.
- 8 With an electric-powered typewriter to make work faster and easier, more and more companies were interested in buying them. Then, in 1933, the company that manufactured James' electric typewriters was bought by the International Business Machines Corporation, or IBM. IBM is a large company that manufactures and sells computers.
- 9 James went to work for IBM in 1938. He worked there as a consultant, or expert, until he retired in 1953.
- 10 James Field Smathers died in 1967. Like many native Texas inventors, his ideas helped many people not only within the borders of Texas, but throughout the United States. James was given many awards for his hard work and accomplishments.
- 11 The electric typewriter was used until the 1980s, when it began being replaced by personal computers. Today, most students have no idea what it is like to use a typewriter.



Student Name _____

- 1 Because typewriters did not use electricity long ago, typing was —
- A fast and easy
 - B slow and tiresome
 - C not done in offices
 - D used only to write letters
-
- 2 James Field Smathers thought typing on a manual typewriter was hard work, so he —
- A quit his job and went back to school
 - B got a job working for IBM
 - C invented the electric typewriter
 - D taught typing and business at college
-
- 3 What do inventors do right after they complete an invention?
- A Try to think of another idea
 - B Ask a company to build it
 - C Try to find someone to buy it
 - D Apply for a patent

Student Name _____

4 This selection is mainly organized by —

- A compare and contrast
- B cause and effect
- C problem and solution
- D sequence

5 James Field Smathers won awards because —

- A he worked hard and his ideas helped many people
- B he worked as a consultant at IBM
- C his idea was bought by Northeast Electric Company
- D the electric typewriter was used until the 1980s

6 Which words in paragraph 2 help the reader understand the text structure?

- A *Typewriters are*
- B *Years ago*
- C *As a result*
- D *Pressing down*



Section 17: READING



Review

Text Features

Readers can use **text features** to help them better understand a text.

bold words—Dark type calls attention to a word. Bold type means that a word is important.

subheads—A text might be split into parts. When this happens, each part might have a subhead, or a name that describes it.

topic sentences—A topic sentence tells the main idea of a paragraph. It often appears near the beginning of a paragraph.

concluding sentences—A concluding sentence retells the main idea or draws a conclusion about the topic. It usually appears at the end of a paragraph.

Before reading, a reader can skim a text’s main features to get an idea of what the text is about. During reading, a reader can use text features to keep track of information. After reading, text features can help a reader quickly locate information in the text.

Read the selection. Then answer the questions.

Tree Basics

Parts of a Tree

A tree has four basic parts: roots, trunk, branches, and leaves or needles. The **roots** are underground to support and nourish the tree. The **trunk** is the stem of the tree. The **branches** come out from the stem. On the branches, trees usually have **leaves, needles, or cones**.

The Two Main Kinds of Trees

There are two main kinds of trees. One kind is called **deciduous**. A deciduous tree is one that loses its leaves at some point in the year, usually in the fall. The other type of tree is called **coniferous**. A coniferous tree does not lose its leaves, but that’s because it has

none! These trees have cones or needles instead of leaves. Coniferous trees are not bare during any season.

Examples of Deciduous and Coniferous Trees

Maple, elk, and birch trees are a few examples of deciduous trees. Examples of coniferous trees include pines, cedars, and spruces.

How to Tell Trees Apart

It's easy to tell a deciduous tree from a coniferous one. Just look for leaves or needles. If the tree has leaves, it is probably deciduous. If it has needles or cones, it is probably coniferous.

- 1 What is the heading for the first section of text?
 - A Tree Basics
 - B Parts of a Tree
 - C The Two Main Kinds of Trees
 - D Examples of Deciduous and Coniferous Trees

- 2 The word *branches* is most likely in bold type because it —
 - A is a word that the author likes to use
 - B is a word that the author wants readers to remember
 - C shows which word is the topic of the sentence
 - D shows which word is the topic of the paragraph

- 3 What is the topic sentence of the last paragraph?
 - A *It's easy to tell a deciduous tree from a coniferous one.*
 - B *Just look for leaves or needles.*
 - C *If the tree has leaves, it is probably deciduous.*
 - D *If it has needles or cones, it is probably coniferous.*



Practice

Read the selection. Then choose the best answer to each question.

The Blackfeet Indians

Home: Past and Present

- 1 The Blackfeet people have lived throughout the United States and Canada for centuries. This Native American group was found in an area called the northern Great Plains.
- 2 The Great Plains area is right in the center of the United States. The northern part of the Great Plains goes into Canada. That's why there are Canadian Blackfeet and American Blackfeet. In America, a group of Blackfeet is called a tribe. In Canada, these groups are called **First Nations**.
- 3 Today many American Blackfeet people live on the Blackfeet Reservation. A reservation is a large area set aside only for members of the tribe. The Blackfeet reservation is in Montana. The main city on the reservation is called Browning.
- 4 It is difficult to know how many Blackfeet there are today. Some people think there might be more than 50,000 Blackfeet. But most people think there is probably somewhere between 10,000 and 25,000 Blackfeet today.

Daily Life in the Past

- 5 The Blackfeet were a powerful and successful group. They hunted animals, especially **buffalo**, for food. The Blackfeet also hunted elk. Later, they learned to raise **cattle**. The men did most of the hunting. There were rivers and streams on Blackfeet lands, but fish was never a favorite food. Although, in tough times most native groups ate whatever food they could find.

GO ON 

- 6 The Blackfeet women had many important jobs. They created shelters made from buffalo skins tied to long poles. These shelters were called **tipis**. Women not only built the family’s tipi, but they also carried it whenever they moved. Then, the women rebuilt the shelter in each new place! Women sometimes did men’s jobs, too, such as hunting or fighting.
- 7 War was not a steady activity for the Blackfeet. But when needed, Blackfeet men would fight to defend their land or their belongings. They used **bows and arrows** to both hunt and fight. Men also used **clubs** and **shields** in battle.

Social Life in the Past

- 8 The Blackfeet enjoyed music, singing, and dancing. They made different musical instruments from tree wood and animal skins. Storytelling was another fun way to pass the time. Both men and women told stories. Many of these stories were about Blackfeet history or beliefs.
- 9 The **Sun Dance** was an important event for the Blackfeet. Each summer, groups of Blackfeet would gather together to celebrate the sun. This event was planned for a long time. There was eating, singing, dancing, and storytelling. It was quite a celebration!
- 10 People planned to dress their best for the Sun Dance. Women made dresses from animal skins. They decorated their clothes with **beads** and other items. In fact, Blackfeet artists are still famous for their beadwork. Jewelry was also a popular way to decorate oneself. Women made necklaces from strong grasses. They also made bracelets from animal teeth.

Beliefs

- 11 The Blackfeet had, and still have, a strong belief in a world of spirits. They believe that animals and objects have power that can be captured. This power, or **spirit**, can be either good or evil.
- 12 To capture a spirit, a person dreams about an animal. The animal gives the person information in the dream. The person uses these hints and clues to try to capture the animal's spirit.

Language

- 13 The Blackfeet struggled when new people came to North America. The number of Native Americans living here fell after America was discovered. There were fewer Blackfeet alive. So, there were fewer people to speak the language. For a while, there were not many people who knew how to speak the Blackfeet language.
- 14 Today, the group knows that its language is important. The Blackfeet are trying to save it. This helps the Blackfeet hold on to something that helps to make them who they are.

Student Name _____

1 Why does the author include subheads in bold print?

- A To explain why the selection was written
- B To show what information is in each section
- C To show which words are vocabulary words
- D To explain the correct order of the sections

2 In which section would a reader be likely to find information about Blackfeet celebrations?

- A Home: Past and Present
- B Daily Life in the Past
- C Social Life in the Past
- D Language

3 The words *tribe*, *reservation*, and *elk* are in bold type because —

- A they are important for the reader to remember
- B they will be on the reader's test later
- C the reader will not have heard these words before
- D the reader will think these words are the most interesting



Student Name _____

- 4 What is the fastest way to locate information about tipis in the selection?
- A Reread the whole selection
 - B Reread the sections out of order
 - C Skim the text for the word in bold type
 - D Skim the topic sentence of each paragraph
-

- 5 What is the topic sentence of paragraph 6?
- A *The Blackfeet women had many important jobs.*
 - B *They created shelters made from buffalo skins tied to long poles.*
 - C *Then, the women rebuilt the shelter in each new place!*
 - D *Women sometimes did men's jobs, too, such as hunting or fighting.*
-

- 6 What is the concluding sentence of paragraph 9?
- A *The Sun Dance was an important event for the Blackfeet.*
 - B *Each summer, groups of Blackfeet would gather together to celebrate the sun.*
 - C *There was eating, singing, dancing, and storytelling.*
 - D *It was quite a celebration!*



Section 18: READING



Review

Sequence

When you follow directions to go somewhere or to make or do something, each step in the process has to be done in a certain order, or **sequence**. Sometimes the steps are numbered. Signal words and phrases such as *before*, *after*, *next*, *during*, and *at the same time* are another way to figure out the sequence of steps.

Read the recipe. Then answer the question that follows.

Yummy Oatmeal

Ingredients:

1 cup water

1 1/2 cup rolled oats

Dash of salt

1/4 cup applesauce

Pinch of cinnamon

2 tsp of brown sugar

Directions:

1. With an adult, pour the water, oats, and salt into a medium-size pot on the stovetop.
2. Heat until mixture boils, then turn the heat to low.
3. Stir in applesauce and cinnamon.
4. While cooking on low heat, stir for 5 minutes.
5. Pour oatmeal into a bowl and sprinkle with brown sugar.

- 1 When do you add the cinnamon to the mixture?
- A After turning the heat to low
 - B After stirring for 5 minutes
 - C After pouring oatmeal into a bowl
 - D Before the mixture boils



Practice

Read the selection. Then choose the best answer to each question.

A Fourth Grader's Guide to Healthy Eating

- 1 It is important to be as healthy as you can. One way to do that is by choosing to eat more healthful foods and snacks. Eating healthfully doesn't mean you have to give up your favorite foods. You can make foods more healthful by using one or more of these simple tricks.
- 2 Cake recipes often tell you to add oil. When baking a cake, you can make the recipe more healthy if you use applesauce instead of oil. If the recipe tells you to add $\frac{1}{2}$ cup of oil, just ask your mom or dad to add $\frac{1}{2}$ cup of applesauce instead.
- 3 Chips and dips are popular after school snacks. But most of those creamy dips are made with mayonnaise. Mayonnaise is made with eggs and oil and is loaded with fat and calories. Make those dips better for you by using low-fat yogurt instead of mayonnaise. Another wholesome, or nourishing and healthful, trick is to substitute or use carrot sticks, celery sticks, and apple slices instead of chips. Just remember to wash the fruit or vegetables. Then have an adult help you cut them into sticks and slices. Peanut butter is also another good choice. You can dip fruit and vegetable sticks into a small bowl filled with peanut butter.
- 4 Fruit is always a smart choice. Here's a recipe using fruit you can try.

Steps for Making a Perfect Parfait

Ingredients:

- 1 cup fresh fruit chunks or berries
(Choose strawberries, raspberries, blueberries, peaches, pears, apples, bananas, kiwi, or pineapple.)
- 1/2 cup vanilla yogurt
(Try to use lowfat or fat free yogurt)
- 1/2 cup granola
- 1 tbsp honey or your favorite fruit jam

Directions:

1. Spoon half of the fruit into the bottom of a parfait glass.
2. Then top with half of the yogurt.
3. Sprinkle 1/4 cup of granola on top of the yogurt.
4. Next, add the rest of the fruit.
5. Then add a layer using the rest of the yogurt.
6. Next, add a drizzle of honey or a dab of jam and sprinkle the top with granola.
7. For a fun way to top it all off, add a perfect berry or chunk of fruit.

- 5 One more way to make food better for you is to try new things. Push aside soda and sugary drinks and choose beverages made from fresh fruits, juice, and yogurt. Here is a recipe for a drink that is both tasty and good for you.

Steps for Making a Delicious Blueberry Smoothie

Ingredients:

- 1/4 cup blueberries, frozen
- 1 banana
- 8 oz vanilla yogurt, fat free
- 2 tbsp pineapple orange juice
- 6 to 10 ice cubes

Directions:

1. With an adult's help, cut the banana into one-inch slices.
2. Then rinse the blueberries in cool water.
3. Place the banana slices, blueberries, yogurt, and ice cubes in blender.
4. Next, measure 2 tablespoons of pineapple orange juice and add to blender.
5. Blend for one minute.
6. Carefully pour into two glasses.

- 6 It is easy to make small changes such as choosing carrot sticks instead of chips. Eating more healthy foods will give you more energy and help to make you feel stronger. Learning these few healthy tips can go a long way. Your body will thank you!

GO ON 

Student Name _____

1 Read the parfait recipe. What is the first ingredient to go into the parfait glass?

- A Vanilla yogurt
 - B Fresh fruit
 - C Honey
 - D Granola
-

2 What signal word is used in step 5 of the parfait recipe?

- A *layer*
 - B *add*
 - C *using*
 - D *Then*
-

3 The honey or jam is added to the parfait during —

- A step 3
- B step 4
- C step 5
- D step 6



Student Name _____

- 4 Read the directions for making a smoothie. When should the reader blend the ingredients in the blender?
- A Before slicing the banana
 - B Before adding the pineapple orange juice
 - C After adding the pineapple orange juice
 - D After pouring the smoothie into two glasses
-

- 5 The ingredients in the blender should be blended for —
- A one minute
 - B about half an hour
 - C less than five seconds
 - D three minutes
-

- 6 What signal word is used in step 4 of the smoothie recipe?
- A *Next*
 - B *measure*
 - C *tablespoons*
 - D *add*



Section 19: READING



Review

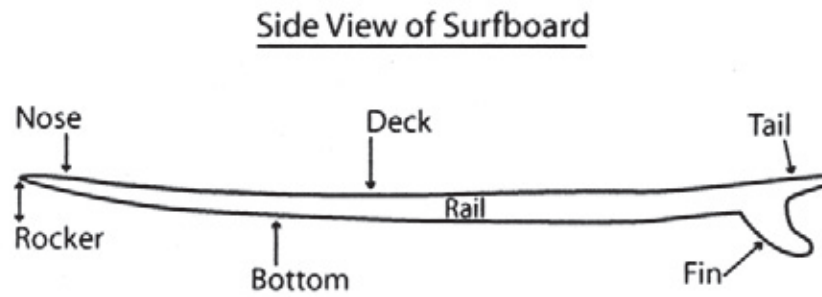
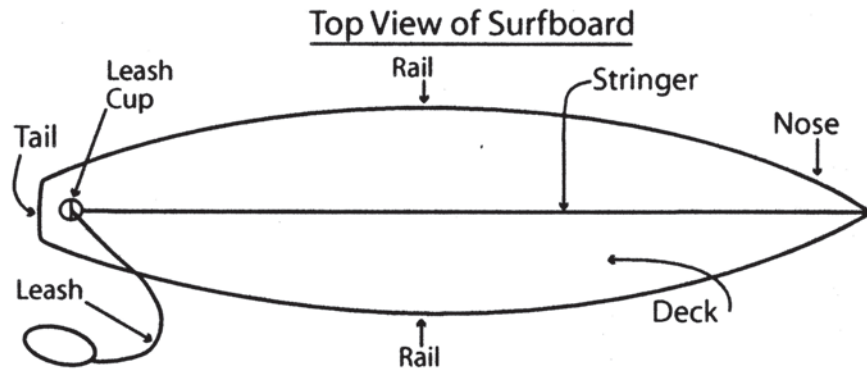
Graphic Features

Authors often present factual information graphically. A **graphic feature**, such as a graph, organizes information into topics and details. A **diagram** is a drawing designed to demonstrate or explain how something works, or to explain the relationship between the parts of a whole. Labels explain what the pictures in the diagram are showing. A **time line** is a diagram that shows events in the order in which they took place. It also shows how much time has passed between events. A **chart** presents information in the form of a graph or a table.

Use the graphic features to answer the questions.

