

GRADE 5



★ 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 5 STAAR Reading test and the Grade 7 STAAR Writing test.

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

The reading sections in this book are aligned directly with the TEKS that are eligible for assessment on the Grade 5 STAAR Reading test. The writing sections address Grade 5 Writing TEKS that closely correspond to the TEKS eligible for assessment on the Grade 7 STAAR Writing Test. 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 7 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 5 STAAR Reading test and the Grade 7 STAAR Writing test. 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 7 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 and Analysis Across Genres			
Roots and Affixes	5.2(A)	/ 6	
Context Clues	5.2(B)	/ 6	
Multiple-Meaning Words	5.2(B)	/ 6	
Dictionary, Glossary, and Thesaurus Skills	5.2(E)	/ 4	
Compare and Contrast Themes	5.3(A)	/ 6	
Make Connections Across Texts	Fig. 19(F)	/ 6	
Reporting Category 2: Understanding and Analysis of Literary Texts			
Origin Myths	5.3(B)	/ 4	
Theme and History	5.3(C)	/ 3	
Elements of Poetry	5.4(A)	/ 6	
Elements of Drama	5.5	/ 6	
Plot	5.6(A)	/ 5	
Character	5.6(B)	/ 4	
Point of View	5.6(C)	/ 2	
Literary Language and Devices	5.7(A)	/ 3	
Sensory and Figurative Language	5.8(A)	/ 3	
Reporting Category 3: Understanding and Analysis of Informational Texts			
Author's Purpose	5.10(A)	/ 4	
Main Idea and Details	5.11(A)	/ 6	
Determine and Verify Facts	5.11(B)	/ 1	
Text Structure	5.11(C)	/ 6	
Text and Graphic Features for Overview	5.11(D)	/ 4	
Synthesize/Make Connections	5.11(E)	/ 2	
Author's Viewpoint	5.12(A)	/ 4	
Exaggerated and Misleading Statements	5.12(B)	/ 1	
Sequence	5.13(A)	/ 6	
Information Presented Graphically	5.13(B)	/ 2	
Reporting Categories 2 and 3: Cross-Category Skills			
Media Literacy	5.14(C)	/ 6	
Make Inferences	Fig. 19(D)	/ 6	
Summarize	Fig. 19(E)	/ 6	
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Student Name _____

Writing: Revising and Editing Scoring Chart

REVISING AND EDITING Tested Skills	ELAR TEKS	# Correct	Notes
Reporting Category 2: Revision			
Revise for Organization	5.15(C)	/ 6	
Reporting Category 3: Editing			
Verbs	5.20(A)(i)	/ 4	
Collective Nouns	5.20(A)(ii)	/ 2	
Adjectives	5.20(A)(iii)	/ 3	
Adverbs	5.20(A)(iv)	/ 3	
Prepositions and Prepositional Phrases	5.20(A)(v)	/ 6	
Indefinite Pronouns	5.20(A)(vi)	/ 4	
Subordinating Conjunctions	5.20(A)(vii)	/ 2	
Transitional Words	5.20(A)(viii)	/ 6	
Complete Subjects and Predicates	5.20(B)	/ 6	
Subject-Verb Agreement	5.20(C)	/ 6	
Capitalization	5.21(A)	/ 6	
Commas	5.21(B)(i)	/ 1	
Quotation Marks	5.21(B)(ii)	/ 2	
Italicizing and Underlining	5.21(C)	/ 3	
Spelling	5.22	/ 6	
		/ 66	



Reading

Reporting Category 1 Understanding and Analysis Across Genres

Section 1: READING



Review

Roots and Affixes

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

A prefix is added to the beginning of a word to make a new word. For example, the prefix *pre-* means “before.” Add this prefix to the word *set* and you have *preset*, or “to set beforehand.” A suffix is added to the end of a word to make a new word. The suffixes *-ible* and *-able* mean “can be done.” The word *forgivable* means “can be forgiven.”

Many English words have Greek and Latin roots. A root is the basic part of a word that gives the word its main meaning. For example, *graph* is a Greek root that means “write.” *Bio-* is a Greek prefix that means “life.” From this root and prefix we get the word *biography*, “a book about someone’s life.”

Read each paragraph. Then answer the question.

- 1 We had been walking down the wooded path for hours. Soon it would be dark, and the trail was beginning to disappear in the thick brush. Finally, I decided to speak up. “We should turn back,” I said. “This trail is becoming impassable, and when it ends, we’ll be lost.”

The word impassable in this paragraph means —

- A** not able to be passed or traveled
- B** able to be passed or traveled
- C** passing or traveling again
- D** in favor of passing or traveling

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

- 2** When Helen got home, she discovered that her brother Terry had forgotten to walk the dog. “It’s not as if he’s a baby anymore,” Helen thought. “He’s just so irresponsible! If he wants Mom and Dad to trust him, he has to be more dependable.”

The word irresponsible in this paragraph means —

- A** half responsible
- B** one who is responsible
- C** not responsible
- D** very responsible

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

- 3** Last week, I went to see a new play. One of my favorite actors, Tim Harkin, was in the cast. I can hardly describe how much I enjoyed the play. When it ended, I went to the stage door and waited. Tim came out and signed his autograph on my program. I was thrilled!

The word autograph in this paragraph means —

- A** description
- B** story
- C** photograph
- D** signature

What other word with a Greek or Latin root can you find in the paragraph?

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

A Big Disappointment



- 1 Jada and her younger brother Ethan ran into the living room, clutching the game they had just bought. They had seen an advertisement for the game on television and thought it looked like a lot of fun. The children in the commercial looked to be about their age and were laughing and moving parts all over an obstacle course on a colorful and complicated-looking game board. When Ethan opened the box, he poured out what looked to be a million little plastic parts.
- 2 “I guess we have to put it together ourselves,” said Ethan.
- 3 Jada flipped through the instruction booklet. It was ten pages long and every page had a complicated diagram on it. She sighed, then shrugged. “We’ll take it one page at a time. How hard can this be?”
- 4 Two hours later, Jada and Ethan were still at it. They only had about half of the obstacle course put together. Jada read the next step aloud. “Insert the flat end of part 5M into the third opening in part 8Q,” she read. Ethan followed along as she read and then said wearily, “Look at this ridiculous diagram. They misprinted it. It’s upside-down.”

- 5 “Never mind that,” said Jada with another sigh. “I’ve got the two parts.” She slowly tightened the parts together. Snap! They broke in her hands. “Oh, I give up! This is impossible.” Jada threw the broken bits of plastic down in disgust.
- 6 “Hand me the tape,” said Ethan. “I’ll fix it just like we did with the other two parts that broke.” Jada and Ethan kept working until, at last, they had the obstacle course put together.
- 7 “Finally! Now we can play the game at last,” said Jada.
- 8 When they started playing, though, they quickly became bored. The game was too easy. It was nothing at all like the game they saw the children playing on television. Ethan even told Jada he thought the game was babyish.
- 9 Jada nodded grimly. “You’re right,” she said. “Those television ads really misrepresented this product.” Ethan agreed. “This game looked like so much more fun when the kids in the television commercial were playing it.”
- 10 Suddenly Jada smiled. “I know what we should do. My friend Emily wrote a letter once to a fruit juice company and she got a letter back from them. Let’s write a letter to the toy company telling them how we feel about this game.”
- 11 Ethan jumped up with a grin. He grabbed a pad of paper and a pencil. The two sat for a few minutes thinking, and then Jada began. “Dear Sir or Madam,” she dictated as Ethan wrote what she said on the paper. “My brother and I are writing today to express our extreme disappointment with our new game.”
- 12 Jada paced the floor as she dictated more of the letter. Choosing her words carefully, she explained why she and Ethan had purchased the game and described how difficult it was for them to assemble the parts. Then, she stated that when they played the game, it was nothing like the game they saw in the television advertisement.