The Top Three Pitchers in Baseball History			
Name	Career Length	Games Won	Games Lost
Walter Johnson	21 years	417	279
Christy Matthewson	17 years	373	188
Sandy Koufax	12 years	165	87

1 What information does the chart give you about these three pitchers?



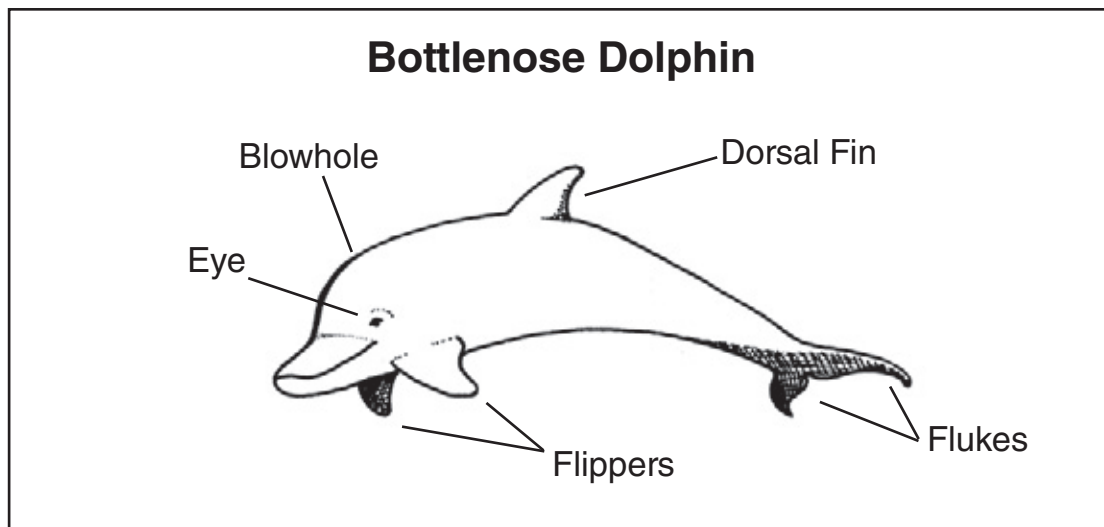
2 What do these diagrams show?

3 How is the nose of the surfboard different from the tail?

Read the selection. Then choose the best answer to each question.

The Bottlenose Dolphin

- 1 The bottlenose dolphin is the most common marine mammal living in the gulf off the coast of Texas. They prefer warm, tropical water but also live in bays, harbors, and oceans all over the world. Many bottlenose dolphins live in marine parks and aquariums, too.
- 2 Bottlenose dolphins are usually gray with a white area on their bellies. Their bodies are sleek and smooth with a strong tail that propels, or pushes, them through the water. A bottlenose dolphin's tail has two flat parts called flukes. The dolphin's tail muscles move the flukes up and down and help them swim at speeds between three and seven miles per hour. They are powerful swimmers and sometimes can swim as fast as 20 miles per hour.
- 3 Dolphins also use their flippers and dorsal fin to help them swim. The flippers help dolphins steer and stop. The dorsal fin is located on the center of the dolphin's back and also helps the mammal swim in a steady way.



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GO ON 

- 4 Bottlenose dolphins can dive deep into the water for many minutes at a time. When they need to breathe, they come up to the surface of the water and open their blowhole. Then when they go back under the water, a flap of muscle closes the hole tightly.
- 5 Bottlenose dolphins live in groups called pods. They hunt and play together. They even talk to each other. Dolphins use noises to communicate with other dolphins. They have air sacs near their blow holes that enable them to make 30 different sounds. These noises sound like clicks, grunts, and squeaks. Each bottlenose dolphin makes one sound that is different from all other dolphins.

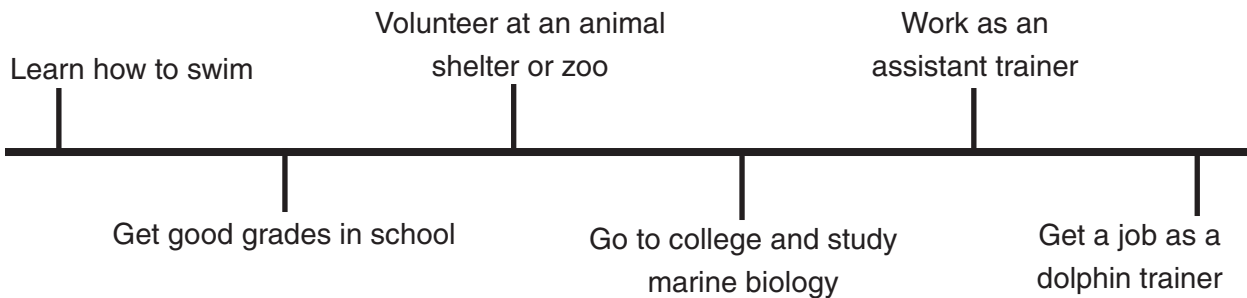


People who train dolphins make sure the dolphins are healthy and fit.

GO ON 

- 6 Bottlenose dolphins are very smart and have been called the most intelligent marine animals alive. Dolphins are fast learners and can learn to solve simple problems. Experts, or people who spend a lot of time studying, have noticed that bottlenose dolphins can leap and slap their tails on the water. Trainers at aquariums teach them to do these tricks and follow easy commands.
- 7 Bottlenose dolphins can also be trained to do work. Some learn how to perform important tasks for the Navy or Coast Guard. Special trainers teach them how to quickly swim across large areas of water to find the safest paths for ships to travel. Some dolphins learn how to let their trainers know if a ship gets too close to a marine base. After doing their jobs, dolphins always get a reward.
- 8 Dolphins are easy to train. They pay close attention to their trainers because they enjoy games, rewards, and contact with people. The most common reward is fish, but trainers offer other rewards. Dolphins like head rubs, tongue tickles, and squirts of fresh water in their mouths.

How to Become a Dolphin Trainer



Student Name _____

1 What does the diagram of the dolphin show?

- A** How a dolphin swims
 - B** What the parts of a dolphin are called
 - C** How the dolphin got its name
 - D** Where to find dolphins
-

2 What helps a dolphin swim?

- A** The eye and blowhole
 - B** The dorsal fin and eye
 - C** The tail flukes and flippers
 - D** The tail flukes and blowhole
-

3 The caption under the photograph gives the reader information about —

- A** how dolphins eat
- B** what dolphins look like
- C** where dolphins go when they are sick
- D** how trainers care for their dolphins

Student Name _____

4 Which topic in the selection best connects to the photograph?

- A** Dolphin swimming
 - B** Dolphin communication
 - C** Dolphin body parts
 - D** Dolphin training
-

5 What is the fourth step in learning to become a dolphin trainer?

- A** Go to college and study marine biology
 - B** Get good grades in school
 - C** Get a job as a dolphin trainer
 - D** Learn how to swim
-

6 Which graphic feature is included at the end of the selection?

- A** Caption
- B** Chart
- C** Time line
- D** Diagram





Reading

Reporting Categories

2 and 3

Cross-Category Skills

Section 20: READING



Review

Media Literacy

When you have **media literacy**, you know how to “read” and understand media messages. These are messages you see on TV, in the movies, in magazines and advertisements, and even on the Internet.

One of the most important elements of media literacy is questioning. Some media will use unfair methods, such as tricks and hidden messages, to accomplish their goal. When you look at media, ask:

- Who made this media message?
- What was the purpose in making it?
- How does the author want me to feel about the topic?
- How does the author present the information in the message?

To build strong media literacy, do not take for granted that what you see, read, and hear in media is true. Think carefully about the information in the message.

Read the advertisement. Then answer the questions.

Swim with the DOLPHINS!

Sure, you have seen them in books and in movies...

Maybe you have even seen one in real life...

BUT

Have you ever touched a dolphin? Swam with a dolphin? *Talked to a dolphin?* Come visit us at **Dolphin Farms!** We can introduce you to your new dolphin friend!

Dolphin Farms — 423 Bayside Street — Near downtown

1 Who most likely made this advertisement? How do you know?

2 What is the purpose of this advertisement?

3 What is one trick that this advertisement uses?

4 What is the most likely reason your new dolphin friend is underlined?

Read the selection. Then choose the best answer to each question.

A Sailor's Life Is Not for Me

- 7 I've lived on a ship for years now. My shipmates and I sail the seas carrying exotic goods from all over the world. I've brought cargo from Africa, the Canary Islands, China, and many interesting places in between. The same day I saw this advertisement, I became a sailor.

Travel! Visit a beautiful beach all over the world!
Adventure! Experience life in faraway places!
Money! Get paid to live a life of excitement!

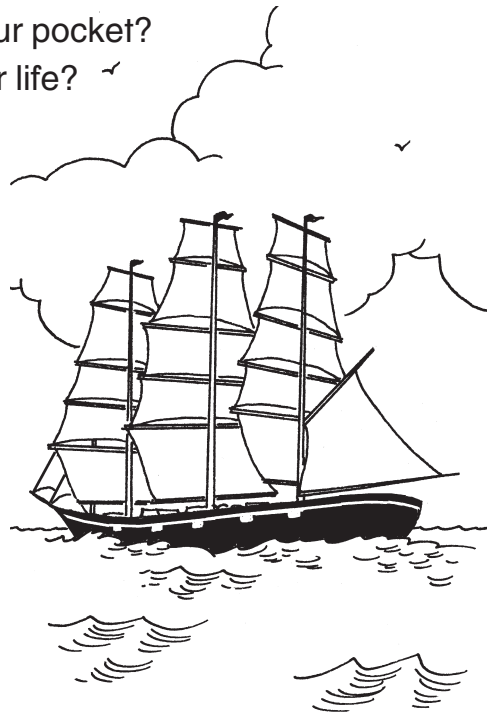
Don't *you* want some extra change in your pocket?
Couldn't *you* use some adventure in your life? ~

Have ALL of this and MUCH more
when you work at

Seven Seas Shipping!

Become a member of THE best
team in town!

Visit our office today at
32 Windy Wharf Way!



- 2 I thought being a sailor would bring thrilling adventures every day. The first time we loaded our ship with oils and spices, I could barely hold in my excitement. When the captain asked me to drop the anchor, I couldn't wait. Even cleaning the ship then was an adventure. Now, I've done all these things a million times. They are not as exciting anymore. Being a sailor is dangerous in ways you might not even realize. I've seen my shipmates get some nasty injuries from working on board. Sometimes they'll get rope burns from pulling the ropes on the sails. Or the ship will hit a big wave and throw everyone to one side. Some people even get thrown overboard and we have to fish them out of the water.
- 3 I'd be lying if I said that a sailor's life was all bad. I like the jingle of coins in my pockets after we get paid at the end of a voyage. Though, I would gladly give up all my riches for a better life. I want to lie next to a roaring fire. On this ship, it's always so cold and gloomy.
- 4 Reading is one of the only things that makes me happy here. If a book is good enough, I can forget how cold I am. A good book can also take my mind off of how bored I am. However, it does take a *very* good book to make me forget about bean stew. My fellow sailors always make fun of me. None of them care about reading. In fact, most of them can't read at all. I'm lucky I was able to learn.
- 5 A few years ago, one of the passengers onboard was a writer, and he taught me how to read and write. Right now, I'm trying to write a book. I have plenty of good ideas for my story. Even though the ideas are coming fast, I haven't written much down. Paper and ink are expensive and not very easy to come by. The rocking of the ship doesn't help my writing, either. Sometimes I might get too seasick to write, or my writing is so messy that even I can't read it.
- 6 I've decided to quit being a sailor. Next time we see land and pull into port, I'll grab my things and then head to the nearest city. Perhaps I can find work selling books. Really, all I want is a book in one hand, an apple in the other, and a fire to keep my toes from turning blue. I wish I had known this before. A sailor's life is certainly not for me.

GO ON 

Student Name _____

1 Who most likely made the advertisement in the selection?

- A The narrator
 - B The shipping company
 - C The shipmates
 - D The passenger who was a writer
-

2 What is the purpose of the advertisement?

- A To talk people into working for the shipping company
 - B To explain to people what sailors do
 - C To make people jealous of sailors
 - D To entertain people with stories from a shipping company
-

3 What is one trick that this advertisement uses?

- A Words in capital letters
- B Untrue information
- C Bold words
- D Underlined words



Student Name _____

4 What is the most likely reason *you* is in italics in the advertisement?

- A To ask the reader to remember the meaning of the word
- B To show that the writer is talking about the word “you”
- C To make readers think about the word more carefully
- D To tell who the advertisement is made for

5 Which words from the advertisement best help it achieve its goal?

- A *work, team, today*
- B *Don't, Couldn't, Have*
- C *pocket, member, office*
- D *Travel, Adventure, Money*

6 The advertisement does not mention getting seasick or being cold because those details —

- A are not important
- B are not true
- C do not make the job sound fun
- D do not tell enough about the job



Section 21: READING



Review

Make Inferences

Authors do not always tell readers directly everything that takes place in a story. They provide details that allow them to figure things out for themselves. When you **make inferences**, you use text evidence and your own knowledge to understand ideas that are not stated.

Read the selection. Then answer the questions.

In the early 1900s, some children held jobs to help their families. “Newsies” were young children who worked selling newspapers on the streets of big cities. Some people think newsies lived a really fun life on the streets. They were free to do anything, after all. But the truth is, there is a good reason that child labor is now against the law. Most newsies did not even have time to go to school.

- 1 What is the author’s main purpose for writing this selection?
 - A To tell a funny story about a newsie
 - B To explain the meaning of the term “newsie”
 - C To give information about newsies
 - D To share many different opinions about newsies

- 2 What does the author probably think about newsies?
 - A Newsies were kids working too hard for their age.
 - B Newsies lived a life of fun and adventure on the streets.
 - C Newsies should have been ashamed to be working so young.
 - D Newsies would still be around if laws did not make child labor illegal.

Read the selection. Then choose the best answer to each question.

Are We Having Fun Yet?

- 1 Shelley was spending summer vacation in Houston, Texas with her best friend, Naveem Shenoy. She had no idea where they were going. All Shelley knew was that a surprise was in store. Naveem’s parents seemed very quiet. Mrs. Shenoy sat in the front seat of the car with her hands folded in her lap. All Shelley could think was, “Why is it so quiet?” The silence gave Shelley doubts about what lay ahead.
- 2 The car pulled to a stop. “We’re here,” said Mr. Shenoy with a smile. Shelley looked up and was amazed by what she saw. An enormous space museum stood in front of her. Shelley and Naveem looked at each other, excited.
- 3 By lunchtime, Shelley and Naveem had taken part in all sorts of amazing activities. They used real joystick controls to land a space shuttle in a video game. They even got to experience a ride in a flight simulator.



- 4 After lunch, they watched a great movie about space flight. Then a man came to give a lecture about going into space on a mission. He talked about doing simple tasks in space, like eating, sitting, and working. He explained how he would be unaware that his body had moved without him knowing it. He would suddenly look up from what he was doing and see that the floor had become the ceiling.
- 5 When the man finished talking, Naveem peppered him with questions. Shelley smiled. She knew that Naveem dreamed of going to space when he grew up.
- 6 The Shenoy's and Shelley left the space center in the afternoon. Naveem's parents told them that something very exciting was taking place that day. At the scheduled time, everyone looked high into the air. Shelley heard a loud boom followed by a low rumbling as a streak of light zoomed high above. Bright colors lit up the sky until the white streak got smaller and then disappeared. Shelley could barely contain her excitement.
- 7 There was another surprise in store. "We know you had fun today, kids," said Mrs. Shenoy. "So we decided we're going to stay for another day or two. There's a campsite nearby, and we're going to stay there."
- 8 Shelley and Naveem laughed and gave each other high fives. Shelley had never been camping before, but if the Shenoy's liked camping, then it must be fun.
- 9 Sure enough, Shelley had a great time. Everyone collected wood for a fire. While Mr. and Mrs. Shenoy cooked a tasty dinner of fish and potatoes, Shelley and Naveem made a sand castle by the lake. Naveem taught her how to keep mosquitoes away. Shelley taught him how to make sturdy sand castle walls.

- 10 When night fell, everyone stretched out on blankets and looked at the stars. Mr. Shenoy tried to get everyone to choose a patch of sky and start counting. Mrs. Shenoy pointed out that there were stars that people’s eyes could not see. Shelley and Naveem tried to find some of the planets and stars they had learned about at the museum. They looked for the North Star and constellations, or groups of stars that form patterns or pictures, such as the Big Dipper.
- 11 Then Mr. and Mrs. Shenoy told scary stories by the campfire. They weren’t that scary, but it was fun to watch them try to use spooky voices. They would hold their flashlights under their chins and make strange shadows on their faces. Mrs. Shenoy would start giggling as she told her stories, and everyone would laugh.
- 12 After a lovely evening of stargazing and storytelling, everyone sat quietly by the campfire. It was just like that morning in the car, only Shelley didn’t feel odd or think that people should be talking. She enjoyed the silence and used the time to think about what she had learned that day. She also realized something. She gave Naveem’s family a chance and found she was having a great vacation. She was excited about any other surprises the Shenoy’s might have up their sleeves.

Student Name _____

1 Read this sentence from paragraph 2.

Shelley and Naveem looked at each other, excited.

Based on this sentence, the reader can infer that —

- A Shelley and Naveem were hoping to go to a space museum
- B Shelley and Naveem are interested in outer space
- C Shelley is pretending to be excited so she does not hurt the Shenoy's feelings
- D Shelley is planning to become an astronaut when she is an adult

2 In paragraph 5, the man talking about space is —

- A the museum director
- B an engineer
- C an astronaut
- D the tour director

3 Which words from paragraph 4 help the reader know who is speaking?

- A *a great movie about space flight*
- B *the floor had become the ceiling*
- C *eating, sitting, and working*
- D *a lecture about going into space on a mission*

GO ON 

Student Name _____

- 4 What was the surprise in paragraph 6?
- A A space shuttle was launched.
 - B The space museum hosted a picnic.
 - C There was a thunderstorm.
 - D Shelley and Naveem went on another tour.
-
- 5 What clues in paragraph 6 help the reader know what the surprise is?
- A *left the space center in the afternoon*
 - B *streak of light zoomed high above*
 - C *was taking place that day*
 - D *barely contain her excitement*
-
- 6 Which sentence best supports the inference that Naveem’s parents planned the trip carefully?
- A *Naveem’s parents seemed very quiet.*
 - B *An enormous space museum stood in front of her.*
 - C *The Shenoy’s and Shelley left the space center in the afternoon.*
 - D *At the scheduled time, everyone looked high into the air.*



Section 22: READING



Review

Summarize

A **summary** is a short statement, in your own words, of the most important events or ideas in a story or text. Sequence is the order of events in a story or steps in a process. Signal words such as *then*, *next*, and *after that* often give clues to the sequence of events.

When you read a story, you can put events in order, figure out the plot, and then summarize the main events. When you read informational text, you can identify the main ideas and then summarize those ideas in the order in which they are presented.

Read the selection. Then answer the questions.

There are many charities in the world that focus on helping others. Some charity organizations might collect money to pay for research for curing a disease. Other groups might provide food to the hungry. Each group tries to help those in need, but Heifer International does things a little differently.

In the 1930s, a man named Dan West was doing charity work in Spain. He was passing out milk to hungry children. But there was not enough milk. Dan had to turn some children down. He never wanted to see this happen again. That’s when he came up with the idea for Heifer International.

Dan West said, “These children don’t need a cup, they need a cow.” He knew that starving people everywhere needed help that lasted longer than one drink. He thought about how some animals—like cows and chickens—provide milk and eggs again and again. Now almost one hundred years later, Heifer International continues to provide animals and other items to those in need.

1 What is the main idea of paragraph 1?

2 What is the main idea of paragraph 2?

3 What is the main idea of paragraph 3?

4 Use these main ideas to write a summary of the selection.

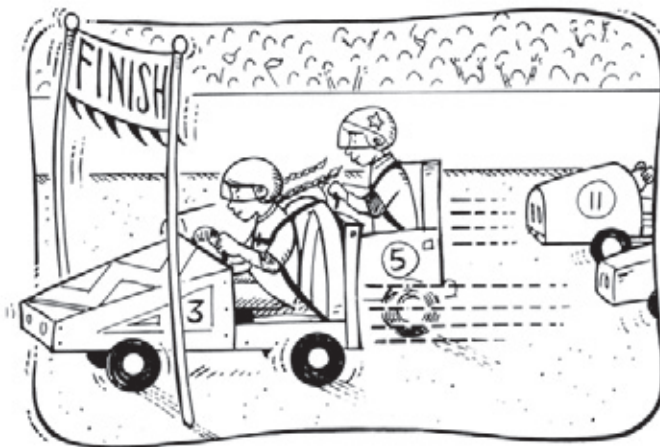
Read the selection. Then choose the best answer to each question.

Go-Cart Fever

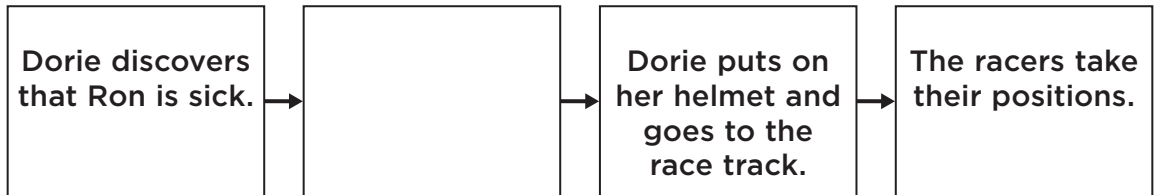
- 1 Dorie couldn't believe that the day of the Cedar Hill, Texas Go-Cart Race had finally arrived. Her brother, Ron, had worked for months on their car. They even spent all the money they earned doing chores on the best tires. Dorie was sure it would be the fastest car on the track. Their go-cart was in tip top shape.
- 2 Ron had talked about nothing for the past week except winning this race. It would be a hard competition. Jerry Stipe had won the race three years in a row. He was going to be tough to beat.
- 3 Where was Ron, anyway? Dorie knocked on his door. "Are you awake, Ron? It's race day!"
- 4 Ron groaned from behind the door. "I feel awful. My head feels like it's full of wet blankets, I ache all over, and my throat is sore. You'll have to race without me, Dorie."
- 5 Dorie felt uncertain about being in the race. She had practiced driving the car a few times, but she had never been in a real race before! She suddenly felt very afraid. How could she ever be as fast as Ron?
- 6 Ron gave Dorie some last-minute advice and wished her good luck. Then Dorie put on her helmet and took the go-cart to the racetrack. She could hear her heart beating with every step. Soon, it was time for the racers to take their starting positions at the top of the hill. Dorie was apprehensive as she stepped inside the cart and fastened her seatbelt. Rather than being anxious and fearful, she decided to take a deep breath and try to calm down.

- 7 Jerry Stipe was already at the starting line. As usual, he bragged loudly so everyone could hear. He boasted about how he would win again this year. Dorie knew it was best to ignore him. Besides, she had enough to worry about.
- 8 The moments leading up to the race seemed to last for years. Soon, it was time for the racers to take their positions. Was Dorie ready, or would she let Ron down? At long last, the red flag went down and the race started!
- 9 The go-carts rolled down the hill and along the track. Each driver steered carefully, trying to take the lead. Dorie stayed focused, remembering everything she had talked about with Ron. By the end of the first straightaway, Dorie hit top speed. She drove carefully around the curves. She tried to keep her quick pace. Surprisingly, it wasn't as hard as she'd expected.
- 10 The race seemed to pass by in the blink of an eye and before she knew it, Dorie saw the finish line up ahead. There was only one car next to her. When Dorie glanced over, it was Jerry Stipe, looking smug. "He's so sure of himself," Dorie thought.
- 11 Dorie wasn't about to back down now. "All right, Dorie. You can do this!" she said to herself.
- 12 She pushed forward and zoomed across the finish line. When she stopped, she saw that she had won first place! She was greeted by a crowd of people. It was time to celebrate! All around her, people cheered.

- 13 The biggest surprise came from Jerry Stipe. “Wow,” he said in an astounded tone. “I didn’t know you could drive like that. I’m really impressed.”
- 14 “You did a great job, too,” Dorie said sincerely.
- 15 There was still someone she had to see. Dorie rushed home to tell Ron about everything that happened.
- 16 “I knew you could do it!” he said as he let out a loud cough. Dorie smiled and gave him a cup of juice. Ron gave her a big hug and tried not to sneeze on his sister. Dorie couldn’t wait for next year’s race. She was sure her brother would be healthy for that one!



1 Look at the chart of events from the story.



Which of these belongs in the empty box?

- A Ron gives Dorie some last-minute advice.
- B Jerry Stipe brags loudly so everyone can hear.
- C Dorie hits top speed.
- D The race seems to pass in the blink of an eye.

2 What problem do Dorie and Ron have in the story?

- A Ron is sick and cannot drive in the race.
- B The go-cart is not ready for the race.
- C Jerry asks Ron not to race.
- D Dorie gets sick and can not go to the race.

Student Name _____

3 After seeing Jerry's smug face in the go-cart next to her, Dorie —

- A** tells Jerry he is doing a great job
 - B** smiles and gives Jerry a cup of juice
 - C** pushes forward with one last burst of speed
 - D** brags loudly that she will win the race
-

4 What does Jerry do after the go-carts cross the finish line?

- A** Brags about winning last year's race
 - B** Asks Dorie where Ron is
 - C** Tells Dorie he is impressed by her driving
 - D** Runs to tell Ron that Dorie won
-

5 Which of the following is the best summary of the story?

- A** Dorie and Ron work together to make their go-cart fast for a race. Ron does most of the work, but when the go-cart needs new tires, Dorie gives some of her money to help buy them. They win the big race.
- B** Dorie and her brother Ron work hard to make their go-cart the best. On the day of the race, Ron is sick, so Dorie drives the go-cart. She is very nervous, but she does so well that she comes in first place.
- C** Dorie and her brother Ron want to win the go-cart race. Ron asks Dorie to drive the go-cart for him. At first she is nervous, but another racer helps her win the race.
- D** Dorie and Ron want their go-cart to win this year's race. Unfortunately, Ron wakes up sick on the day of the race. But the good news is that Dorie is not sick.





Writing: Revising and Editing

Reporting Category 2 Revision

Section 23: REVISING AND EDITING



Review

Revise for Organization

When you **revise** a piece of writing, make sure that the ideas and the details it includes are connected. Delete sentences that are not related to the topic. Combine and rearrange sentences to develop the ideas more fully and create an organized piece of writing.

Read the selection. Then answer the questions that follow.

Autumn

Autumn is my favorite season. In my opinion, it is the nicest time of the year. It is not too hot. It is not too cold. The leaves are dressed in their most beautiful colors. Some are red while others are bright gold or a beautiful pale shade of yellow. In the spring, the leaves on the trees are green. Everyone I know enjoys being outdoors in the brisk air of autumn.

- 1 Combine the following ideas into a single sentence.

It is not too hot. It is not too cold.

- 2 Write the sentence that is NOT connected to the topic of the selection.

Practice

Read the selection and choose the best answer to each question.

Lily wrote this report for school. She would like you to read her report and look for any edits she needs to make. When you finish reading, answer the questions that follow.



An Unusual Animal

(1) Madagascar is an island off the east coast of Africa. (2) It is home to many strange and beautiful creatures. (3) Lemurs are among the most unusual animals found on Madagascar. (4) Lots of different animals live there. (5) This island is the only place on Earth where lemurs live in the wild. (6) Around 30 different species of lemurs live on Madagascar. (7) Some lemurs are the size of house cats. (8) Others, like the sifaka lemur, are even bigger. (9) So all lemurs have the same striking feature.

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GO ON 

(10) Lemurs have large eyes that allow them to see in the dark.

(11) This feature can be good for the lemur species that are active at night. (12) Many lemurs eat coconuts, too.

(13) Lemurs are great tree climbers. (14) Lemurs are great jumpers.

(15) The sifaka lemur can jump as far as 20 feet. (16) The lemur leaps from tree to tree looking for food. (17) Sifaka lemurs have a different jumping technique than most other lemurs. (18) After they jump, they land feet first. (19) Most lemurs land hands first, like monkeys.

(20) The trees of Madagascar provide a variety of food for lemurs.

(21) Some lemurs, like the sifaka, prefer fruit and leaves. (22) Aye-aye lemurs hunt for bugs and grubs. (23) It is their idea of a tasty meal!



Student Name _____

1 Lily wants to make sure she does not repeat information in her report. Which sentence does **NOT** belong in the introduction?

- A Sentence 1
- B Sentence 2
- C Sentence 4
- D Sentence 5

2 Lily needs to add a sentence to help her readers move from sentence 6 to sentence 7. Which sentence could **BEST** be added before sentence 7?

- A Lemurs come in all different sizes.
- B Lemurs are more intelligent than dogs.
- C Like people, lemurs live in families.
- D A new lemur species was discovered recently.

3 Look at sentence 9. The word **So** is not the best word to connect Lily's ideas. Which word could **BEST** replace **So** and help Lily improve the meaning of this sentence?

- A Therefore
- B If
- C But
- D Because

Student Name _____

4 Lily wants to stay on topic about lemurs. Which sentence does **NOT** belong in this report?

- A Sentence 6
- B Sentence 8
- C Sentence 10
- D Sentence 12

5 Look at sentence 11. The phrase ***can be good for*** does not express what Lily was trying to say. Which word could **BEST** replace ***can be good for*** to improve the meaning of this sentence?

- A allows
- B helps
- C develops
- D shows

6 What is the **BEST** way to combine sentences 13 and 14?

- A Lemurs are great tree climbers, jumpers, too.
- B Lemurs are great tree climbers and are great jumpers.
- C Lemurs are great tree climbers and jumpers.
- D Lemurs are great climbers and tree jumpers.





Writing: Revising and Editing

Reporting Category 3 Editing

Section 24: REVISING AND EDITING



Review

Nouns and Verbs

A **noun** is a word that names a person, place, thing, or idea. A **common noun** tells the name of a general person, place, thing, or idea, such as *man*, *city*, and *statue*. A **proper noun** tells the name of a particular person, place, thing, or idea, such as *Joe Smith*, *Plano*, and *Statue of Liberty*. The first letter of a proper noun is always a capital letter.

Nouns are singular or plural. A **singular noun** names only one person, place, thing, or idea, such as *boy*, *house*, and *couch*. A **plural noun** names more than one person, place, thing, or idea, such as *boys*, *houses*, and *couches*. To form the plural of a noun, add *-s* or *-es*.

A **verb** is a word that shows action or tells what is happening. A verb can tell about the past, the present, or the future. To show the difference between these times, verbs often change spellings. A **regular verb** follows a rule to change from its base form to its past form. This rule is to add *-ed* to the verb or *-d* for words that end in *e*. An **irregular verb** does not follow this spelling rule. Irregular verb forms must be remembered.

	Base Form	Past Form
<i>Regular Verbs</i>	jump	jumped
	bake	baked
<i>Irregular Verbs</i>	go	went
	write	wrote

Circle the correct word in parentheses to complete each sentence.

- 1 The bird (stealed, stole) the cracker from the squirrel.
- 2 Mr. Yan graded the test papers last (evening, evenings).
- 3 They walked through the (city, City) for hours.
- 4 Maya (beggined, began) her homework right after school.

Practice

Read the selection and choose the best answer to each question.

Danté wrote this report about the solar system for his science class. He would like you to read his report and look for any edits he needs to make. When you finish reading, answer the questions that follow.



The Solar System

(1) Look at the night sky on a clear night. (2) You can see twinkling stars. (3) You can see other bright objects, too. (4) They shine with a steady light. (5) They reflect the light of the Sun. (6) They are planets like Earth.

(7) The Sun and the planets make up the solar system. (8) The Sun is the bright star at the center. (9) There are eight planets. (10) Each one travels around the Sun in a regular path. (11) The path is called an orbit. (12) The orbits are different Distances from the Sun. (13) The closer a planet is to the Sun, the warmer it is. (14) The farther from the Sun it is, the colder it is.

GO ON 

(15) It takes time for a planet to go around the Sun. (16) How long it takes depends on how far the planet is from the Sun. (17) Earth, for example, goes around the Sun once every $365\frac{1}{4}$ days. (18) Mercury has always made this same trip once every 88 days.

(19) The planets nearest to the Sun are the “inner planets.” (20) In order of distance from the Sun, the inner planets are Mercury, Venus, Earth, and Mars. (21) The inner planets are small. (22) They are made of solid rock.

(23) The planets farthest from the Sun are the “outer planets.” (24) In order of distance from the Sun, the outer planets are Jupiter, Saturn, Uranus, and Neptune. (25) The outer planets are huge. (26) They consist of gases such as Hydrogen. (27) On Jupiter and Saturn, the swirling gases are red, orange, and yellow in color. (28) The gases on Uranus and Neptune are blue or blue-green in color.