- 13 Ethan wrote quickly, sometimes suggesting a word or phrase. When the letter was done, they reread it. They made a few changes and sent it to the address on the box.
- 14 Six weeks later, Jada and Ethan’s mother called them into the kitchen. “A toy company sent you a letter,” she said. “Open it and see what’s inside.”
- 15 Ethan looked at Jada and tore open the envelope. “Guess what, Jada?” he asked joyfully. “Our letter got results. Look, the toy company sent us a check for the price of the game!”
- 16 Jada slowly looked at the check. She thought about the television commercial and how much fun the game looked. She thought about the hours it took to put the game together. She remembered how quickly she and Ethan became tired of the game. She thought about how they thought the game was really made for younger children.
- 17 “It’s good that we wrote to the company to tell them what we think,” said Jada. “I’m glad that we got our money back, too. But I wonder how many other kids bought the game and felt the same way we did.”
- 18 Ethan thought for a minute. “Well, maybe our displeasure will prompt the toy company to change its commercial. It might just encourage them to be more accurate. I know that disappointing game certainly taught us a lesson.”
- 19 Jada smiled and nodded her head. “We did something about our disappointment and it got results. But more importantly, I will not always believe everything I see in television commercials.”



Student Name _____

1 In paragraph 4, what does the word wearily mean?

- A Refreshed
- B One who is weary
- C In a quick manner
- D In a tired way

2 What does the word tightened mean in paragraph 5?

- A To have loosened
- B One who grips tightly
- C To have made tight
- D One who tightens

3 In paragraph 9, the word misrepresented means to have represented —

- A again
- B wrongly
- C before
- D completely

Student Name _____

4 In paragraph 13, the word reread means to —

- A read for the first time
- B read again
- C refuse to read
- D read quickly

5 In paragraph 15, the word joyfully means —

- A in a happy way
- B in a real way
- C without happiness
- D without being real

6 In paragraph 18, what does the word displeasure mean?

- A A feeling of calmness
- B Strong anger
- C Great pleasure
- D The opposite of pleasure



Section 2: READING



Review

Context Clues

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

Read each paragraph. Use context clues to circle the correct meaning and answer the question.

- 1 This year at Thanksgiving, we had a few unexpected guests. Some close friends of my Uncle Jorge were unable to get home for the holiday, so they joined us for dinner. There has always been ample room around Aunt Sonya's dining room table, but I have to say it got a little crowded when three more dinner guests arrived.

more than enough too little

What context clues did you use to define ample?

- 2 Jeffrey knew he had to carefully watch every step he took. The cave he was exploring was a labyrinth of winding and connected passageways, a maze in which he could easily get lost. He used a map to pick his way along the narrow path into the next cavern.

underground maze

What context clues did you use to define labyrinth?

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

Zebra Mussel Control

- 1 About 30 years ago, a tiny creature was accidentally transported to North American shores by a Russian cargo ship. Since that time, this tiny creature has taken up residence in our lakes, canals, and rivers. The tiny creature that is making itself at home in many of the United States is the zebra mussel.
- 2 Do you wonder how such a small shellfish can cause such a monumental dilemma? Let's take a look back at how the zebra mussel came to be such an enormous problem for North American waters.
- 3 Zebra mussels are native to the Black Sea, which is a large body of water that lies on the border between southern Europe and Asia. It is believed that when ships passed through the Black Sea, the zebra mussels attached themselves and sailed with them.
- 4 The waters of North America were unprepared for the arrival of the zebra mussel. Since zebra mussels have no natural enemies in North America, the population continues to grow and grow. Zebra mussels feed on algae. They eat so much algae that the small water bugs that also inhabit the waters and feed on algae have none left to eat and eventually die. This is a huge misfortune since fish eat bugs. Unless something is done to control this detrimental population, the fish, too, will soon die.
- 5 Scientists and research teams are working hard to find ways to control the zebra mussel population. Even though zebra mussels are only the size of your thumbnail, they often accumulate and clog screens used to clean drinking water. They will attach to just about anything in the water, including the bottoms of boats, rocks, ropes, glass, and wood. They can block water flow in pipes, contaminate beaches where

GO ON 

people swim, damage boat engines, and cause buoys to sink. Millions of dollars are spent each year to control and remove these mussels from water that has been polluted and from pipes that have been clogged.

- 6 Until recently, the only way to get rid of zebra mussels was by scraping, blasting, or steaming them off the objects to which they've attached themselves. In contained areas, poison was sometimes used. These methods proved to be costly, time consuming, and only mildly effective.
- 7 Because the zebra mussel is not native to North American waters, the existing number of natural predators is not an effective way to control population sizes. A type of diving duck in Europe eats zebra mussels. However, the duck cannot be introduced here because it will harm native fish, too. Environmentally safe chemicals are not available, so environmentalists dismiss the idea of discharging chemicals into lakes and rivers to get rid of the mussels.



When ships passed through the Black Sea, zebra mussels attached themselves and sailed with them into America.

GO ON 

- 8 Most scientists agree that the zebra mussel cannot be eliminated, or removed completely, so they have set a goal to learn how to control them and stop them from spreading. Some agencies have developed mussel information centers. These centers track and record the progress of zebra mussel infestations. This monitoring can provide early detection and reduce the potential for infestation.
- 9 Zebra mussels are carried mainly by the downstream flow of water and commercial and recreational boat traffic. Boaters can help control the spread of zebra mussels by taking a few precautions. If a boat, trailer, fishing gear, diving gear, or other aquatic equipment has been used in infested waters, the following safety measures are recommended. Remove any visible vegetation from the boat, propeller, and trailer. Flush the engine cooling system and wells and rinse with hot water. Water at temperatures above 100°F will usually kill the adult mussels. The exterior of the boats must be visually inspected. The boat surface must be felt, and if it feels gritty, it may mean that young microscopic mussels are attached. It is also important for fishing boat crews not to reuse bait that was used in infested waters and not to empty bait buckets into the water.
- 10 It's important that boaters learn more about controlling the spread of zebra mussels. If we all do our part, we can help scientists with the tough job of controlling these pesky invaders.



Student Name _____

1 In paragraph 1, which words help the reader understand the meaning of residence?

- A *making itself at home*
- B *accidentally transported*
- C *the tiny creature*
- D *Russian cargo ship*

2 Which words in paragraph 2 help the reader understand the meaning of monumental?

- A *such a small*
- B *North American waters*
- C *take a look back*
- D *enormous problem*

3 What does the word detrimental mean in paragraph 4?

- A Important
- B Harmful
- C Local
- D Useful

Student Name _____

4 In paragraph 8, the word eliminated means —

- A established
- B launched
- C gotten rid of
- D confirmed

5 Which words in paragraph 9 help the reader know the meaning of precautions?

- A *safety measures*
- B *exterior of*
- C *visually inspected*
- D *visible vegetation*

6 In paragraph 9, the word gritty means —

- A hot
- B striped
- C clean
- D rough



Section 3: READING



Review

Multiple-Meaning Words

Words that have more than one definition are called **multiple-meaning words**. Context clues in the words and sentences that surround a multiple-meaning word can often help you decide which meaning the author is using in a story or text.