Student Name _____

1 What change, if any, should be made in sentence 6?

- A Change **are** to **were**
- B Change **planets** to **Planets**
- C Change **Earth** to **earth**
- D Make no change

2 What change should be made in sentence 12?

- A Change **orbits** to **orbit**
- B Change **are** to **is**
- C Change **Distances** to **distances**
- D Change **Sun** to **sun**

3 What change, if any, should be made in sentence 17?

- A Change **for** to **four**
- B Change **gone** to **goes**
- C Change **365 $\frac{1}{4}$** to **three-hundred sixty-five**
- D No change is needed in sentence 17.

Student Name _____

4 What change should be made in sentence 18?

- A Change *made* to **made**
 - B Change *trip* to **Trip**
 - C Change *every* to **ever**
 - D Change *days* to **day**
-

5 What change, if any, should be made in sentence 26?

- A Change *consist* to **Consist**
 - B Change *gases* to **Gases**
 - C Change *Hydrogen* to **hydrogen**
 - D No change is needed in sentence 26.
-

6 What change, if any, should be made in sentence 28?

- A Change *gases* to **gassess**
- B Change *Uranus* to **uranus**
- C Change *Neptune* to **neptune**
- D Make no change



Section 25: REVISING AND EDITING



Review

Adjectives and Adverbs

An **adjective** describes a noun or a pronoun.

Austin is an **exciting** city.

A **comparative** adjective compares two people, places, or things.

A **superlative** adjective compares more than two people, places, or things. Add *-er* or *-est* to most one syllable adjectives to form the comparative and superlative.

Ira is **taller** than Kim. Ira is the **tallest** person in the class.

If an adjective has more than one syllable, you usually add *more* to form the comparative and *most* to form the superlative.

Chocolate ice cream is **more popular** than strawberry, but vanilla is the **most popular** flavor.

An **adverb** describes a verb. Adverbs tell *how*, *when*, and *where*.

Rena swam **today**. My dog runs **quickly**.

Write the correct form of the word in parentheses.

1 Nora's bike is (small) than mine.

2 This is the (nice) landscape I have ever seen!

3 We walked (slow) through the forest, taking in the sights.

4 That's the (interest) story I've read in some time.

Practice

Read the selection and choose the best answer to each question.

LaTrelle wrote this paper about how her friend Susan got her first pet. She would like you to read her paper and look for any edits she needs to make. When you finish reading, answer the questions that follow.



Lost and Found

(1) On Saturday morning, Susan ate her breakfast quick. (2) This was the day she helped her father with the chores in the backyard. (3) It was her job to water the flowers and pull weeds. (4) Susan thought gardening was most interesting than housework. (5) Pulling weeds was hardest work, but Susan was happy to do it. (6) When she finished weeding, she got out the watering can, filled it carefully, and began to water the flowers by the back door.

(7) As Susan began to water the bushes farther away from the house, she thought she saw something out of the corner of her eye before it disappeared into the leaves. (8) “Was that a tiny furry tail?” Susan asked herself.

GO ON 

Image Source/PunchStock

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(9) Susan got down on her hands and knees, separated the branches of the bush, and looked closer. (10) Deep inside, she saw two yellow eyes, a pink nose, and white whiskers. (11) Then she heard a soft mewing cry. (12) “That’s a kitten,” Susan cried. (13) “I just know it’s a kitten.”

(14) Susan put out her hand and called quiet to the kitten. (15) An orange and white, furry kitten slowly crept toward her. (16) She picked up the kitten gently and held him. (17) Susan’s heart began to beat faster. (18) He was the most beautiful kitten she had ever seen! (19) Her family had never had a dog or cat or pet of any other kind. (20) Susan really wanted a pet.

(21) Susan’s father saw her with the kitten in her arms. (22) He looked for a collar or tag that showed who owned him, but there was none. (23) He put up flyers around town about the kitten, certain he was lost, but no one called.

(24) After two weeks, her mother said, “Well, Susan, I guess the kitten doesn’t have an owner.”

(25) “Yes, he does,” Susan said. (26) “Now he has us!”

Student Name _____

1 What change, if any, should be made in sentence 1?

- A Change *her* to **hers**
 - B Change *breakfast* to **breakfust**
 - C Change *quick* to **quickly**
 - D Make no change
-

2 What change, if any, should be made in sentence 4?

- A Change *most interesting* to **more interesting**
 - B Change *most interesting* to **interestinger**
 - C Change *most interesting* to **interestingest**
 - D No change is needed in sentence 4.
-

3 What change, if any, should be made in sentence 5?

- A Change *was* to **were**
- B Change *hardest* to **hard**
- C Change *happy* to **happily**
- D Make no change



Student Name _____

- 4 What change, if any, should be made in sentence 14?
- A Change ***put out*** to **put in**
 - B Change ***quiet*** to **quietly**
 - C Change the period to an exclamation mark
 - D No change is needed in sentence 14.
-

- 5 What change, if any, should be made in sentence 17?
- A Change ***faster*** to **fastest**
 - B Change ***faster*** to **fastly**
 - C Change ***faster*** to **more fast**
 - D Make no change
-

- 6 What change, if any, should be made in sentence 18?
- A Change ***was*** to **will be**
 - B Change ***the*** to **a**
 - C Change ***more beautiful*** to **most beautiful**
 - D No change is needed in sentence 18.



Section 26: REVISING AND EDITING



Review

Prepositions and Prepositional Phrases

A **preposition** is a word that shows how a noun or pronoun relates to another word in a sentence. Read the following sentence:

The book is **near** the window.

In this sentence, *near* is a preposition. It tells where the book can be found. Some other common prepositions are *near*, *above*, *below*, *across*, *into*, *since*, *through*, *toward*, *under*, *from*, *during*, *in*, *by*, *with*, and *since*.

The **object** of the preposition is the noun or pronoun that follows the preposition. In the example sentence above, the word *window* is the object of the preposition. A **prepositional phrase** is made up of a preposition, the object of the preposition, and all the words in between.

Using a preposition from the box, rewrite each sentence, adding a prepositional phrase to make it more descriptive.

to	on	across	above	during
----	----	--------	-------	--------

Example: We are going to the store.

We are going to the store across the street.

1 We saw the geese fly.

2 Mr. Shapiro threw the ball.

3 Ashley got up early.

Practice

Read the selection and choose the best answer to each question.

Daniel wrote this story about a boy who wants to play on the school basketball team. He would like you to read his story and look for any edits he needs to make. When you finish reading, answer the questions that follow.



The New Team Member

(1) Marcus's new school had a basketball team, and Marcus wanted to be on the team. (2) At the first day of school, a friendly boy approached Marcus. (3) "Hey, you're Marcus, right? (4) My name's LeRoy," the tall, thin boy said, "and I heard you like to play basketball."

(5) Before Marcus could answer, LeRoy said, "Well, I'm on the team. (6) How about shooting some baskets? (7) With us, gym after school. (8) It should be fun."

GO ON 

(9) All day, Marcus kept looking at his watch. (10) When the school day was finally over, Marcus ran to the gym. (11) He had just entered, when the coach walked over to him. (12) “LeRoy was telling me about you,” the coach said. (13) “How about trying a few shots?”

(14) Marcus took the ball from the coach. (15) He bounced it a few times. (16) He didn’t want to make a careless shot. (17) He took a deep breath to calm his nerves. (18) Then he aimed carefully at the basket. (19) The ball dropped through the hoop perfectly. (20) The coach tossed him the ball again. (21) Marcus took four more shots. (22) They all went in. (23) Every one went through the net with a *swish* sound.

(24) “Listen,” the coach said. (25) “If you would like to play on the team, we’re meeting tomorrow afternoon for two hours. (26) It’s the team’s first practice session.” (27) If Marcus hadn’t heard it, he wouldn’t have believed it. (28) He was going to be on the team. (29) He felt like the happiest boy there!



Student Name _____

1 What change, if any, should be made in sentence 2?

- A Change **At** to **On**
- B Change **a** to **an**
- C Change **approached** to **approached to**
- D Make no change

2 Which is the **BEST** way to combine sentences 6 and 7?

- A How about shooting some baskets around with us, after school on the gym?
- B How about shooting some baskets with us, and we'll be in the gym after school.
- C How about shooting some baskets with us, we're at the gym after school.
- D How about shooting some baskets with us in the gym after school?

3 Which prepositional phrase could **BEST** be added at the end of sentence 13?

- A from the free throw line
- B by yourself at home
- C with the player
- D in the gym next year

Student Name _____

4 What change, if any, should be made in sentence 22?

- A Change ***They*** to **The shots that Marcus took**
- B Delete ***in***
- C Insert **the hoop** after ***in***
- D Make no change

5 In sentence 23, which preposition could replace ***through*** without changing the meaning?

- A at
- B into
- C near
- D across

6 What change should be made in sentence 29?

- A Change ***there*** to **at the table**
- B Change ***there*** to **of a day**
- C Change ***there*** to **in the school**
- D Change ***there*** to **their**



Section 27: REVISING AND EDITING



Review

Pronouns and Conjunctions

Pronouns replace nouns in sentences. A pronoun may be used in place of a person, place, or thing. For example:

Eli and Maria like baseball. **They** like baseball.

A **reflexive pronoun** is used when the subject and the object of a sentence are the same person. *Myself, himself, yourself, itself, and ourselves* are all examples of reflexive pronouns.

I enjoyed **myself** last summer.

A **conjunction** is a word that joins other words. Common conjunctions are *and, or, but, and so*. Conjunctions might join words (*peanut butter and jelly*) or sentences (*I'm tired, so I will sleep.*)

Correlative conjunctions work together in pairs. For example:

Either a sandwich **or** soup sounds good for lunch.

Both Shonali **and** David enjoy watching cartoons.

I have visited **neither** Los Angeles **nor** Dallas.

Rewrite each sentence with the correct pronoun or conjunction in parentheses.

- 1 She asked (her, herself) if she should clean her room.

- 2 Neither Ms. Pryor (or, nor) Mr. Jackson is in school today.

- 3 We bought (themselves, ourselves) some ice cream for dessert.

- 4 Please wear both your scarf (or, and) your mittens today.



Practice

Read the selection and choose the best answer to each question.

Eric wrote this story about a birthday gift. He would like you to read his story and look for any edits he needs to make. When you finish reading, answer the questions that follow.

Kevin's Present

(1) Kevin was invited to Lerone's birthday party. (2) She had handed out invitations to everyone after school. (3) Kevin wanted to give Lerone something special, but he didn't have money for a present. (4) "Maybe I just won't go to the party," he thought.

(5) Kevin's mother noticed that her son looked sad and worried that night. (6) "Kev, what's wrong?" she asked. (7) "This is the first time I've seen you look so down."

(8) Kevin told his mother about the party. (9) She said, "Maybe you don't have to either buy Lerone a present and stay home from the party. (10) You have another choice. (11) Why don't you make her something herself?"

(12) Kevin went upstairs. (13) He sat at his desk. (14) "Well," Kevin said to himself, "I know how to draw. (15) Why don't I draw a picture of Lerone? (16) I could give her the drawing as a present."

(17) Two hours later, Kevin showed the picture to his mother.

(18) “What do you think, Mom?” he asked.

(19) Kevin’s mother looked carefully. (20) She was amazed at how good it was. (21) “That’s one of the finest drawings I’ve ever seen,” she said. (22) “Between you and me, that drawing is better than any present from a store.” (23) Kevin felt neither sad or worried anymore!

(24) Kevin was the last to arrive at the party. (25) He walked directly over to Lerone and handed her the gift. (26) She opened it quickly, and she gasped with disbelief. (27) “Kevin,” herself exclaimed, “no one has ever drawn a picture of me. (28) This is truly beautiful. (29) Thank you!”

Student Name _____

1 What change, if any, should be made in sentence 9?

- A Delete the comma after **said**
- B Insert a comma after **present**
- C Change **and** to **or**
- D Make no change

2 What change, if any, should be made in sentence 11?

- A Change **you** to **Kevin**
- B Change **make** to **made**
- C Change **herself** to **yourself**
- D Make no change

3 What change, if any, should be made in sentence 14?

- A Change **Well** to **Good**
- B Change **Kevin** to **Kevin's**
- C Change **himself** to **him**
- D Make no change



Student Name _____

4 What change, if any, should be made to sentence 20?

- A Change ***She*** to **He**
- B Change ***good*** to **well**
- C Change ***it*** to **she**
- D Make no change

5 What change, if any, should be made to sentence 23?

- A Change ***felt*** to **feeled**
- B Change ***neither*** to **either**
- C Change ***or*** to **nor**
- D Make no change

6 What change, if any, should be made in sentence 27?

- A Change the comma after ***Kevin*** to a period
- B Change ***herself*** to **she**
- C Change ***me*** to **I**
- D Make no change



Section 28: REVISING AND EDITING



Review

Complete Subjects and Predicates

A **complete sentence** is composed of a **subject** and a **predicate**. The **simple subject** is the main noun or pronoun. The **complete subject** includes all the words that identify who or what the sentence is about. The **simple predicate** is the verb. The **complete predicate** is the verb and all the words that tell what the subject is or does.

Grandpa's straw hat blew off.

In the sentence above, the simple subject is *hat*; the complete subject is *Grandpa's straw hat*. The simple predicate is *blew*; the complete predicate is *blew off*.

A **sentence fragment** is missing either a subject or a predicate.

Grandpa's straw hat. Blew off.

Draw one line under the complete subject and two lines under the complete predicate in each sentence below.

Example: The boy caught the ball.

- 1 Coach Tyler drove the van.
- 2 The entire class went on a field trip.

Add a complete subject or a complete predicate to correct each sentence fragment.

- 3 Heard a loud noise when they looked out the window.

- 4 The group of dancers on the stage.

Practice

Read the selection and choose the best answer to each question.

Donna wrote an article for the Hill Elementary School newspaper about a fourth-grade class that helped protect a beach. She would like you to read her article and look for any edits she needs to make. When you finish reading, answer the questions that follow.



Students Save the Dunes

(1) The fourth-grade boy tugged at the used Christmas tree. (2) Pulled until the tree was standing alongside the others. (3) It must have been a peculiar sight. (4) Members of a fourth-grade class were “planting” used Christmas trees. (5) In sand dunes on their town’s beach.

(6) Sand dunes are hills of sand. (7) Protect coastal areas. (8) They also provide a home for certain plants and animals. (9) Rising ocean water and blowing winds can harm these areas. (10) Years

GO ON 

of crashing waves and blowing winds had destroyed many of the sand dunes near Margate, New Jersey. (11) Volunteers tried to solve the problem by placing trees sideways on the sand, hoping to hold the dunes in place. (12) Sadly, the plan did not work. (13) The trees washed out to sea. (14) Storms and high tides.

(15) Then students in a fourth-grade class at Union Avenue School came up with a new idea. (16) They decided to place the trees, standing up, along the beach. (17) They hoped the tree limbs would catch the blowing sand. (18) If that happened, then new dunes would form around the trees.

(19) The first thing these students did was dig a trench, or small ditch, in the sand. (20) Then they stood the trees in the trench. (21) Finally, filled sand in around the tree trunks to hold the trees firmly in place. (22) To make sure their plan was working. (23) Students tied red ribbons to the treetops. (24) Week by week, they measured the distance from each ribbon to the sand. (25) Sure enough, the students discovered that the level of sand was rising. (26) Their project was a success!

Student Name _____

1 Which is the correct way to write sentence 2?

- A He pulled until the tree was standing alongside the others.
- B The tree pulled until it was standing alongside the others.
- C Pulled until it was standing alongside the others trees.
- D Sentence 2 is correct in the article.

2 Which of the following is **NOT** a complete sentence?

- A Sentence 1
- B Sentence 3
- C Sentence 6
- D Sentence 7

3 What is the correct way to write sentences 4 and 5?

- A Members of a fourth-grade class were “planting” used Christmas trees in sand dunes on their town’s beach.
- B Members of a fourth-grade class. Were “planting” used Christmas trees in sand dunes on their town’s beach.
- C Members of a fourth-grade class were “planting” used Christmas trees and in sand dunes on their town’s beach.
- D Sentences 4 and 5 are correct in the article.

Student Name _____

4 Which sentence could be made complete by adding a predicate?

- A** Sentence 8
- B** Sentence 12
- C** Sentence 14
- D** Sentence 17

5 What is the correct way to write sentence 21?

- A** Finally, filled sand in around the tree trunks, this held the trees firmly in place.
- B** Finally, they filled sand in around the tree trunks to hold the trees firmly in place.
- C** Finally, they sand in tree trunks, but this held the trees firmly in place.
- D** Finally, filled around the tree trunks, this held the trees firmly in place.

6 What is the correct way to write sentences 22 and 23?

- A** To make sure their plan was working, students red ribbons to the treetops.
- B** To make sure their plan was working, students tied red ribbons to the treetops.
- C** To make sure their plan students tied red ribbons to the treetops.
- D** Sentences 22 and 23 are correct in the article.



Section 29: REVISING AND EDITING



Review

Subject-Verb Agreement

The **subject** and **verb** in a sentence must agree. They must both be either singular or plural. Here are some rules to follow:

- Add *-s* to present-tense verbs used with *she*, *he*, *it*, or a singular noun.

The **river flows** down hill to the pond.

- Add *-es* to present-tense verbs that end in *s*, *ch*, *sh*, *x*, or *z*.

Denzel pushes his sister in the swing at the park.

- Do not add *-s* or *-es* to verbs if the subject is plural or if the subject is *I* or *you*.

Teachers agree that you have to study to get good grades.

I agree with you that we have to study to get good grades.

- Make sure that the verbs you use agree in tense. Do not switch back and forth between present and past-tense verbs.

Underline the verb that agrees with each subject.

- 1 The cat (rest, rests) on a table in the living room.
- 2 The children (unwrap, unwraps) the presents at the party.
- 3 Alex (crush, crushes) the walnuts with a nut cracker.
- 4 Many Texans (enjoy, enjoys) hiking and camping.
- 5 They must (cross, crosses) a busy street to get to school.
- 6 I (want, wants) to learn more about the solar system.

Read the selection and choose the best answer to each question.

Sasha wrote this paper about a time when she was surprised. She would like you to read her paper and look for any edits she needs to make. When you finish reading, answer the questions that follow.

A Stinging Adventure

(1) Last summer, our family went to see Aunt Bess and Uncle J.B.

(2) They lives on a beautiful, ten-acre farm in the Hill Country.

(3) One day, Aunt Bess had a special chore for Becky and me. (4) She was getting ready to make jelly. (5) “Will you two pick grapes for me?” she asked.

(6) Aunt Bess gave Becky and me each a bucket. (7) The buckets were for the grapes. (8) Then she showed us where the grapevines were. (9) We headed off for our adventure.

(10) Right away, I saw a big bunch of purple grapes. (11) Becky were finding grapes, too. (12) I started hurrying to fill my bucket before Becky filled hers.

(13) I guess I was not paying attention. (14) I was watching Becky’s bucket and reaching into a vine when I felt a sharp pain. (15) I pulled my hand out of the vine. (16) Bees came flying out of there, too! (17) I must have disturbed a nest. (18) I ran to the house, crying, “Help! Bees!”

(19) Dad and Uncle J.B. came running from the barn. (20) Aunt Bess put some medicine on the sting. (21) After about an hour, I was feeling better. (22) But I was sorry that there wouldn't be any grape jelly.

(23) The next time I picks grapes, I won't stick my hands into a vine!

Student Name _____

- 1 What is the correct way to write sentence 2?
- A Them lives on a beautiful, ten-acre farm in the Hill Country.
 - B They live on a beautiful, ten-acre farm in the Hill Country.
 - C They lives on a beautiful, ten-acre farm in the Hill country.
 - D They lives in a beautiful, ten-acre farm in the Hill Country.
-

- 2 What change, if any, should be made in sentence 8?
- A Change ***showed*** to **show**
 - B Change ***showed*** to **showwed**
 - C Change ***showed*** to **shown**
 - D Make no change
-

- 3 What change, if any, should be made in sentence 11?
- A Change ***were*** to **was**
 - B Change ***grapes*** to **grape**
 - C Change ***too*** to **two**
 - D Make no change



Student Name _____

4 What change, if any, should be made in sentence 16?

- A Change ***came*** to **comes**
- B Change ***flying*** to **flew**
- C Change ***too*** to **to**
- D Make no change

5 What is the correct way to write sentence 19?

- A Dad and Uncle J.B. comes running from the barn.
- B Dad comes running and Uncle J.B. from the barn.
- C Dad and Uncle J.B. comes runs from the barn.
- D No change is needed in sentence 19.

6 What change, if any, should be made in sentence 23?

- A Change ***I*** to **we**
- B Change ***picks*** to **pick**
- C Change ***won't*** to **wont'**
- D Make no change



Section 30: REVISING AND EDITING



Review

Transition Words

A **transition word** helps to connect ideas in related sentences. Many transition words show the order of ideas or events. These are words such as *first*, *next*, and *after*. Time-order transition words are helpful when telling about the events in a story or the steps in completing a process, such as a recipe.

Another kind of transition word helps to show the completion of an idea or a conclusion, such as *in fact*, *altogether*, and *overall*. Below are more examples of transition words and phrases.

Transition Words that Show Time Order	Transition Words that Show Conclusion
then	so
finally	to summarize
before	after all
while	usually
today	in conclusion

Read the selection. Write the correct transition words from the box to complete the sentences.

Then Overall First In fact Yesterday

I learned an important lesson today. The day started when I woke up early for school. I don't like when that happens! But I decided to get an early start on my day. (1) _____, I took a shower and got dressed. (2) _____, I ate some breakfast. During breakfast, I realized that I forgot about my math test today! (3) _____, I played football with my friends instead of studying. (4) _____, I forgot to do all of my homework last night! I was so happy I had extra time to study this morning. (5) _____, waking up early is not a bad thing!



Practice

Read the selection and choose the best answer to each question.

Jenny wrote about a strange experience that happened to her. She would like you to read her paper and look for any edits she needs to make. When you finish reading, answer the questions that follow.

A Well-Known Stranger

(1) In 2009, I took my first train trip alone. (2) My mother was upset. (3) I told her not to worry. (4) I would probably sleep, and then Aunt Josie would pick me up at the station.

(5) Next, I boarded the train. (6) There was only one other person in my train car. (7) She was wearing a large hat that made it difficult to see her face. (8) Therefore, it didn't matter if I could see her face. (9) I decided to take off my sunglasses and lay back in my seat for a nap. (10) Soon, the young woman walked down the aisle and sat in the seat opposite me.

(11) "Excuse me," the woman said suddenly. (12) "I hate to be a bother, but I wonder if I could ask a favor of you."

(13) I turned and looked at the woman. (14) She looked so familiar.

(15) "What is it?" I asked.

(16) "I wonder if you would be willing to sell me your sunglasses," she said.

(17) “My sunglasses?” I asked.

(18) “I know it sounds strange,” the woman said. (19) “See, I’m traveling incognito.” (20) “Do you know what that means?” she asked.

(21) “Yes,” I said. (22) “It means you want to hide your identity,” I said.

(23) “I’d be willing to pay you more than they are worth,” the woman said.

(24) “That’s all right,” I replied. (25) “I don’t even like them that much,” I told her. (26) “You can have them,” I said. (27) I handed the woman the sunglasses, and suddenly she was bolting up the aisle. (28) Just then, two men and a woman with cameras entered the car quickly.

(29) “Have you seen Dianne Young?” the woman asked. (30) I recognized the name. (31) She was the young woman who had just won a singing contest on TV. (32) Suddenly I gasped. (33) Finally, Dianne Young was now wearing my sunglasses!

Student Name _____

1 What change, if any, should be made in sentence 5?

- A Change ***Next*** to **First**
- B Change ***Next*** to **In summary**
- C Change ***Next*** to **Tomorrow**
- D Make no change

2 Look at sentence 8. The word ***Therefore*** does not express what Jenny was trying to say. Which word could **BEST** replace ***Therefore*** and help Jenny improve the meaning of this sentence?

- A Before
- B All in all
- C Finally
- D Usually

3 What change, if any, should be made in sentence 10?

- A Change ***Soon*** to **Before**
- B Change ***walked*** to **walks**
- C Change ***opposite*** to **opossite**
- D Make no change

Student Name _____

4 Which word in sentence 27 is used as a time-order transition word?

- A *handed*
 - B *suddenly*
 - C *bolting*
 - D *up*
-

5 What change, if any, should be made in sentence 28?

- A Change ***Just then*** to **Before**
 - B Change ***woman*** to **women**
 - C Change ***quickly*** to **slowly**
 - D Make no change
-

6 Look at sentence 33. The word ***Finally*** does not express what Jenny was trying to say. Which word could **BEST** replace ***Finally*** to better connect ideas?

- A Later
- B Next
- C In conclusion
- D However



Section 31: REVISING AND EDITING



Review

Capitalization

Certain words in your writing should always begin with a **capital letter**. An **historical event**, for example, is always capitalized. So is an **historical document**.

World War I the Declaration of Independence

The first word in the **title** of a book, story, or essay is always capitalized. Other important words in a title also begin with a capital letter.

Charlotte's Web *A Walk in the Desert*

Proper nouns, which name particular persons, places, or things, should be capitalized. Some other proper nouns that should be capitalized are the names of **races**, **languages**, and **nationalities**.

Asian French English

Read the selection. Underline each word that needs to be capitalized, beginning with the title.

What I did last summer

My family visited Washington, D.C., in June. It was so exciting to see so many documents and buildings that played a part in our nation's history. At the National Archives Building, we saw the declaration of Independence and other documents related to the american revolution. Then we went to the Library of Congress. I saw a copy of my favorite book, *Winnie-the-pooh*, that was more than 80 years old!

Washington is filled with visitors in the summer. Walking around the city, we heard people speaking german, French, and even japanese.

Practice

Read the selection and choose the best answer to each question.

Maria wrote a letter to her cousin about her summer plans. She would like you to read her letter and look for any edits she needs to make. When you finish reading, answer the questions that follow.



(1) Dear Teresa,

(2) How are you? Is it hot in Dallas right now? (3) Pennsylvania is sunny and warm. (4) My family and I are enjoying our vacation here in Gettysburg. (5) Yesterday, we visited a place that was just like Colonial America. (6) We listened as someone read the Gettysburg address to a crowd of us. (7) He looked just like Abraham Lincoln! (8) Everyone was dressed in colonial clothing. (9) They spoke English, but some of them used British accents. (10) I guess that's because the colonists were originally from England.

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GO ON 

(11) Boy, did they have it rough back then! (12) They didn't have any computers or television, or even lights! (13) I stopped in the gift shop while I was there and bought a book called *Living the colonial way*. (14) If you want, I'll show it to you when I get back home.

(15) Tonight, Mom and Dad are making plans for another busy day tomorrow. (16) Mom gave me a booklet to read called "north and south." (17) It's all about the Civil war, including why it started, what happened during the war, and how it ended. (18) It also mentions slavery and other injustices that African Americans had to go through. (19) I have a feeling this has something to do with where we're going tomorrow, so I'd better start reading! (20) Meanwhile, I'm missing you and Kayley and thinking of all the fun we could have had if we were here together.

(21) Best friends forever!

(22) Your friend,
Maya

Student Name _____

- 1 What is the correct way to write sentence 6?
- A We listened as someone read the gettysburg address to a crowd of us.
 - B We listened as someone read the Gettysburg Address to a crowd of us.
 - C We listened as someone read the gettysburg Address to a crowd of us.
 - D Sentence 6 is correct in the letter.
-

- 2 What change, if any, should be made in sentence 9?
- A Change **English** to **english**
 - B Change **British** to **british**
 - C Change **accents** to **Accents**
 - D Make no change
-

- 3 What change, if any, should be made in sentence 13?
- A Change **book** to **Book**
 - B Change **Living** to **living**
 - C Change **colonial way** to **Colonial Way**
 - D No change is needed in sentence 13.



Student Name _____

- 4 What is the correct way to write sentence 16?
- A Mom gave me a booklet to read called “North And South.”
 - B Mom gave me a booklet to read called “North and South.”
 - C Mom gave me a booklet to read called “North and south.”
 - D Sentence 16 is correct in the letter.
-

- 5 What change, if any, should be made in sentence 17?
- A Change *the Civil war* to **the civil War**
 - B Change *the Civil war* to **The Civil war**
 - C Change *the Civil war* to **the Civil War**
 - D Make no change
-

- 6 What change, if any, should be made in sentence 18?
- A Change *slavery* to **Slavery**
 - B Change *injustices* to **Injustices**
 - C Change *African* to **african**
 - D Make no change



Section 32: REVISING AND EDITING



Review

Punctuation

You use **commas** for many different reasons when you write. They are used to separate items in a series, or list, of three or more items. You place a comma between the name of a city and state, or a city and a country. Commas also are used in compound sentences of two or more independent clauses.

Raul hit a home run, and the crowd cheered.

Quotation marks are used when you want to show what someone is saying. They are placed around a speaker's exact words. Remember that quotation marks go outside punctuation such as commas, periods, and questions marks.

“Do you always sleep late on Saturdays?” Chris asked.

Add commas and quotation marks to the sentences as needed.

- 1 I have to buy apples pears lemons and tomatoes at the store this afternoon.
- 2 Donna” Mrs. Rizzo called upstairs, have you finished your homework?
- 3 I love visiting Yellowstone Park but my brother Jason would rather go to the beach.
- 4 “I can help you wash the car if you want said Dennis.
- 5 Ellie would like to visit the zoo more often but she lives too far away.
- 6 John knocked on Susan’s door. Wake up sleepy head he called.



Practice

Read the selection and choose the best answer to each question.

Grace wrote this story about her first plane ride. She would like you to read her story and look for any edits she needs to make. When you finish reading, answer the questions that follow.

Flying to Laredo

(1) My first airplane ride was very exciting. (2) It was so exciting, actually, that I thought it might be my last flight!

(3) My parents and I were flying to Texas to visit my Aunt Helen and I was looking forward to seeing her. (4) When we arrived at the airport, we couldn't find a place to park. (5) My dad drove around, for a long time, looking for a parking place, so I thought we were going to miss our flight. (6) Finally, we found a parking spot and we raced into the airport.

(7) We got to the ticket counter, and my dad realized we had left my mom's suitcase by the car. (8) He rushed back, found the bag, and raced back to the counter. (9) You're sure huffing and puffing, Dad!" I said.

(10) "Grace, I'm glad you think this is funny," he said with a grin.

(11) "I sure don't!"

(12) Finally, it was time to board the plane. (13) As we took off, I felt my stomach jump. (14) "Wow! What a strange feeling!" I thought as I watched the cars below me get smaller and smaller.

(15) About an hour into the flight, the plane started bumping and rolling. (16) My juice chips and fruit went flying. (17) My heart started beating faster.

(18) “Mom, what is happening? I asked nervously.

(19) “It’s just a little bumpy. (20) There’s nothing to be anxious about,” she replied.

(21) We bounced around in the rough sky for what seemed like hours.

(22) Everyone else on the plane seemed calm, but I felt really scared.

(23) I was overjoyed when the plane’s wheels finally touched the ground in Laredo, Texas. (24) I hope my next flight is easier than my first one!



Student Name _____

- 1 What is the correct way to write sentence 3?
- A My parents and I were flying to Texas to visit, my Aunt Helen and I was looking forward to seeing her.
 - B My parents and I were flying, to Texas, to visit my Aunt Helen and I was looking forward to seeing her.
 - C My parents and I were flying to Texas to visit my Aunt Helen, and I was looking forward to seeing her.
 - D Sentence 3 is correct in the story.
-

- 2 What is the correct way to write sentence 5?
- A My dad drove around for a long time looking for a parking place so I thought we were going to miss our flight.
 - B My dad drove around, for a long time looking, for a parking place so I thought we were going to miss our flight.
 - C My dad drove around for a long time looking for a parking place, so I thought we were going to miss our flight.
 - D Sentence 5 is correct in the story.
-

- 3 What change, if any, should be made in sentence 7?
- A Remove the comma after **counter**
 - B Change **mom's** to **moms**
 - C Change **left** to **leaved**
 - D Make no change

GO ON 

Student Name _____

4 What change, if any, should be made in sentence 9?

- A Insert a quotation mark before ***You're***
- B Change ***You're*** to **Your**
- C Delete the comma after ***puffing***
- D Make no change

5 What change, if any, should be made in sentence 14?

- A Change ***What*** to **what**
- B Insert a comma after ***feeling!***
- C Insert a quotation mark after ***Wow!***
- D Make no change

6 What change, if any, should be made in sentence 18?

- A Delete the quotation mark before ***Mom***
- B Insert a quotation mark after ***happening?***
- C Insert a quotation mark after ***nervously***
- D No change is needed in sentence 18.



Section 33: REVISING AND EDITING



Review

Spelling

Nouns name persons, places, things, or ideas. **Plural nouns** name more than one person, place, thing, or idea. **Regular plurals** end in -s or -es. **Irregular plurals** do not end in -s or -es.