For example, a paragraph that contains a multiple-meaning word might also include an antonym or a synonym for the word. Ask yourself, *is the word used as a noun or a verb?* This can affect how the word is pronounced. Remember that 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 Last Saturday, I went to the school athletic field to see my friend Terry practice for his upcoming track meet. As soon as I arrived, I could see he was getting ready to jump hurdles. When the coach blew his whistle, I watched as Terry began to run, and then in open-mouthed amazement I saw him vault over two hurdles at once.

leap

a hidden chamber

- 2 Last week, our class took a field trip to the space center outside Houston. It's a very big place, made up of a compound that includes a laboratory, training center, and other office buildings. In the training center, we got to watch two astronauts-in-training demonstrate an anti-gravity device. That was really exciting!

a group of buildings

two words put together

3 Jeanette’s uncle had an accident last weekend during a family barbecue. He burned himself, and had to be rushed to the emergency room. When I saw Jeanette in school on Monday, she told me that her uncle’s condition was stable, even though he had to stay overnight in the hospital. He is expected to make a full recovery.

a building for livestock steady

4 Ira was stiff the morning after the game. I told him to do some stretching exercises. Ira has always been lean and slim, so touching his toes was never a big effort for him. “Just lean down,” I said. “Try and reach the floor and do it a couple of times. That should take care of any stiffness.”

bend over thin or slender

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

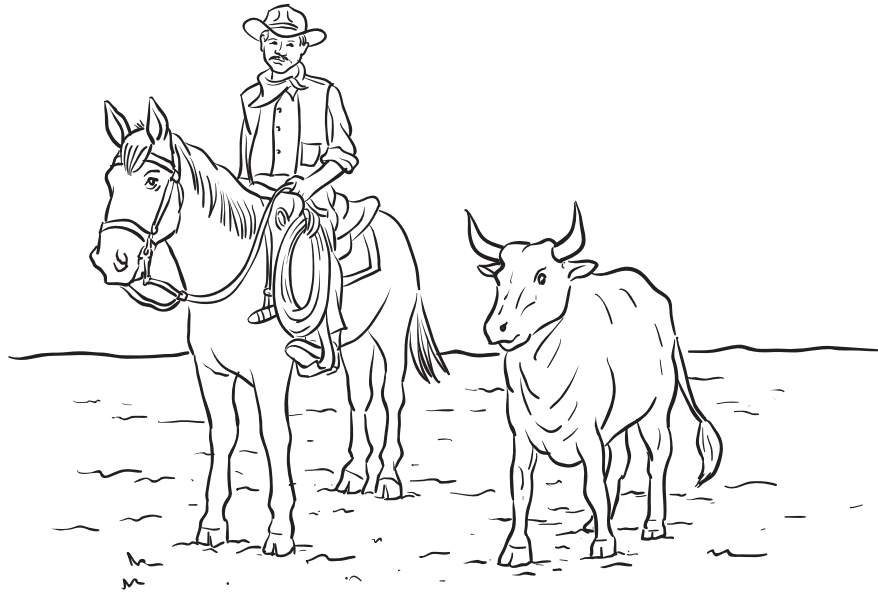
5 Every year, Cassie and her brothers pick the cherries that grow in her family’s backyard. Then the whole family works together to make jam. First they cook the cherries in a large pot and add sugar. Then they put the cooked preserves in glass jars to cool. Tied up with ribbon, the jars make great gifts.

6 “What kind of easy chair are you looking for?” the salesperson asked as I walked into the store. “We have several different styles. Here’s one with a foot rest.”

Practice

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

Cattle Drives



- 1 Can you imagine leading hundreds of cattle over hundreds of miles through the Wild West? In 1869, 200 cowboys set out from Texas with 15,000 steer. This cattle drive is unusual because it was the biggest one on record, but if you lived in Texas in the late 1800s, cattle drives would have been a common sight.
- 2 A cattle drive is when a herd of cattle are moved from one place to another usually by cowboys on horses. During the 1880s, ranchers, or people who raised cattle, knew that people living in the north and east had money to buy beef. They saw that they could ship steer to the northerners and easterners if they could get the animals to the railroad. Once ranchers got their cattle to the railroad, the animals were loaded onto railroad cars and shipped north.

- 3 The Chisholm Trail was one of three famous cattle-drive routes that passed through what is now Oklahoma. It was named for Jesse Chisholm, the first man to blaze the trail. A Native American-Scottish trader, Chisholm drove a wagon through Indian Territory and marked off a trail to his trading post near Wichita, Kansas. The trail ran from the Mexican border, through Austin and Waco, Texas, to Abilene, Kansas. The cattle driver who followed this trail to Abilene gave the trail Chisholm's name. Cattlemen began these long drives in 1868 and in three years had moved over one million cattle. Sometimes as many as 4,000 cattle came through on a single drive.
- 4 Driving cattle was not an easy job. Cattlemen had to steer the cattle across dangerous rivers. Sometimes the cattle would slip on rocks or vines that were lurking under the water.
- 5 The cattlemen also had to find safety under brush or other wooded areas to hide the cattle and themselves from attacks and to protect them all in bad weather. Another tough job of the cattlemen was to head off stampedes. Stampedes could scatter the cattle over several miles and hamper the drive for days.
- 6 Everything cowboys wore and brought with them on cattle drives had important jobs. For example, the cloth handkerchiefs cowboys wore around their necks were used to cover the cowboys' mouths and noses. This helped them breathe through the dust and dirt kicked up by the cattle as they charged across the frontier.
- 7 Ropes were also important tools used by cowboys on cattle drives. Using a rope or lasso was a skill that every cowboy had to master. This was how the cowboy caught escaped cows and led them back to the herd. The lasso was also helpful in clearing boulders or fallen trees that blocked the herd's path.



- 8 The most important possession was the cowboy's horse. Without a horse, the cowboy couldn't take the long journey or keep the cattle in the drive. The horse was also important for carrying the cowboy's sleeping roll, dry clothes, water, rope, and other equipment along the trail.
- 9 At the end of each long day, the cattlemen would settle in and make camp for the night. The chuck wagon was unloaded, and food that was stored in earthen jars was prepared and eaten by cooks. Some cattlemen told stories around a blazing fire. Others sang songs to pass the hours.
- 10 After several days on the cattle drive, the cowboys and their herd finally reached the "cow town" at the end of the trail. The cowboys tended to the herd. They would brush their hide and check them for signs of injury or disease. Most of the time the cattle were in better shape at the end of the trail than at the beginning. There was much vegetation on the plains for the cattle to graze on. All that grazing fattened the animals up. Even the cattle that began the trip thin ended the trip plump.
- 11 Finally the cattle were loaded onto railroad cars and the cowboys enjoyed some time in the cow town before they headed for home. Once back home, some cowboys would relax while others would prepare for their next cattle drive.

Student Name _____

1 In paragraph 1, what does the word steer mean?

- A To guide the course of
 - B To be guided
 - C To follow one's course
 - D Young bulls raised to produce meat
-

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

- A *drove a wagon through*
 - B *his trading post*
 - C *famous cattle-drive routes*
 - D *had moved over*
-

3 In paragraph 3, the word trail means —

- A to chase
- B a path
- C to dangle
- D a clue



Student Name _____

- 4 In paragraph 5, the word brush means —
- A shrubs, small trees, and bushes growing together
 - B a tool used for scrubbing or painting
 - C to remove with quick movements of the hand
 - D the act of using a brush
-

- 5 What does the word brush mean in paragraph 10?
- A Twigs cut or broken from trees
 - B The act of using a tool for smoothing and cleaning
 - C A tool used for sweeping or smoothing
 - D Shrubs, small trees, and bushes growing together
-

- 6 In paragraph 10, the word hide means —
- A to keep out of sight
 - B the skin of an animal
 - C to keep secret
 - D where one takes cover



Section 4: READING



Review

Dictionary, Glossary, and Thesaurus Skills

To understand a word, sometimes you need more information about it. There are several reference resources you can use. A **dictionary** gives you the meanings of words. It also provides a word's part of speech and pronunciation. Sometimes a dictionary will show you different forms of a word and include the history of the word, or its origin. A **glossary** is like a short dictionary. It usually appears at the back of a book and gives the definitions of certain words in the book. A **thesaurus** provides synonyms and antonyms for words. It also gives you a word's part of speech.