Rule	Examples
To form the plural of most nouns, add -s.	cats, birds, flowers
To form the plural of a noun ending with <i>x</i> , <i>s</i> , <i>ch</i> , <i>sh</i> , or <i>ss</i> , add -es.	grasses, boxes, bushes
To form the plural of a noun ending with a consonant + <i>y</i> , change the <i>y</i> to <i>i</i> and add -es.	cities, parties, dairies
To form the plural of a noun ending in a vowel + <i>y</i> , add -s.	boys, keys, rays
Some nouns have plural forms that do not end in -s or -es.	geese, children, people

Write the correct word to complete each sentence below.

- 1 Please put your (dishes, dishes) in the sink after you leave the table.

- 2 My sister Deena has a pair of pet (mice, mouses).

- 3 Darryl (carry, carries) his books in a backpack.

- 4 We store our extra (toys, toyes) in the attic.

- 5 Ari spent an hour looking for his box of (crayones, crayons).

There are other times when endings are added to words. To show different tenses of verbs, endings like *-ed* and *-ing* are added. Other times, a writer might change a word's spelling to use it in a new way. The noun *bat* might become the noun *batter* to name a person who bats.

In addition, the English language includes endings that sound similar but have different spellings. Examples include the endings *-sion*, *-tion*, and *-cian*. Other English words include silent letters that might confuse spellers. Always remember to check a dictionary if you are unsure of any word's spelling.

Rule	Examples
When adding an ending, double the consonant at the end of the word IF the word is one-syllable and it ends with one vowel + consonant.	stopping, batted, runner
There are several ways to spell the ending that starts with the /sh/ sound. Check a dictionary if you are unsure.	tension, action, musician
Many words include silent letters that must be included in the spelling. Check a dictionary if you are unsure.	knot, write, climb

Circle the correct word to complete each sentence below.

- 6 Alison's mom works at a (fation, fashion) store.
- 7 Our teacher is (entering, enterring) our poems in a contest!
- 8 Manny (droped, dropped) his notebook on the floor.
- 9 They wondered why the cake was (sweetter, sweeter) than last time.
- 10 Pearl had to wait another (our, hour) for her birthday party.

Practice

Read the selection and choose the best answer to each question.

Troy wrote this story about his friend Kareem’s talent for drawing. He would like you to read his story and look for any edits he needs to make. When you finish reading, answer the questions that follow.



Kareem and the Drawing Kit

(1) Kareem sat in the standes as his older brother, Daquon, hit two doubles in a row. (2) Daquon was one of the stars of the boys baseball team at Grover Cleveland High. (3) He was athletic, he always got good grades, and he was always invited to class partys. (4) Ever since they were small childs, Kareem had wanted to be just like his older brother. (5) “I’d be happy,” Kareem thought, “if I were good at just one thing. (6) Is that too much to ask?”

(7) When he returned home, Kareem looked for something to distract himself from his problems. (8) “My baseball card collection will take my mind off things,” he thought. (9) Kareem looked for his cards in the closet.

GO ON 

(10) While searching, he saw some boxes he had never seen before.

(11) He opened one up and found an old drawing kit. (12) “I don’t remember this,” Kareem thought. (13) “It must belong to Daquon.”

(14) Kareem started reading the directions in front of him. (15) Before he knew it, he was making some sketches on a sheet of paper. (16) A picture of falling leaves began taking shape on the page.

(17) Suddenly, he heard the door to his room open. (18) Daquon was back home from playing his game. (19) Kareem tried to hide his picture, but Daquon grabbed it away.

(20) “Did you draw this?” Daquon asked.

(21) “Yes,” Kareem replied timidly, afraid that his brother would tease him.

(22) “It’s really great!” said Daquon. (23) “You should definitely show this to Mom and Dad!”

(24) Kareem grinned and thought, “Maybe I am good at something after all.”

Student Name _____

1 What change, if any, should be made in sentence 1?

- A Change ***standes*** to **stands**
- B Change ***older*** to **more old**
- C Change ***doubles*** to **doubls**
- D No change is needed in sentence 1.

2 What change, if any, should be made in sentence 3?

- A Change ***got*** to **get**
- B Change ***grades*** to **grades'**
- C Change ***partys*** to **parties**
- D Make no change

3 What change, if any, should be made in sentence 4?

- A Change ***Ever*** to **Every**
- B Change ***childs*** to **children**
- C Change ***his*** to **their**
- D Make no change

Student Name _____

4 What change, if any, should be made in sentence 14?

- A Change ***started*** to **started**
 - B Change ***directions*** to **directions**
 - C Change ***in*** to **up**
 - D No change is needed in sentence 14.
-

5 What change, if any, should be made in sentence 15?

- A Change ***making*** to **makking**
 - B Change ***sketches*** to **sketchs**
 - C Change ***paper*** to **papers**
 - D Make no change
-

6 What change, if any, should be made in sentence 24?

- A Change ***grinned*** to **grined**
- B Change ***and*** to **but**
- C Change ***thout*** to **thought**
- D Make no change





Writing: Written Composition

**Reporting Category 1
Composition**

**Reporting Category 2
Revision**

Section 34: WRITTEN COMPOSITION



Review

Develop Drafts

When you write a composition for a test, you often write about a topic, or **prompt**. The STAAR Writing Test includes both personal narrative and expository prompts.

Personal narrative prompts ask about your personal experiences. They include a picture and a general statement before introducing the prompt at the end. You will write about this prompt in your composition.

Expository prompts have three parts: **READ**, **THINK**, and **WRITE**.

The **READ** section introduces the prompt.

The **THINK** section instructs you to take time to think about what you want to write.

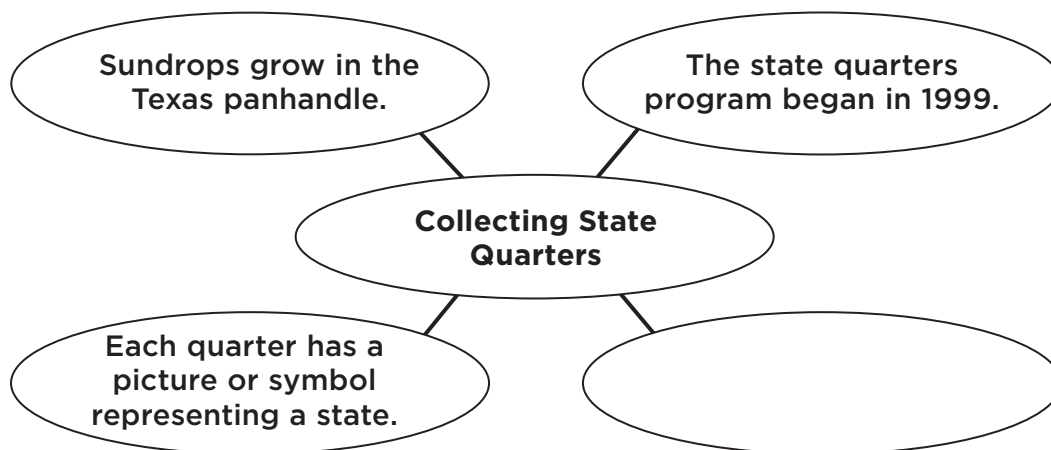
The **WRITE** section is the prompt itself. This is what you will write about.

Regardless of what you write, you want your ideas to be clear so readers understand them. Think about how you want to organize your thoughts.

To write a good composition, you must do some planning first. You have two and a half pages to brainstorm and draft your composition on the STAAR Writing Test.

Many writers use an outline or a web to help them organize their thoughts. Then they write a first **draft**.

Look at the completed web below for a composition about collecting coins as a hobby. Then answer the questions.



1 Based on the web, what is the topic for this composition?

2 Which detail in the web does not belong in the composition?

3 Why isn't this detail related to the topic?

4 What detail would you add in the empty oval in the web?

5 What kind of organizational strategy would you use to present information on this topic? Explain.



Review

Support a Central Idea

The **central idea** of a composition tells what it is about. **Supporting details** help to clarify or develop the central idea. Make sure that all the details you include are connected to the central idea. Delete any details that do not support it. The more support you provide, the stronger your writing will be.

Read the selection. Then answer the questions that follow.

Visit San Antonio!

San Antonio, Texas is a wonderful spot for your next vacation. The King William Historic District near downtown has many beautiful homes that are over 100 years old. River Walk, also near the downtown area, is a public park that is open 365 days a year. It is a series of walkways along the banks of the San Antonio River, one story beneath downtown San Antonio. The quiet pathways, tinkling waterfalls, calm pools, and outdoor cafes make it a big tourist attraction. The beaches in Texas are also a big tourist attraction. Did you know that Texas has 624 miles of shoreline on the Gulf of Mexico?

Not far away from River Walk, at the Alamo Mission, see where Texans stood up for freedom against Mexico. The Alamo is one of the most visited historical sites in the United States. There are many antiques on display showing what life was like during the battle. They also have a gift shop with souvenirs. Many visitors like to walk around the shady grounds and absorb the history of the Alamo.

Austin, Texas is also an interesting place to visit. In San Antonio, you can also walk back in time on the streets of La Villita. Located on the south bank of the San Antonio River, La Villita was the city's first neighborhood. It was settled by the Spanish centuries ago.

1 What is the central idea of this selection?

2 List in order the details that support this idea.

3 Which details should be deleted from the selection?

4 What kinds of details could you add to the selection to support the topic?



Review

Stay on Topic

After you choose a topic, you must decide what information to include in your composition. Every paragraph you write and every detail you add must be **related to your topic**.

It is important that you stay on topic because you will have only **one page** to write your composition on the STAAR Writing Test. Even if you write more than that, only one page of your writing will be scored. Remember that quality is more important than quantity. Keep your essay short and on topic. To do this, make sure to include only a short introduction and conclusion. Focus most of your writing on the body of your composition.

Try this suggestion to stay on topic: Write your topic on a piece of paper. Put it in front of you. As you write, ask yourself these questions: *Is this information related to my topic? In what way?*

Read the selection. Then answer the questions that follow.

Guide Dogs for the Blind

It is wonderful how animals can help people. Last week my sister, Ariana, began working for an organization that trains dogs to lead people who are blind. I love dogs, especially terriers. A blind person commands the guide dog, telling it where to go. The main commands that are used include *Down, Sit, Stay, Come, Stand, and Heel*. The dog then helps the person to move about safely.

Guide dogs also lead people around obstacles. They must be able to judge dangerous traffic situations. For example, a blind person may give a command to cross the street but may be unaware that a car is passing by. The guide dog must disobey the command until it is safe to proceed.

1 What is the topic of this selection?

2 What detail could you add that would support the topic?

3 Which detail should be deleted because it does not relate to the topic?



Review

Revise Drafts

In writing any composition, it is important to revise your writing. Remember, your writing is scored on quality, not quantity. To have a good quality composition, you must revise it.

When you revise your composition, ask yourself these questions:

- Does my composition have a beginning, middle, and an end?
- Do the events or ideas follow one another in an order that makes sense? Did I include transition words?
- Did I begin my sentences in different ways?
- Do I need to correct any fragments or run-ons?
- Do I need to combine or rearrange any sentences?
- Are there any sentences that don't belong in my composition?
- What can I add to make my composition better?

Read the selection below. Then answer the questions.

A New School

(1) Bailey's head spun. (2) The first day of school was only half over. (3) He had already learned enough new things to last for a week. (4) Bailey wanted to play, too. (5) He walked out to the playground where the other children were playing kickball. (6) He had just moved to this town. (7) He felt shy. (8) He did not know anyone on the field. (9) Then suddenly a girl in his class walked over and asked him to play.

1 How could you combine sentences 2 and 3?

2 How might you rewrite sentences 6, 7, and 8 so they do not begin the same way?

3 Does the order of events make sense? Which sentences would you change?

Section 35: WRITING PROMPTS



Write

Composition # 1

Look at the picture below.



Traveling in space is an adventure of a lifetime.

Write about a time when you had a great adventure of some kind.

Be sure to –

- write about a personal experience
- organize your writing
- develop your ideas in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

NASA Headquarters - GReatest Images of NASA (NASA-HQ-GRIN)

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Composition #2

READ the information in the box below.

Some people enjoy playing sports outdoors. Others love to explore nature in a variety of ways. Everyone has their favorite outdoor activity.

THINK about the things that you enjoy doing when you spend time outside.

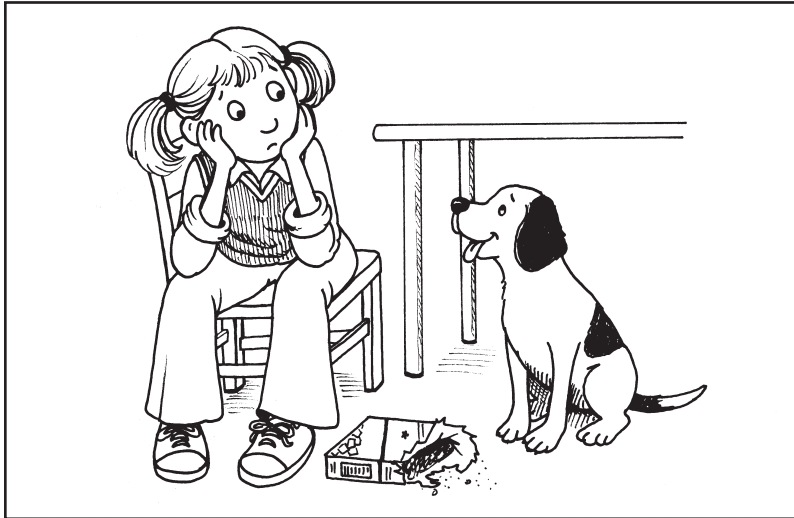
WRITE about your favorite outdoor activity. Explain where, when, and how you perform the activity, and tell why it is your favorite thing to do outdoors.

Be sure to –

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Composition #3

Look at the picture below.



Some days, nothing seems to go right.

Write about a day when things did not go your way.

Be sure to –

- write about a personal experience
- organize your writing
- develop your ideas in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Composition #4

READ the information in the box below.

Some schools plan special celebrations. Woodrow Wilson Middle School throws a big party on President Wilson’s birthday. Other schools celebrate events that are important to their towns.

THINK about something that you wish your school would celebrate.

WRITE about a person, thing, or event that you want your school to celebrate. Explain why, when, and how the celebration might take place.

Be sure to –

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Composition #5

Look at the picture below.



Some things seem like a chore at first, but turn out to be more fun than you thought.

Write about a time when you had to do something that turned out to be fun.

Be sure to –

- write about a personal experience
- organize your writing
- develop your ideas in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Composition #6

READ the information in the box below.

Sometimes a friend or family member likes what you like, talks how you talk, or does the things you like to do. Sometimes they do not.

THINK about a friend or family member with whom you spend a lot of time.

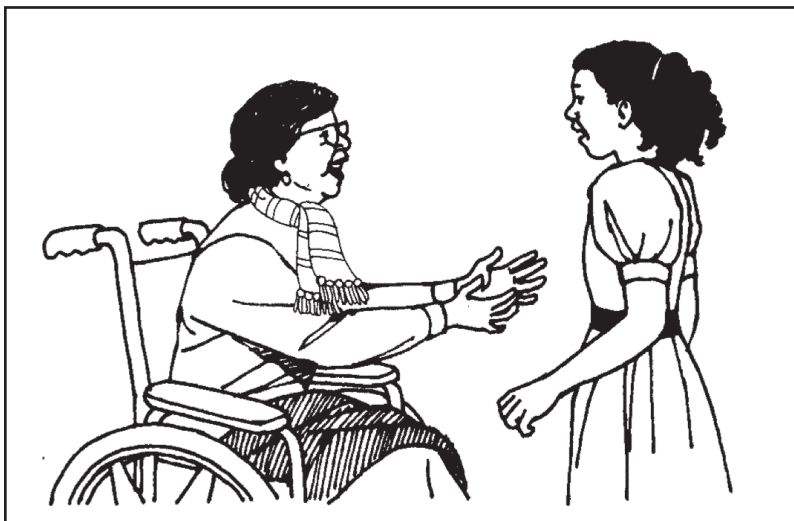
WRITE about a few things you have in common with that person and a few ways that you are different.

Be sure to –

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Composition #7

Look at the picture below.



Sometimes you can lend a helping hand.

Write about a time when you helped someone in need.

Be sure to –

- write about a personal experience
- organize your writing
- develop your ideas in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Composition #8

READ the information in the box below.

Writers tell stories in many different ways. You see stories on television and in movies. You read them in books. But we enjoy some stories more than others.

THINK about the television shows, movies, or books that you have really enjoyed recently.

WRITE about your favorite television show, movie, or book. Explain what the story was about and why you enjoyed it.

Be sure to –


- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Student Name _____

Reading Section _____

Student Answer Sheet

READING				
1	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)
4	(A)	(B)	(C)	(D)
5	(A)	(B)	(C)	(D)
6	(A)	(B)	(C)	(D)




Student Name _____

Revising and Editing Section _____

Student Answer Sheet

REVISING AND EDITING				
1	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)
4	(A)	(B)	(C)	(D)
5	(A)	(B)	(C)	(D)
6	(A)	(B)	(C)	(D)



Student Name _____

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE LINED ANSWER DOCUMENT.

Student Name _____

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE LINED ANSWER DOCUMENT.

Reading Review Answer Key

Reporting Category I: Understanding and Analysis Across Genres

Section 1: Roots and Affixes

TEKS 4.2(A)

- 1 B; patiently, quieted, cleared, rehearsing, original
- 2 A; unreachable, unreadable
- 3 D; astronomy, auditorium

Section 2: Context Clues

TEKS 4.2(B)

- 1 very tall buildings
Suggested response: such as the Empire State Building; other tall office and apartment buildings
- 2 walking with pride
Suggested response: could not hide the excitement she felt; like a proud rooster
- 3 very hungry
Suggested response: had skipped breakfast; to make himself a sandwich; after finishing every crumb

Section 3: Multiple-Meaning Words

TEKS 4.2(B)

- 1 boards cut from logs
- 2 trash or rubbish
- 3 to move about in a clumsy way
- 4 to say no or reject something
- 5 turned the wheel; ship slowly changed direction
- 6 a nearby farm; a large barn

Section 4: Dictionary and Glossary Skills

TEKS 4.2(E)

- 1 D
- 2 A
- 3 C
- 4 A

Section 5: Fictional and Real Events

TEKS 4.7(A)

- 1 Suggested response: Gary Soto grew up in a barrio in Fresno, California, and many of his stories are set there.
- 2 Suggested response: *Too Many Tamales*; The word *tamale* looks like it is from the Spanish language.

Section 6: Make Connections

Across Texts

Fig. 19(F)

- 1 Suggested response: They are about William Travis, who commanded the Alamo during the Texas fight for independence from Mexico.
- 2 Suggested response: Travis was determined to defend the Alamo even if he did not have enough men.
- 3 D
- 4 Both selections contain information about William Travis and his service at the Alamo. The first selection gives only facts and the dates of events. The second selection explains how Travis felt.

Reporting Category 2: Understanding and Analysis of Literary Texts

Section 7: Theme

TEKS 4.3(A)

- 1 Carol and her friend Ruby
- 2 Suggested response: Carol is nervous about going into the woods alone and staying overnight. But when her friend Ruby tells Carol that she doesn't think she can do it, Carol becomes determined to try.
- 3 Suggested response: Carol learns all she can about the woods that surround the overnight camp. She also exercises and gets into good shape.
- 4 Suggested response: Don't give up. Even if others are not convinced that you can do something, you can accomplish many things if you believe in yourself.

Section 8: Compare and Contrast Characters

TEKS 4.3(B)

- 1 Suggested response: He uses his cleverness to trick someone else.
- 2 Suggested response: Both Iktomi and Crow have no idea that Coyote plans to trick them.
- 3 Suggested response: In the first selection, Coyote does not speak to Iktomi. In the second selection, Coyote uses speech to trick Crow.
- 4 Suggested response: In both selections, Coyote's goal is to get something to eat the easy way. He uses trickery to accomplish his goals.

Section 9: Elements of Poetry

TEKS 4.4(A)

- 1 B
- 2 It is a lyric poem. It expresses the feelings of the poet and has end rhymes.

Section 10: Elements of Drama

TEKS 4.5(A)

- 1 Nora and Arthur Smith
- 2 In the Smiths' bedroom and their kitchen
- 3 Suggested response: Nora Smith is worried. Arthur Smith is tired.

Section 11: Plot

TEKS 4.6(A)

- 1 Suggested response: Wanda and Ricky get lost in a cave while on a field trip. They must find their way out.
- 2 Suggested response: Ricky thinks they should follow the stream they found because it may lead to a pond on the surface. Then Wanda remembers that the tour guide told them to use only the passages that have handrails.
- 3 Suggested response: Wanda remembers the guide's tip about the handrails.
- 4 Suggested response: To figure out how to find the right passage, Wanda recalled a tip the guide gave them before the tour: Always use the passages with handrails. Then, Ricky remembers the guide said: You will feel a breeze as you get close to the exit. They use these clues to find their way out of the cave.

Section 12: Character and Point of View

TEKS 4.6(B), 4.6(C)

- 1 Suggested response: Nya is nervous because she has to go on stage and perform.
- 2 Third-person
- 3 The narrator uses the pronouns *she* and *he*.
- 4 Suggested response: Nya is nervous at the beginning of the story. Then she calms down and gives a good performance. She is nervous because she wants to do well. She has worked very hard and cares about what she does.

Section 13: Sensory Language

TEKS 4.8(A)

- 1 A
- 2 D

Reporting Category 3: Understanding and Analysis of Informational Texts

Section 14: Main Idea and Details

TEKS 4.11(A)

- 1 Suggested response: Winter lasts for seven months in northern Alaska. The northern lights are the only source of light for two months. Dim lights make it dangerous for animals and strange for people. Between May and August during the summer, the sun does not set for 84 days.

- 2 Suggested response: The details all describe why winter and summer can be very strange times in northern Alaska for both people and animals. The sun never sets during much of the summer. During the winter, the sun never rises.
- 3 Suggested response: Living in northern Alaska can be like living in another world because there is not much light during the winter and in the summer the sun doesn't set for almost three months.

Section 15: Fact and Opinion

TEKS 4.11(B)

- 1 B
- 2 D

Section 16: Text Structure

TEKS 4.11(C)

- 1 D
- 2 B
- 3 A
- 4 Suggested response: The author uses a cause and effect text structure to present information about the fire. Signal words and phrases such as *because* and *as a result* explain how the fire started and spread.

Section 17: Text Features

TEKS 4.11(D)

- 1 B
- 2 B
- 3 A

Section 18: Sequence

TEKS 4.13(A)

- 1 A

Section 19: Graphic Features

TEKS 4.13(B)

- 1 Suggested response: It tells how long their careers lasted and how many games they won and lost.
- 2 Suggested response: It shows the top and side views of a surfboard with the parts labeled.
- 3 Suggested response: The tail of the surfboard has a fin on the bottom, but the nose does not have a fin.

Reporting Categories 2 and 3: Cross-Category Skills

Section 20: Media Literacy

TEKS 4.14

- 1 Suggested response: Dolphin Farms; the information is about swimming with the dolphins there
- 2 Suggested response: To encourage people to visit Dolphin Farms
- 3 Suggested response: Some words are in bold type and all capital letters. This makes those words seem more important than other words.
- 4 Suggested responses: To call readers' attention to the phrase and make readers really think about having a dolphin as a friend

Section 21: Make Inferences

TEKS Fig. 19(D), 4.10

- 1 C
- 2 A

Section 22: Summarize

TEKS Fig. 19(E)

- 1 Suggested response: Many charity organizations focus on helping people, but a group called Heifer International has a special way of helping.
- 2 Suggested response: Dan West came up with the idea for Heifer International when he did not have enough milk to give hungry children in Spain.
- 3 Suggested response: Dan West's idea to give people a cow instead of a cup of milk worked well, and Heifer International has grown to help many people in the world today.
- 4 Suggested response: Heifer International has a special way of helping people. Dan West came up with the idea when he did not have enough milk to give children in Spain. His group gives people animals and other items to help feed them. Heifer International has grown to help many people in the world.

Writing: Revising and Editing Review Answer Key

Reporting Category 2: Revision

Section 23: Revise for Organization

TEKS 4.15(C)

- 1 Suggested response: It is not too hot or too cold.
- 2 In the spring, the leaves on the trees are green.

Reporting Category 3: Editing

Section 24: Nouns and Verbs

TEKS 4.20(A)(i), 4.20(A)(ii)

- 1 stole
- 2 evening
- 3 city
- 4 began

Section 25: Adjectives and Adverbs

TEKS 4.20(A)(iii), 4.20(A)(iv)

- 1 smaller
- 2 nicest
- 3 slowly
- 4 most interesting

Section 26: Prepositions and Prepositional Phrases

TEKS 4.20(A)(v)

- 1 Suggested response: We saw the geese fly across the sky.
- 2 Suggested response: Mr. Shapiro threw the ball to the catcher.
- 3 Suggested response: Ashley got up early on the first day of school.

Section 27: Pronouns and Conjunctions

TEKS 4.20(A)(vi), 4.20(A)(vii)

- 1 She asked herself if she should clean her room.
- 2 Neither Ms. Pryor nor Mr. Jackson is in school today.
- 3 We bought ourselves some ice cream for dessert.
- 4 Please wear both your scarf and your mittens today.

Section 28: Complete Subjects and Predicates

TEKS 4.20(B)

- 1 Coach Tyler drove the van.
- 2 The entire class went on a field trip.
- 3 Suggested response: Students in Ms. Partry's class heard a loud noise when they looked out the window.
- 4 Suggested response: The group of dancers on the stage prepared to perform.

Writing: Revising and Editing Review

Answer Key

Section 29: Subject-Verb Agreement

TEKS 4.20(C)

- 1 rests
- 2 unwrap
- 3 crushes
- 4 enjoy
- 5 cross
- 6 want

Section 30: Transition Words

TEKS 4.20(A)(viii)

- 1 First
- 2 Then
- 3 Yesterday
- 4 In fact
- 5 Overall

Section 31: Capitalization

TEKS 4.21(B)(i), 4.21(B)(ii), 4.21(B)(iii)

What I Did Last Summer; Declaration of Independence; American Revolution; *Winnie-the-Pooh*; German; Japanese

Section 32: Punctuation

TEKS 4.21(C)(i), 4.21(C)(ii)

- 1 I have to buy apples, pears, lemons, and tomatoes at the store this afternoon.
- 2 “Donna,” Mrs. Rizzo called upstairs, “have you finished your homework?”
- 3 I love visiting Yellowstone Park, but my brother Jason would rather go to the beach.
- 4 “I can help you wash the car if you want,” said Dennis.
- 5 Ellie would like to visit the zoo more often, but she lives too far away.
- 6 John knocked on Susan’s door. “Wake up, sleepy head,” he called.

Section 33: Spelling: Plurals

TEKS 4.22(A)

- 1 dishes
- 2 mice
- 3 carries
- 4 toys
- 5 crayons
- 6 fashion
- 7 entering
- 8 dropped
- 9 sweeter
- 10 hour

Writing: Written Composition Review

Answer Key

Reporting Category 1: Composition

Reporting Category 2: Revision

Section 34: Develop Drafts

TEKS 4.15(A)

- 1 Collecting state quarters
- 2 Sundrops grow in the Texas panhandle.
- 3 Suggested response: The topic is collecting state quarters. Sundrops are a kind of flower that grows in Texas.
- 4 Suggested response: The Texas state quarter has a map of Texas, a large star, and the inscription “The Lone Star State.”
- 5 Suggested response: Description. With this text structure the author defines or classifies information by describing its qualities or characteristics.

Section 34: Support a Central Idea

TEKS 4.15(B)

- 1 Suggested response: San Antonio is a wonderful place to visit.
- 2 Suggested response: The King William Historic District has many beautiful homes; the Alamo Mission is where Texans stood up for freedom against Mexico; walk back in time on the streets of La Villita; it was settled by the Spanish centuries ago.

- 3 The beaches in Texas are also a big tourist attraction. Did you know that Texas has 624 miles of shoreline on the Gulf of Mexico? Austin, Texas is also an interesting place to visit.
- 4 Suggested response: Information about San Antonio’s museums, zoos, parks, and attractions that may be just outside the city

Section 34: Stay on Topic

TEKS 4.15(C)

- 1 Guide dogs for the blind
- 2 Suggested response: How long it takes to train a dog for the blind
- 3 I love dogs, especially terriers.

Section 34: Revise Drafts

TEKS 4.15(C)

- 1 Suggested response: The first day of school was only half over, and he had already learned enough things to last for a week.
- 2 Suggested response: He had just moved to this town and felt shy because he did not know anyone on the field.
- 3 Suggested response: No. Switch the order of sentences 4 and 5.

Reading Practice Answer Key

Reporting Category 1: Understanding and Analysis Across Genres

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 1: Roots and Affixes			
1	D	Readiness	4.2(A)
2	C	Readiness	4.2(A)
3	A	Readiness	4.2(A)
4	A	Readiness	4.2(A)
5	D	Readiness	4.2(A)
6	C	Readiness	4.2(A)
Section 2: Context Clues			
1	B	Readiness	4.2(B)
2	C	Readiness	4.2(B)
3	D	Readiness	4.2(B)
4	A	Readiness	4.2(B)
5	C	Readiness	4.2(B)
6	C	Readiness	4.2(B)
Section 3: Multiple-Meaning Words			
1	A	Readiness	4.2(B)
2	D	Readiness	4.2(B)
3	C	Readiness	4.2(B)
4	B	Readiness	4.2(B)
5	C	Readiness	4.2(B)
6	D	Readiness	4.2(B)

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 4: Dictionary and Glossary Skills			
1	B	Readiness	4.2(E)
2	C	Readiness	4.2(E)
3	A	Readiness	4.2(E)
4	B	Readiness	4.2(E)
Section 5: Fictional and Real Events			
1	B	Supporting	4.7(A)
2	D	Supporting	4.7(A)
3	D	Supporting	4.7(A)
Section 6: Make Connections Across Texts			
1	B	Readiness	Fig. 19(F)
2	C	Readiness	Fig. 19(F)
3	D	Readiness	Fig. 19(F)
4	D	Readiness	Fig. 19(F)
5	B	Readiness	Fig. 19(F)
6	D	Readiness	Fig. 19(F)

Reporting Category 2: Understanding and Analysis of Literary Texts

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 7: Theme			
1	D	Supporting	4.3(A)
2	B	Supporting	4.3(A)
3	D	Supporting	4.3(A)
4	A	Supporting	4.3(A)
5	D	Supporting	4.3(A)
6	C	Supporting	4.3(A)
Section 8: Compare and Contrast Characters			
1	B	Supporting	4.3(B)
2	D	Supporting	4.3(B)
3	A	Supporting	4.3(B)
Section 9: Elements of Poetry			
1	C	Supporting	4.4(A)
2	D	Supporting	4.4(A)
3	D	Supporting	4.4(A)
4	B	Supporting	4.4(A)
5	A	Supporting	4.4(A)
6	D	Supporting	4.4(A)
Section 10: Elements of Drama			
1	C	Supporting	4.5(A)
2	D	Supporting	4.5(A)
3	A	Supporting	4.5(A)
4	B	Supporting	4.5(A)
5	D	Supporting	4.5(A)
6	D	Supporting	4.5(A)

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 11: Plot			
1	D	Readiness	4.6(A)
2	C	Readiness	4.6(A)
3	B	Readiness	4.6(A)
4	A	Readiness	4.6(A)
5	C	Readiness	4.6(A)
6	C	Readiness	4.6(A)
Section 12: Character and Point of View			
1	B	Readiness	4.6(B)
2	C	Readiness	4.6(B)
3	D	Readiness	4.6(B)
4	D	Readiness	4.6(C)
5	C	Readiness	4.6(C)
6	A	Readiness	4.6(B)
Section 13: Sensory Language			
1	A	Supporting	4.8(A)
2	B	Supporting	4.8(A)
3	B	Supporting	4.8(A)
4	C	Supporting	4.8(A)
5	C	Supporting	4.8(A)
6	A	Supporting	4.8(A)

Reporting Category 3: Understanding and Analysis of Informational Texts

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 14: Main Idea and Details			
1	C	Readiness	4.11(A)
2	B	Readiness	4.11(A)
3	D	Readiness	4.11(A)
4	B	Readiness	4.11(A)
5	C	Readiness	4.11(A)
Section 15: Fact and Opinion			
1	A	Supporting	4.11(B)
2	B	Supporting	4.11(B)
3	C	Supporting	4.11(B)
4	B	Supporting	4.11(B)
5	C	Supporting	4.11(B)
6	D	Supporting	4.11(B)
Section 16: Text Structure			
1	B	Readiness	4.11(C)
2	C	Readiness	4.11(C)
3	D	Readiness	4.11(C)
4	B	Readiness	4.11(C)
5	A	Readiness	4.11(C)
6	C	Readiness	4.11(C)