Read each sentence. Use the dictionary, glossary, or thesaurus entry to determine the correct meaning of the underlined word.

- 1 We watched the ants scurry back and forth, carrying food from our picnic to their anthill.

scurry \skur' ee\
1 To hurry along *verb*
2 A short race *noun*

Which dictionary definition correctly defines scurry?

2 When I clearly explained my reasons, I was able to sway his decision.

sway

- 1 To change an opinion
- 2 To move side to side

Which glossary definition correctly defines sway?

3 People came from all over the world to hear the brilliant scientist speak.

brilliant *adj*

syn smart

ant unintelligent

Which thesaurus definition correctly defines brilliant?

4 The umbrella provided a small shield from the hot midday sun.

shield \sheeld\ *noun*

- 1 A piece of armor
- 2 An object that protects

Which dictionary definition correctly defines shield?

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

The Big Steal

- 1 “Grandmother, I’m quitting soccer!” Yongmi announced as she walked through the door. “It was the second game today and the coach didn’t put me in for one single play. I’m sick of it! All we do at practice is run, and then we do drills. Plus, I’m just no good and everyone laughs at me.” A tear slid down Yongmi’s face.
- 2 “You know, in Korea I worked all day on our farm and my mother never allowed me to quit. You need to keep trying,” Yongmi’s grandmother said.
- 3 “We’re not in Korea! I’ve never even been to Korea!” Yongmi sobbed angrily as her grandmother tried to comfort her.
- 4 In their kitchen, Grandmother prepared dinner and set Yongmi’s plate on the table. The two of them ate in silence. Yongmi felt bad. She knew that she had upset her grandmother when she yelled at her.
- 5 Just as Yongmi was about to apologize, her mother burst through the door. She had a flustered expression on her face and dark circles under her eyes.
- 6 “Daughter, you are so late! Sit down and eat dinner,” Grandmother said as she put another dish of food on the table.
- 7 “I can’t. I’m late for my English class,” Yongmi’s mother replied, rushing to search for her English books. I have to go or I’ll miss the bus.”

8 Yongmi didn't have a chance to talk to her about quitting soccer. Her mother looked so tired and frustrated, but she kept going. She didn't quit. She worked all day and studied at night. She did all of this so that her family could have a better life. Yongmi was so proud of her mother, that she knew she had to try harder as well.

9 Later that week, Yongmi practiced passing the soccer ball with her teammate, Ana, during recess. Ana taught Yongmi a few tricks that would help her pass the ball with better accuracy. Yongmi worked extra hard and soon found that running was a lot easier. Her progress showed when she managed to score a goal during one of the practice drills. When game day rolled around, Yongmi stood alone on the sidelines again. Instead of looking sad, Yongmi cheered for her team loudly.

10 It was a good game. The other team was tough and played aggressively. Each team had made one goal. Suddenly, two players crashed into each other and Yongmi's teammate crumpled to the ground. The coach ran to bring the limping girl off the field.

11 "Yongmi, you're in," the coach shouted.

12 Yongmi ran onto the field to take her position. She flew up and down the field. All the extra running in practice paid off. She never even got tired.

13 Suddenly, the girl in front of her bobbled the ball. With a quick move that Ana had taught her, Yongmi stole the ball. She concentrated hard and sailed the ball toward Ana, who kicked it straight into the goal. The referee blew his whistle. The game was over and Yongmi's team had won. Yongmi searched the sidelines for her grandmother. She ran and practically knocked her over as she threw her arms around her.

14 "Grandmother! I'm sorry I was disrespectful after the last game. Thanks for not letting me quit," said Yongmi.

Student Name _____

1 Read the thesaurus entry for the word flustered.

flustered *adj*

syn disturbed, puzzled, upset

ant calm, comforted, settled

Which word in the thesaurus entry means the opposite of flustered as it is used in paragraph 5?

- A Calm
- B Upset
- C Puzzled
- D Disturbed

2 Read the dictionary entry for the word accuracy.

accuracy \ak'yər ə sē\ *noun*

- 1 The state of being correct
- 2 The state of being exact

How many syllables does the word accuracy have in paragraph 9?

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

GO ON 

Student Name _____

3 Read the dictionary entry for the word progress.

progress \prä' gres\
1 movement toward a goal *noun*

2 to go forward in time *verb*

3 to grow or develop *verb*

4 a journey through a region *noun*

Which definition best fits the way progress is used in paragraph 9?

A Definition 1

B Definition 2

C Definition 3

D Definition 4

4 Read the thesaurus entry for the word disrespectful.

disrespectful *adj*

syn flip, rude, sassy

ant mannered, nice, polite

Which word in the thesaurus entry could be used to replace disrespectful in paragraph 14?

A Nice

B Syn

C Rude

D Ant



Section 5: READING



Review

Compare and Contrast Themes

The **theme** is the story’s message or lesson about life that an author wants readers to understand. 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 each trickster tale. One is from Ancient Greece and the other is a Native American tale. Then answer the questions.

The Fox and the Goat

By an unlucky chance a Fox fell into a deep well and could not get out. A Goat passed by and asked the Fox what he was doing. “Oh, have you not heard?” said the Fox. “There is going to be a drought, so I jumped down here in order to be sure to have water near me. Why don’t you join me?” The Goat thought well of this advice, and jumped into the well. But the Fox immediately jumped on her back, and by putting his foot on her long horns managed to jump up to the edge of the well. “Good-bye, friend!” said the Fox.

The Fox and the Crow

Crow, having stolen a bit of meat, perched in a tree and held it in her beak. Fox longed to possess the meat himself. Soon, he thought of a plan. “How handsome is the Crow,” he exclaimed. “If her voice were only equal to her beauty, she would be considered the Queen of Birds!” The Crow, anxious to prove that there was nothing wrong with *her* voice, set up a loud caw and dropped the meat. The Fox picked it up. “My good Crow,” he said, “your voice is right enough, but your intelligence is wanting.”

1 Who are the characters in these two stories?

2 What problem does Fox have in each story? How does he solve each problem?

3 In what way are these two stories alike?

4 What do you think is the theme of each story, and how are they similar?

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

The Fisherman and His Wife

A retelling of a Brothers Grimm Tale

- 1 A long time ago, there lived a fisherman and his wife. The couple was very poor and lived in a dark, damp hut. Their furnishings were meager. They had very little, and what they owned was not enough. Yet the fisherman was happy. His wife, however, was not.
- 2 One day, as the fisherman fished in the lake, he whispered, “Little fish, little fish, in the lake!” To his surprise, a little blue fish appeared and promised to grant him a wish. The fisherman was astonished, but he asked the fish for a new home. The fish nodded and vanished.
- 3 The fisherman returned home to his wife. He was delighted with his new house. His wife, however, was not.
- 4 The fisherman returned to the lake the next day. As he fished, he whispered, “Little fish, little fish, in the lake!” Once again, the little blue fish appeared and granted him a wish. This time, the fisherman asked for the finest of clothing. The fish nodded and vanished.
- 5 The fisherman returned home to his wife and new home. She was dressed in the finest clothes, and there was a closet filled with top quality clothing for him. He was delighted with his new suits and shirts and pants. His wife, however, was not.



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GO ON 

- 6 The fisherman returned to the lake day after day, and each day the fish appeared and granted him a wish. The fisherman asked for expensive furniture. His wife was not happy. He asked for fine china. Again, his wife was not happy. The fisherman wished for continuous sunshine. The fields surrounding their home soon turned to dust. He made wish after wish, but his wife was never content.
- 7 One day, the fisherman wished for a garden of vegetables and an orchard of fruit. The fish appeared but refused to grant his wish. “I see nothing good for you and your wife,” said the fish. “Therefore, become the poor fisherman you once were and be happy.”
- 8 The fisherman returned home to his old hut and his wife in tattered clothing. The fisherman smiled as he entered the hut and placed the basket of fresh fish on the table.