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 17: Text Features			
1	B	Readiness	4.11(D)
2	C	Readiness	4.11(D)
3	A	Readiness	4.11(D)
4	C	Readiness	4.11(D)
5	A	Readiness	4.11(D)
6	D	Readiness	4.11(D)
Section 18: Sequence			
1	B	Supporting	4.13(A)
2	D	Supporting	4.13(A)
3	D	Supporting	4.13(A)
4	C	Supporting	4.13(A)
5	A	Supporting	4.13(A)
6	A	Supporting	4.13(A)
Section 19: Graphic Features			
1	B	Supporting	4.13(B)
2	C	Supporting	4.13(B)
3	D	Supporting	4.13(B)
4	D	Supporting	4.13(B)
5	A	Supporting	4.13(B)
6	C	Supporting	4.13(B)

Reporting Categories 2 and 3: Cross-Category Skills

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 20: Media Literacy			
1	B	Supporting	4.14
2	A	Supporting	4.14
3	A	Supporting	4.14
4	C	Supporting	4.14
5	D	Supporting	4.14
6	C	Supporting	4.14
Section 21: Make Inferences			
1	B	Readiness	Fig. 19(D)
2	C	Readiness	Fig. 19(D)
3	D	Readiness	Fig. 19(D)
4	A	Readiness	Fig. 19(D)
5	B	Readiness	Fig. 19(D)
6	D	Readiness	Fig. 19(D)
Section 22: Summarize			
1	A	Readiness	Fig. 19(E)
2	A	Readiness	Fig. 19(E)
3	C	Readiness	Fig. 19(E)
4	C	Readiness	Fig. 19(E)
5	B	Readiness	Fig. 19(E)

Writing: Revising and Editing Practice Answer Key

Reporting Category 2: Revision

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 23: Revise for Organization			
1	C	Readiness	4.15(C)
2	A	Readiness	4.15(C)
3	C	Readiness	4.15(C)
4	D	Readiness	4.15(C)
5	B	Readiness	4.15(C)
6	C	Readiness	4.15(C)

Reporting Category 3: Editing

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 24: Nouns and Verbs			
1	D	Supporting	4.20(A)(ii)
2	C	Supporting	4.20(A)(ii)
3	B	Supporting	4.20(A)(i)
4	A	Supporting	4.20(A)(i)
5	C	Supporting	4.20(A)(ii)
6	D	Supporting	4.20(A)(ii)

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 25: Adjectives and Adverbs			
1	C	Supporting	4.20(A)(iv)
2	A	Supporting	4.20(A)(iii)
3	B	Supporting	4.20(A)(iii)
4	B	Supporting	4.20(A)(iv)
5	D	Supporting	4.20(A)(iv)
6	C	Supporting	4.20(A)(iii)
Section 26: Prepositions and Prepositional Phrases			
1	A	Supporting	4.20(A)(v)
2	D	Supporting	4.20(A)(v)
3	A	Supporting	4.20(A)(v)
4	C	Supporting	4.20(A)(v)
5	B	Supporting	4.20(A)(v)
6	C	Supporting	4.20(A)(v)
Section 27: Pronouns and Conjunctions			
1	C	Supporting	4.20(A)(vii)
2	C	Supporting	4.20(A)(vi)
3	D	Supporting	4.20(A)(vi)
4	D	Supporting	4.20(A)(vi)
5	C	Supporting	4.20(A)(vii)
6	B	Supporting	4.20(A)(vi)

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 28: Complete Subjects and Predicates			
1	A	Readiness	4.20(B)
2	D	Readiness	4.20(B)
3	A	Readiness	4.20(B)
4	C	Readiness	4.20(B)
5	B	Readiness	4.20(B)
6	B	Readiness	4.20(B)
Section 29: Subject-Verb Agreement			
1	B	Supporting	4.20(C)
2	D	Supporting	4.20(C)
3	A	Supporting	4.20(C)
4	D	Supporting	4.20(C)
5	D	Supporting	4.20(C)
6	B	Supporting	4.20(C)
Section 30: Transition Words			
1	A	Supporting	4.20(A)(viii)
2	B	Supporting	4.20(A)(viii)
3	D	Supporting	4.20(A)(viii)
4	B	Supporting	4.20(A)(viii)
5	D	Supporting	4.20(A)(viii)
6	C	Supporting	4.20(A)(viii)

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 31: Capitalization			
1	B	Supporting	4.21(B)(i)
2	D	Supporting	4.21(B)(iii)
3	C	Supporting	4.21(B)(ii)
4	B	Supporting	4.21(B)(ii)
5	C	Supporting	4.21(B)(i)
6	D	Supporting	4.21(B)(iii)
Section 32: Punctuation			
1	C	Supporting	4.21(C)(i)
2	C	Supporting	4.21(C)(i)
3	D	Supporting	4.21(C)(i)
4	A	Supporting	4.21(C)(ii)
5	D	Supporting	4.21(C)(ii)
6	B	Supporting	4.21(C)(ii)
Section 33: Spelling			
1	A	Supporting	4.22(A)
2	C	Supporting	4.22(A)
3	B	Supporting	4.22(A)
4	B	Supporting	4.22(A)
5	D	Supporting	4.22(A)
6	C	Supporting	4.22(A)

GRADE 4 Personal Narrative Writing Rubric

Score Point 1

The narrative represents a very limited writing performance.

Organization/Progression

- The form or structure of the narrative is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies or literary devices that are only marginally suited to the narrative task, or they are inappropriate or not evident at all. Because the narrative is presented in a random or illogical way, the writer is not able to convey a sense of the experience.
- Many of the details do not contribute to the narrative. The writer’s lack of focus on a specific personal experience weakens the unity and coherence of the narrative.
- The writer’s narrative presentation is weak. Repetition or wordiness sometimes causes serious disruptions in the story line. At other times the lack of transitions and sentence-to-sentence connections makes one or more parts of the narrative unclear or difficult to follow.

Development of Ideas

- The development of the narrative is weak because the details are inappropriate, vague, or insufficient. They do not contribute to the writer’s portrayal of the experience.
- The narrative is insubstantial because the writer’s response to the prompt is vague or confused. In some cases, the narrative as a whole is only weakly linked to the prompt. In other cases, the writer fails to establish a realistic situation or present motivations for behavior or actions.

Use of Language/Conventions

- The writer’s word choice may be vague or limited. It reflects little or no awareness of the narrative purpose. The word choice impedes the writer’s ability to relate the experience clearly.
- Sentences are simplistic, awkward, or uncontrolled, weakening the effectiveness of the narrative.
- The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

Score Point 2

The narrative represents a basic writing performance.

Organization/Progression

- ❑ The form or structure of the narrative is evident but may not always be appropriate to the purpose or responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are only somewhat suited to the narrative task. The writer is able to convey some sense of the experience.
- ❑ Some details do not contribute to the narrative. The writer may focus on a specific personal experience but may not sustain that focus, limiting the unity and coherence of the narrative.
- ❑ The writer’s narrative presentation is inconsistent. Sometimes repetition or wordiness causes minor disruptions in the story line. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the logical movement of the narrative.

Development of Ideas

- ❑ The development of the narrative is minimal and remains at a surface level because there are few details, they are not always appropriate, or they are too general. For the most part, the details contribute only marginally to the writer’s portrayal of the experience.
- ❑ The narrative reflects little or no thoughtfulness. In some cases, the writer’s response to the prompt is formulaic and demonstrates only a limited understanding of the writing task. In other cases, the writer establishes some elements of a realistic situation but may provide few motivations for behavior or actions. The narrative conveys little sense of why the experience was important to the writer.

Use of Language/Conventions

- ❑ The writer’s word choice may be general or imprecise. It reflects a basic awareness of the narrative purpose. The word choice limits the writer’s ability to relate the experience clearly.
- ❑ Sentences are awkward or only somewhat controlled, limiting the effectiveness of the narrative.
- ❑ The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.

GRADE 4 Personal Narrative Writing Rubric

Score Point 3

The narrative represents a satisfactory writing performance.

Organization/Progression

- The form or structure of the narrative is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are adequately suited to the narrative task. The writer is able to clearly convey the experience.
- Most details contribute to the effectiveness of the narrative. The writer focuses on a specific personal experience and generally sustains that focus. The narrative is coherent, though it may not always be unified due to minor lapses in focus.
- The writer's narrative presentation is adequately controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the logical movement of the narrative.

Development of Ideas

- Specific details add some substance to the narrative. For the most part, these details contribute to the writer's portrayal of the experience.
- The narrative reflects some thoughtfulness. The writer demonstrates a good understanding of the writing task by establishing a realistic situation and providing reasonable motivations for behavior or actions. The narrative conveys some sense of why the experience was important to the writer.

Use of Language/Conventions

- The writer's word choice is, for the most part, specific and concrete. It reflects an awareness of the narrative purpose. Generally effective word choice allows the writer to relate the experience clearly.
- Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the narrative.
- The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the narrative.

Score Point 4

The narrative represents an accomplished writing performance.

Organization/Progression

- The form or structure of the narrative is appropriate to the purpose and responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are particularly well suited to the narrative task. The writer is able to skillfully convey the experience.
- All details contribute to the effectiveness of the narrative. The writer focuses on a specific personal experience and sustains that focus, strengthening the unity and coherence of the narrative.
- The writer's narrative presentation is well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the logical movement of the narrative.

Development of Ideas

- Specific, well-chosen details add substance to the narrative. These details contribute significantly to the writer's portrayal of the experience.
- The narrative is thoughtful and engaging. The writer demonstrates a thorough understanding of the writing task by establishing a realistic situation and providing plausible motivations for behavior or actions. The narrative conveys a good sense of why the experience was important to the writer.

Use of Language/Conventions

- The writer's word choice is vivid and expressive. It reflects a keen awareness of the narrative purpose. Effective word choice enables the writer to recreate the experience in a way that conveys its importance.
- Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the narrative.
- The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency or clarity of the writing. The overall strength of the conventions contributes to the effectiveness of the narrative.

GRADE 4 Expository Writing Rubric

Score Point 1

The essay represents a very limited writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.
- ❑ Most ideas are generally related to the topic specified in the prompt, but the central idea is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.
- ❑ The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

Development of Ideas

- ❑ The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient.
- ❑ The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay.
- ❑ Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
- ❑ The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

Score Point 2

The essay represents a basic writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task.
- ❑ Most ideas are generally related to the topic specified in the prompt, but the writer’s central idea is weak or somewhat unclear. The lack of an effective central idea or the writer’s inclusion of irrelevant information interferes with the focus and coherence of the essay.
- ❑ The writer’s progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.

Development of Ideas

- ❑ The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too briefly or partially presented.
- ❑ The essay reflects little or no thoughtfulness. The writer’s response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer’s word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay.
- ❑ Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.
- ❑ The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.

GRADE 4 Expository Writing Rubric

Score Point 3

The essay represents a satisfactory writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task.
- ❑ The writer establishes a clear central idea. Most ideas are related to the central idea and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.
- ❑ The writer’s progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.

Development of Ideas

- ❑ The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay.
- ❑ The essay reflects some thoughtfulness. The writer’s response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer’s word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay.
- ❑ Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay.
- ❑ The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.

Score Point 4

The essay represents an accomplished writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task.
- ❑ The writer establishes a clear central idea. All ideas are strongly related to the central idea and are focused on the topic specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.
- ❑ The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow.

Development of Ideas

- ❑ The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay.
- ❑ The essay is thoughtful and engaging. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways.

Use of Language/Conventions

- ❑ The writer's word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay.
- ❑ Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.
- ❑ The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.

STAAR Eligible Texas Essential Knowledge and Skills for English Language Arts and Reading, Grade 4

READING

Reporting Category 1: Understanding and Analysis Across Genres

The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

- (2) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
 - (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
 - (B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;
 - (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.

- (7) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to
 - (A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.

- (Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to
- (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

Reporting Category 2: Understanding and Analysis of Literary Texts

The student will demonstrate an ability to understand and analyze literary texts.

- (3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
 - (A) summarize and explain the lesson or message of a work of fiction as its theme;
 - (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.
- (4) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to
 - (A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).
- (5) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to
 - (A) describe the structural elements particular to dramatic literature.
- (6) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to
 - (A) sequence and summarize the plot's main events and explain their influence on future events;
 - (B) describe the interaction of characters including their relationships and the changes they undergo;
 - (C) identify whether the narrator or speaker of a story is first or third person.

- (8) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to
- (A) identify the author’s use of similes and metaphors to produce imagery.
- (14) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

- (Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to
- (D) make inferences about text and use textual evidence to support understanding;
- (E) summarize information in text, maintaining meaning and logical order.

Reporting Category 3: Understanding and Analysis of Informational Texts

The student will demonstrate an ability to understand and analyze informational texts.

- (10) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

The student expectation for 10(A) is ineligible for assessment. Therefore, when Culture and History (10) is assessed, it will be linked to Figure 19(D): make inferences about text and use textual evidence to support understanding. This student expectation will be attached only to expository texts, since persuasive reading is ineligible at grade 4. For this reason, Culture and History (10) will always represent a Readiness standard.

- (11) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to
- (A) summarize the main idea and supporting details in text in ways that maintain meaning;
 - (B) distinguish fact from opinion in a text and explain how to verify what is a fact;
 - (C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison;
 - (D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.
- (13) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to
- (A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe);
 - (B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).
- (14) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

- (Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to
- (D) make inferences about text and use textual evidence to support understanding;
 - (E) summarize information in text, maintaining meaning and logical order.

WRITING

Reporting Category 1: Composition

The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.

- (15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
- (B) develop drafts by categorizing ideas and organizing them into paragraphs;
 - (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;
 - (D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric].
- (17) **Writing.** Students write about their own experiences. Students are expected to
- (A) write about important personal experiences.
- (18) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to
- (A) create brief compositions that
 - (i) establish a central idea in a topic sentence;
 - (ii) include supporting sentences with simple facts, details, and explanations; and
 - (iii) contain a concluding statement.

Reporting Category 2: Revision

The student will demonstrate an ability to revise a variety of written texts.

- (15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
- (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience.

- (18) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to
- (A) create brief compositions that
 - (i) establish a central idea in a topic sentence;
 - (ii) include supporting sentences with simple facts, details, and explanations;
 - (iii) contain a concluding statement.

Reporting Category 3: Editing

The student will demonstrate an ability to edit a variety of texts.

- (15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
- (D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric].
- (20) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to
- (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (irregular verbs);
 - (ii) nouns (singular/plural, common/proper);
 - (iii) adjectives (e.g., descriptive, including purpose: *sleeping bag, frying pan*) and their comparative and superlative forms (e.g., *fast, faster, fastest*);
 - (iv) adverbs (e.g., frequency: *usually, sometimes*; intensity: *almost, a lot*);
 - (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
 - (vi) reflexive pronouns (e.g., *myself, ourselves*);
 - (vii) correlative conjunctions (e.g., *either/or, neither/nor*);
 - (viii) use time-order transition words and transitions that indicate a conclusion;

- (B) use the complete subject and the complete predicate in a sentence;
 - (C) use complete simple and compound sentences with correct subject-verb agreement.
- (21) **[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to
- (B) use capitalization for
 - (i) historical events and documents;
 - (ii) titles of books, stories, and essays;
 - (iii) languages, races, and nationalities;
 - (C) recognize and use punctuation marks including
 - (i) commas in compound sentences;
 - (ii) quotation marks.
- (22) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to
- (A) spell words with more advanced orthographic patterns rules:
 - (i) plural rules (e.g., words ending in *f* as in *leaf, leaves*; adding *-es*);
 - (ii) irregular plurals (e.g., *man/men, foot/feet, child/children*);
 - (iii) double consonants in middle of words;
 - (iv) other ways to spell *sh* (e.g., *-sion, -tion, -cian*);
 - (v) silent letters (e.g., *knee, wring*);
 - (B) spell base words and roots with affixes (e.g., *-ion, -ment, -ly, dis-, pre-*);
 - (C) spell commonly used homophones (e.g., *there, they're, their; two, too, to*);
 - (D) use spelling patterns and rules [and print and electronic resources] to determine and check correct spellings.