The Stonecutter

A retelling of a Japanese folk tale

- 9 Once upon a time, there lived a stonecutter. The stonecutter lived in a small hut on the side of a mountain. On the mountain, there also lived a spirit. The spirit would sometimes appear to people and grant them wishes.
- 10 One morning, the stonecutter left his hut to deliver a slab of marble to a rich man who lived at the bottom of the mountain. Delivering the large marble was difficult. When the stonecutter reached the man’s home, he looked around and envied the large house and yard, beautiful belongings, and trouble-free life. The stonecutter wished he could be rich and prosperous.
- 11 As the stonecutter walked back home up the mountain, he heard a voice. It was the voice of the mountain spirit. The spirit said, “Your wish is heard. A rich man you shall be!” When the stonecutter returned home, he found a large house and yard where his hut once stood. The house was made of the finest marble and filled with jewels and gold. He knew that he was wealthy and his life would be easy and carefree.

GO ON 

12 But the house was not enough for the stonecutter. He wanted more and asked the spirit to make him as mighty as the sun. So the spirit said, “Your wish is heard. The sun you shall be!” The stonecutter was now the sun.

13 As the sun, the stonecutter began to grow discontented and bored. He wanted more and asked the spirit to make him as mighty as a cloud. So the spirit said, “Your wish is heard. A cloud you shall be!” The stonecutter was now a cloud.

14 Again, he grew bored. The stonecutter wanted more and asked the spirit to make him as mighty as a boulder. So the spirit said, “Your wish is heard. A boulder you shall be!” The stonecutter instantly was turned into a boulder.

15 The stonecutter felt very mighty as a boulder. As the days passed, another stonecutter from the mountain began to chip away at the boulder. Although he felt mighty, he wondered, “Is man mightier than a boulder?” He wanted more and asked the spirit to make him as mighty as man. So the spirit said, “Your wish is heard. A man you shall be!” The stonecutter became a man once again.

16 The stonecutter went back to the life he had before. He worked hard cutting stone. His hut was small and food was sometimes scarce, but he was satisfied. He never again asked for things, or desired to be greater than others. The stonecutter was happy at last.



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1 What is the main theme or message of “The Fisherman and His Wife?”

- A** It is always better to have more than other people.
 - B** Money and wealth can make a person much happier.
 - C** A person can have what he wants if he wishes hard enough.
 - D** Be satisfied and happy with what you have.
-

2 What is the main theme or message of “The Stonecutter?”

- A** Being strong is better than being rich.
 - B** Do not wish for things you don’t really want.
 - C** Wealth and power will not make a person happy.
 - D** Do not try to take what other people have.
-

3 In what way are the characters in both stories alike?

- A** They both stop wishing after their first wish.
- B** They are not content with what they wish for.
- C** They are both granted wishes by the mountain spirit.
- D** They are both granted wishes by a fish.

Student Name _____

- 4** The authors of these stories most likely want the reader to understand that —
- A** happiness does not depend on how much money or how many things you have
 - B** you should always wish for more than you need
 - C** being jealous of other people helps you get what you want
 - D** people who are rich and powerful are happier than everyone else
-

- 5** Which sentence best represents the moral of both stories?
- A** Don't count your chickens before they hatch.
 - B** A penny saved is a penny earned.
 - C** Be careful what you wish for.
 - D** Any excuse will serve a tyrant.
-

- 6** What is one way that the themes of both stories are alike?
- A** They both stress the importance of good wishes.
 - B** They both stress the importance of faithful wives.
 - C** They both stress the importance of great wealth.
 - D** They both stress the importance of real happiness.



Section 6: READING



Review

Make Connections Across Texts

When you compare and contrast different texts and genres on similar subjects, you can **make connections** between ideas and information. When reading literary and nonfiction texts, look for ways in which they are similar and different.

Read each selection. Then answer the questions.

Landscape painting was popular in Europe long before American artists began to practice it. Most European artists painted peaceful scenes of country life. American landscape painters, however, were mostly in awe of the untamed beauty of America. Albert Bierstadt's huge paintings reveal the majesty of the Rocky Mountains. Other artists who worked mostly in the East also painted romantic pictures of the land. Many worked with a group of artists who came to be known as the Hudson River School. This group helped develop an American style of landscape painting where human beings and nature exist together peacefully.

Albert Bierstadt was born in Dusseldorf, Germany, in 1830. When he was still an infant, his parents immigrated to the United States. After studying art in Europe, Bierstadt returned to the United States where, in 1859, he joined a wagon train heading west. Soon Bierstadt began painting the scenery he saw on his travels. His paintings highlight elements of the atmosphere such as fog, clouds, and mist. Like many painters of landscapes, including those of the Hudson River School back East, Bierstadt sometimes changed details to make his paintings even more impressive.

1 What are these two selections about?

2 What do you learn about Albert Bierstadt's work in the first selection?

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

- A** Artists of the Hudson River School painted landscapes.
- B** Albert Bierstadt painted scenery in the western U.S.
- C** The Hudson River School was located in the eastern U.S.
- D** European landscape artists painted country life.

4 In what way are these two selections similar? How are they different?

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

The Race to Invent the Telephone

- 1 Rrrrrinnngggg! As you race to answer your cell phone, consider this: the invention of the telephone in 1876 was itself a race. In fact, the winner of the race wasn't declared until 1893, seventeen years later.
- 2 Of course, almost everyone knows that the telephone was invented by Alexander Graham Bell. But have you ever heard of Johann Reis? He invented a kind of telephone in 1861. But he never developed it to the point where it was able to send and receive speech that could be understood.
- 3 And what about Elisha Gray? He filed a "notice of invention" with the Patent Office on the same day that Bell filed his patent application. The term *patent* refers to a right granted by the government to anyone who invents or discovers a new process or machine. If Bell had the patent, he would have the right to make and sell the telephone for a set number of years. Gray would not.
- 4 Gray's telephone, however, had a major problem. The human voice wasn't clear. Bell was the first to send words that could be understood. On March 10, 1876, Bell spilled some acid and called his assistant by speaking into the phone he was working on: "Watson, come here! I need you!"
- 5 But then Bell had even more competition from Thomas Edison, who invented an improved transmitter. This is the part of the telephone that sends your voice. All in all, Bell was involved in more than 600 lawsuits defending the patent for his invention. He won the last suit in 1893.



Alexander Graham Bell

GO ON 

Alexander Graham Bell

- 6 Alexander Graham Bell was born on March 3, 1847, in Edinburgh, Scotland. His father was a teacher and an expert in public speaking. His grandfather, Alexander Bell, was an elocution professor who taught public speaking. Bell's mother, Eliza, was hard of hearing but became an accomplished pianist as well as a painter.
- 7 After studying at the University of Edinburgh and University College, London, England, Bell became his father's assistant. In 1870 his parents, in search of a healthier climate, convinced Bell to move with them to Canada. The following year he went to Boston, Massachusetts, to teach at Sarah Fuller's School for the Deaf, the first school for deaf people in the world.
- 8 From 1873 to 1876, Bell experimented with many inventions. These included an electric speaking telegraph, or what later became known as the telephone. In 1874 he invented a telegraph that could send several messages at once over one wire.
- 9 Bell supplied the ideas, and his assistant Thomas Watson created the equipment. Working with tuned reeds and magnets to make a receiving instrument and sender work together, they transmitted a musical note on June 2, 1875. Bell's telephone receiver and transmitter were identical: a thin disk in front of a magnet.
- 10 Bell continued his experiments to improve the telephone's quality. By accident, Bell sent the first message, "Watson, come here! I need you!" on March 10, 1876. The first public showing took place at the American Academy of Arts and Sciences convention in Boston two months later.
- 11 Then, in June, Bell's display at a fair in Philadelphia brought more publicity. Emperor Dom Pedro II of Brazil ordered one hundred phones for his country. The telephone, which had been given only eighteen words in the official catalog of the fair, suddenly became the shining star among all the other attractions.

Student Name _____

- 1** These two selections are about —
- A** Thomas Edison and the invention of the telephone
 - B** Alexander Graham Bell and the invention of the telephone
 - C** why Elisha Gray’s telephone was superior to Bell’s
 - D** how to apply for a patent
-
- 2** What information does the first selection contain that is not mentioned in the second selection?
- A** Alexander Bell’s first message over the telephone
 - B** Emperor Dom Pedro II order of 100 telephones
 - C** Why Bell said “Watson, come here!” on March 10, 1876
 - D** Bell’s experiments with many inventions from 1873 to 1876
-
- 3** What does the reader learn about Alexander Graham Bell only in the second selection?
- A** Bell’s father was a teacher.
 - B** Bell had an assistant named Thomas Watson.
 - C** Bell had a lot of competition from Thomas Edison.
 - D** Bell was born in Scotland.

Student Name _____

- 4** In what way are the two selections alike?
- A** They are both written from the third person point of view.
 - B** Both are biographies of Alexander Graham Bell.
 - C** They both give information about Bell’s teaching career.
 - D** They are both written from the first person point of view.
-
- 5** Which sentence from the selections best represents a theme that both selections share?
- A** *Of course, almost everyone knows that the telephone was invented by Alexander Graham Bell.*
 - B** *But then Bell had even more competition from Thomas Edison, who invented an improved transmitter.*
 - C** *From 1873 to 1876, Bell experimented with many inventions.*
 - D** *Bell supplied the ideas, and his assistant Thomas Watson created the equipment.*
-
- 6** One difference between the authors’ purposes in the two selections is that in the first selection, the author mainly focuses on —
- A** Alexander Graham Bell’s inventions
 - B** the invention of the telephone
 - C** Thomas Edison’s inventions
 - D** the invention of the patent





Reading

Reporting Category 2

Understanding and Analysis of Literary Texts

Section 7: READING



Review

Origin Myths

An **origin myth** explains the beginning of something, such as how the world began. Before modern science, ancient people used origin myths to understand the world around them. Although origin myths are fictional, they are built around things in the real world.

To understand an origin myth, think about what it is trying to explain. Sometimes, origin myths explain things in nature, like the sun and the moon. Other times, the myths explain something about the history of a people, like how they came to live in a certain place.

Read the Incan origin myth. Then answer the questions.

Long ago, Inti, the sun god, created the first Incans, a man and a woman. He gave them a golden staff.

“Go and search until you find a place where the staff sinks into the ground. There you will build a city and call it Cuzco,” said Inti.

The Incans were anxious to obey Inti, so they set off with the staff. They searched high and low, near and far. But no matter where they looked, the staff refused to sink into the ground.

Finally, they came across the most beautiful place they had seen so far. When they brought out the staff, it immediately sank into the ground and disappeared. Overjoyed, the two Incans built the city on the spot. As Inti had instructed, they named it Cuzco.

The Incas came to rule over all the surrounding lands. And that’s how Cuzco became the capital of the Incan empire.

1 What is the selection about?

2 What beginning does the origin myth try to explain?

3 What factual information do you learn from this myth?

4 Which information in the myth is most likely fiction?

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

The Girl Who Cried

A retelling of a Haida origin myth

- 1 Once upon a time, there was a little girl who cried and cried. The little girl dreamed constantly of a special fish. She desired this fish with all her being. The fish was unlike any other fish the girl had seen. It was a huge fish that leapt joyously out of the waters, gleaming in the sunlight of her dreams.
- 2 But no one in her tribe had ever seen this fish, not even the elders. Try as they might, no one could comfort her, not even her father, the Great Chief, not even the wise men. No one could give her what she wished for, so the girl's crying continued.
- 3 Eventually, the little girl became sick from all her crying, but still she would not stop. Finally, her father the Chief called a meeting, and the medicine men gathered to discuss the problem.
- 4 "The Chief's daughter keeps dreaming about this fish," said the wisest medicine man. "This fish must be important to our people in some way, and we must find it."
- 5 Another medicine man stood up. "I am good friends with the wise Raven in the forest. May I have permission to seek his counsel? As you know, the Raven is a special being, and he may know something about this fish that we do not."
- 6 The Chief gave the medicine man permission to ask the Raven for help, and so the medicine man set off to find his friend. When the medicine man found the Raven, he explained the problem.

- 7 “The Chief’s daughter dreams of a great fish called a Salmon,” said the Raven. “The reason your tribe has never seen any of these fish is because they live very far from here. Since you and your tribe have always been friendly toward me, I will do you a favor. I will fly far away to where the Salmon are, and I will bring you back a fish for the Chief’s daughter before she gets any sicker.”
- 8 With that, the Raven swept into the air and speedily winged off toward the horizon. The Raven flew to a distant river and circled overhead until he spotted the Salmon leaping about in the water.
- 9 Suddenly, the Raven swooped down, grabbed a Salmon, and immediately began to fly back to the village. But the Raven had caught the son of the Salmon Chief in his talons. As a result, the Salmon Chief and many of the salmon pursued the Raven, swimming as fast as they could. They leapt in and out of the water to keep him in their sight.
- 10 The Raven made it back to the village ahead of the Salmon. He gave the young Salmon to the little girl, who stopped crying at once. Then the Raven spoke to his friend the medicine man.
- 11 “Many of this young Salmon’s people have followed me from their distant river. They will soon be here to rescue the young Salmon.”
- 12 The medicine man warned the Chief, who called the people of the tribe into action. They quickly built a huge net and when the Salmon arrived, they were all trapped in the net. Thus, the first Salmon came to the river.

Student Name _____

- 1 The origin myth explains —
- A why people cry
 - B where ravens come from
 - C where salmon come from
 - D why people fish
-

- 2 Read this sentence from paragraph 5.

“As you know, the Raven is a special being, and he may know something about this fish that we do not.”

The author uses this sentence to —

- A help the reader imagine the fish
 - B explain the importance of the Raven
 - C show that the Raven is trouble
 - D teach the reader the origin of the fish
-
- 3 From the information at the end of the selection, the reader can conclude that the Salmon will —
- A be good for the tribe
 - B fight with the tribe
 - C come to live with the tribe
 - D be a bother to the tribe
-
- 4 The Haida most likely created this origin myth because —
- A they wanted to teach their children about ravens
 - B it was their goal to travel to distant lands
 - C they wanted to explore the meaning of dreams
 - D salmon was an important part of their culture



Section 8: READING



Review

Theme and History

The **theme** is the underlying idea of the story that the author wants the reader to understand. Usually a theme is implied, rather than stated. Often, historical events affect the theme of a story. When reading texts feature historical events, look for ways in which those events relate to the theme. Thinking about why the author chose to include a particular historical event can help you discover the theme.

Read the selection. Then answer the questions.

Ayita shivered in the harsh wind, wishing she had her winter clothes with her. But the soldiers had not allowed anyone time to pack, so she had to live with what she had on. The soldiers had come to her Cherokee village and forced everyone to leave. Now she walked with thousands of others to a new home in a place called Oklahoma. She did not know where this Oklahoma was, but she understood that it was very far away. As Ayita looked around her, she noticed the elders from her village. They seemed to walk with an air of dignity, despite the situation. Watching them made Ayita stand a little straighter. She realized that the soldiers could take away her home, but they could not take away who she was.

1 What historical event is included in the selection?

2 Based on the selection, how did the Cherokee feel about this event?

3 What is the theme of the selection?

- A** Bow to those in authority.
- B** Create order out of a mess.
- C** Overcome a difficult situation.
- D** Learn to respect the military.

4 How does the historical event relate to the theme?



Practice

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

Nursing a New Life

- 1 Susannah studied her reflection in the mirror. Today she was finally an adult. But the reflection staring back at her seemed the same as always. A bit more determined, perhaps, but it was the same old face.
- 2 A deep boom rumbled in the distance, and the house shuddered in response. Luckily, the Civil War battles had skipped their town so far. Even so, the war affected everyone. Susannah's father was too old to join up, but her cousins were all off fighting. And, everyone in the South faced shortages in food and clothing. There would be no birthday cake for her 18th birthday, Susannah knew. Sugar and flour were just too hard to find these days.
- 3 The Civil War had completely changed the rules of life. No one really knew what new challenges each day would bring. But not all of these changes were bad, in Susannah's opinion. With that thought, she squared her shoulders and went to face her parents.
- 4 Susannah took a deep breath and entered the front parlor. Her father's gaze took in her determined expression, and he set his mouth in a grim line. Although her mother paled slightly, her gaze seemed more approving to Susannah.
- 5 "Papa, now that I'm 18..." Susannah began.

- 6 “Susannah, we’ve already talked about this,” her father said. “Being a nurse is no job for a proper young lady. It just isn’t done.”
- 7 “Papa, I am sorry you disapprove. Really, I am,” Susannah said. “But everything is different now with the war.” As if on cue, another growling boom sounded in the distance.
- 8 “Women from proper families just like ours are helping out more and more. Now that I am 18, I can help, too. I know that I was raised to be a good wife and mother. And, I can still do that later. But right now I think I can use my time in a better way.”
- 9 “I’m sorry Susannah, but war or no war, I just cannot approve of such unsuitable behavior,” he said. Then he turned back to reading his paper, dismissing her.
- 10 Susannah sighed and returned to her room. She pulled the packed suitcase from under her bed. From her top dresser drawer, she removed the note she had written to her parents. It contained the name and address of the hospital where she had secured a job, and the boarding house where she would be staying with the other nurses.
- 11 Noting the time, Susannah hurriedly donned her hat and coat, grabbed her suitcase, and slipped out the back door.

- 12 A short walk brought her to a carriage, where her closest friend awaited her.
- 13 “What did your father say?” asked Carrie.
- 14 “Same as usual,” said Susannah, climbing into the carriage.
- 15 “Not to worry,” said Carrie. “He’ll come around. He’ll have to. This isn’t the Revolutionary War—nursing is not just for men anymore. Being a nurse is a job that gains women respect. If we women stick together and stand up for ourselves, we can have jobs even after the war is over. Mark my words, it will be a whole new world for us!”
- 16 Susannah giggled at her friend’s enthusiasm. “Next thing I know, you’ll be telling me we’ll be able to vote soon, too.”
- 17 Carrie smiled back at Susannah and winked. “Don’t laugh. Voting rights for women will happen sooner or later. With all the good work we’re doing in this war, I think sooner.”
- 18 Susannah sat back and made herself comfortable for the long ride ahead. She thought of her home and felt her stomach clench. She missed it already. But when she thought ahead, her stomach clenched again, this time in excitement. She knew nursing would be hard. But the chance to do something good, to really make a difference, was worth it. Susannah took a deep breath and prepared to face her new life.

Student Name _____

1 Which best describes a theme in the passage?

- A Doing your part to help others
 - B Experiencing the circle of life
 - C Understanding good versus evil
 - D Seeing appearance versus reality
-

2 Which historical event most affects the main theme of the selection?

- A Women gaining the right to vote
 - B The Civil War
 - C The Revolutionary War
 - D Women organizing work unions
-

3 Which sentence best supports the additional theme of change versus tradition?

- A *Luckily, the Civil War battles had skipped their town so far.*
- B *“But everything is different now with the war.”*
- C *From her top dresser drawer, she removed the note she had written to her parents.*
- D *“This isn’t the Revolutionary War—nursing is not just for men anymore.”*



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. Poets often use **alliteration**, a literary device in which the same beginning consonant sound is repeated. **Onomatopoeia** is the use of a word, such as *buzz*, that imitates or suggests the sound that it describes. **Internal rhyme** is rhyme that occurs within one line of poetry:

I love the shore when I hear the roar /Of waves come crashing down.

A **rhyme scheme** is the pattern of rhyming lines in a poem. Letters are often used to show which lines rhyme: AABB, ABAB, etc.

Read the poem. Then answer the questions.

I love the shore when the roar of the surf
comes crashing down with a frown on the turf,
when the sun is shining in an azure sky,
and my cares disappear in the by and by.

I love the ocean's expanse of blue
for that, by far, is my favorite hue.
To run and jump in a rolling wave,
now that is a day I would like to save.

- 1 Which two words form internal rhyme in the poem?
A *down* and *frown* **C** *surf* and *turf*
B *sky* and *by* **D** *blue* and *hue*
- 2 Identify the rhyme scheme in the poem and give an example of onomatopoeia.

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

Great Glorious Gobs

by Larry Ryden

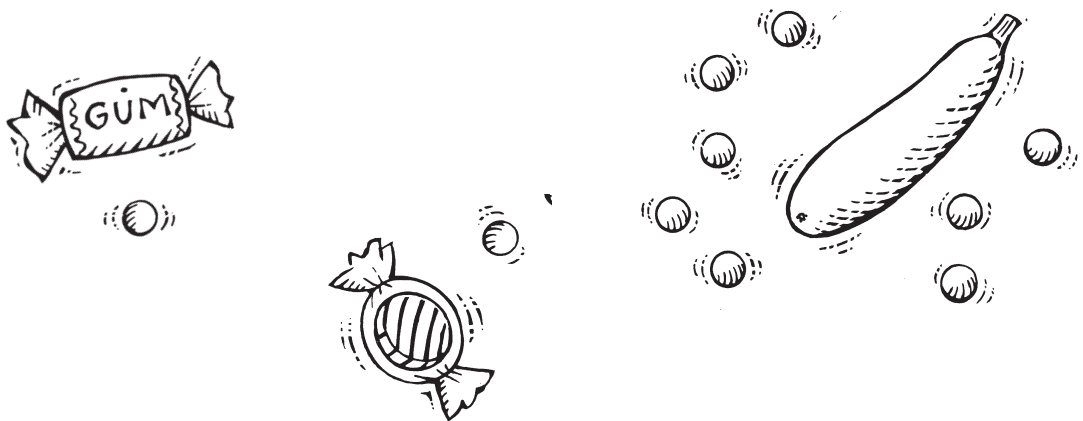
Mom says that vegetables are good for me,
but I am afraid I must disagree.
Candy is better. I just know it's true!
Because bubble gum helps me learn how to chew.



- 5 Stop by the sweet shop for a grape lollipop,
and you'll forget all about that broccoli you chop.
Rock candy looks like beautiful glass,
while a green salad tastes like slippery wet grass!

Mints are healthy, and like peas they are green.

- 10 Plus I'm sure there are vitamins in most jelly beans.
All day I can gnaw on a giant jawbreaker
But eat grated carrots? Can't we visit a sweet candy maker?

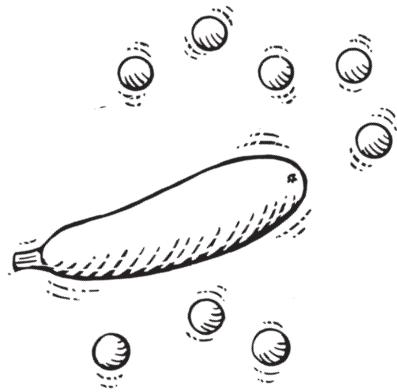
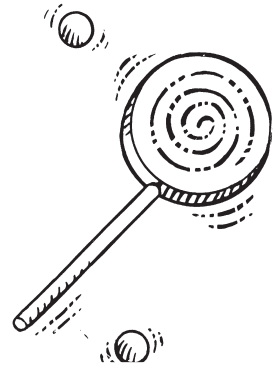


A red rope of licorice can be so handy,
but spinach tastes all gritty and sandy.

- 15 Taffy is slurpy and sticky and sweet,
now please don't make me eat that slick, slimy beet!

Give me candy in great glorious gobs!
And... eek... is that my tooth that throbs?
Tomorrow I'll sit in the dentist's chair

- 20 I just know he'll find cavities that need repair.



Student Name _____

1 What is the rhyme scheme of the poem?

- A ABAB
 - B BBBA
 - C AABB
 - D AABA
-

2 Which line of the poem includes an example of internal rhyme?

- A Line 5
 - B Line 6
 - C Line 8
 - D Line 17
-

3 Which line in the poem includes an example of onomatopoeia?

- A Line 6
- B Line 7
- C Line 14
- D Line 15



Student Name _____

4 The poet uses alliteration in —

- A Line 12
- B Line 17
- C Line 19
- D Line 20

5 Which poetic element is found in line 13?

- A Internal Rhyme
- B Stanza
- C Onomatopoeia
- D Alliteration

6 Read line 18 from the poem.

And . . . eek . . . is that my tooth that throbs?

Which word in this line is an example of onomatopoeia?

- A eek
- B my
- C tooth
- D throbs



Section 10: READING



Review

Elements of Drama

A **play** has several unique features. 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. Also, the action in a play is almost entirely revealed by **dialogue**.

Read Scene I of the selection. Then answer the questions.

Scene I

[In the theater of the Glenwood Planetarium]

JACK: *(excited)* I wonder what the show will include!

ROSE: It's supposed to be a tour of the solar system.

JACK: Let's get seats up front.

ROSE: Look, there are two empty seats in the second row. *(They sit in the seats as the lights fade.)*

ROSE: *(gasping)* Look at the ceiling! All those stars!

JACK: *(grinning)* Get ready to blast off!

1 Who are the characters in the play?

2 What do the stage directions tell about Jack?

 **Practice**

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

Who's Who at the Hummingbird Feeder!

Scene I

In the kitchen window at Carly and Bryce's house

- 1 **BRYCE:** [*whispering loudly in an excited way*] Carly! Come here, quick! There's a hummingbird at our feeder.
- 2 **CARLY:** [*rushing over to stand beside her brother at the window*] Wow! I thought we'd never see one. It's about time.
- 3 **BRYCE:** I know. It's been a week since we hung the feeder out there. But now I'm glad we didn't move it.
- 4 **CARLY:** [*cleaning her eyeglasses and nodding*] I agree.
- 5 **BRYCE:** [*pointing at the feeder*] Carly, look! Another hummingbird wants to eat.
- 6 **CARLY:** You mean drink! [*smiling*] And look, that bird pushed the other one out of the way. It must really be hungry.
- 7 **BRYCE:** You mean thirsty.
- 8 [*Mom walks into the kitchen.*]
- 9 **CARLY:** Mom, look at our hummingbird feeder.
- 10 **MOM:** That's really interesting. Look at how tiny and beautiful those birds are. And their wings are a blur.
- 11 **BRYCE:** That's because a hummingbird's wings flap about 50 times per second.
- 12 **MOM:** That's incredible. Why don't you take notes so that you can find out what species of hummingbirds are coming to your feeder?

GO ON 

13 **CARLY:** Great idea, Mom.

14 [*Carly runs to get a notebook and a pencil.*]

15 **CARLY:** Now it's time to find out what kinds of hummingbirds live in our backyard.

Scene 2

At the nature museum near Carly and Bryce's house

16 **CARLY:** Thanks for driving us here, Mom.

17 **MOM:** You're welcome. Let's see if we can't get some information about hummingbirds.

18 [*Carly walks up to the information center. There is a man sitting behind the desk.*]

19 **CARLY:** Excuse me, sir. Do you have any information about hummingbirds?"

20 **MAN:** [*walking over to a display of pamphlets*] The information you are looking for will be in the bird watcher pamphlets.

21 **CARLY:** [*walking over to the display*] Thank you.

22 **MOM:** Look at all of this information about birds, Carly.

23 **CARLY:** I know. Here's a pamphlet about hummingbirds. Let's take this one home.

24 **BRYCE:** [*picking up a small booklet*] Okay. Here's another one, too. I can't wait to look through these.

25 **MAN:** If you are interested, I could tell you the titles of some good books about hummingbirds, too.

26 **CARLY:** That's okay. This will be plenty to get us started.

27 **BRYCE:** But if we need more information, we'll be back. Thanks.

GO ON 

Student Name _____

1 What does the dialogue in Scene I suggest about Carly and Bryce?

- A They get along well.
- B They tend to annoy each other.
- C They compete a lot.
- D They do not have much in common.

2 Read this stage direction from paragraph 2.

[rushing over to stand beside her brother at the window]

The author includes this stage direction to tell the actors —

- A what the characters think
- B how to say their lines
- C what the setting will be
- D where and how to move

3 Which line from the play suggests that Bryce has already spent time studying hummingbirds?

- A *It's been a week since we hung the feeder out there.*
- B *But now I'm glad we didn't move it.*
- C *That's because a hummingbird's wings flap about 50 times per second.*
- D *I can't wait to look through these.*

GO ON 

Student Name _____

4 What do the stage directions in Scene I reveal to the reader about Carly?

- A** How she gets to the nature museum
 - B** That she wears eyeglasses
 - C** That she is older than her brother
 - D** How she feels about all birds
-

5 What is the main reason the play is split into two scenes?

- A** To note a change in setting
 - B** To note a change in character
 - C** To note a change in dialogue
 - D** To note a change in subject
-

6 What can the reader conclude at the end of the play?

- A** Carly is bored by the nature museum.
- B** Bryce does not really like hummingbirds.
- C** Carly and Bryce will continue to learn about hummingbirds.
- D** Carly and Bryce will likely not read all of the pamphlets.



Section 11: READING



Review

Plot

Plot is the series of events that take place in a story. These events give the story a beginning, middle, and an end. Most plots center around a problem that the main character has to solve. Certain events in a plot can lead the characters to a solution. Some events can also advance the story, by foreshadowing, or giving hints about, future events.

Read the selection. Then answer the questions.

The sound of the barking dogs was getting closer. Mr. Ward was motioning Noah to come to the door.

“Noah!” Mr. Ward whispered urgently. “The authorities are next door, looking for runaway slaves. Take your family through here and into the tunnel. You’ll be safe there.”

Noah knew that Henry Ward had helped hundreds of slaves escape to Canada. He had to trust him. His family had arrived at Ward’s home in New York yesterday. With his help, the family would find their way to freedom.

Noah and his family found the tunnel. They listened fearfully to the sound of hooves and muffled voices overhead. After a while, the door opened. “All’s clear,” whispered Mr. Ward.

The family stepped into the dim light of a carriage house. Mr. Ward handed a package to Noah. “I’m giving you some food and money. I’ve arranged for you to go up the Hudson River to Albany with my friend Captain Van Dyke. Good luck!”

Noah clasped Ward’s hand. “Thank you,” he said.

1 Which character is the plot centered around?

2 What plot event does the first sentence foreshadow?

3 Describe the plot of the story.

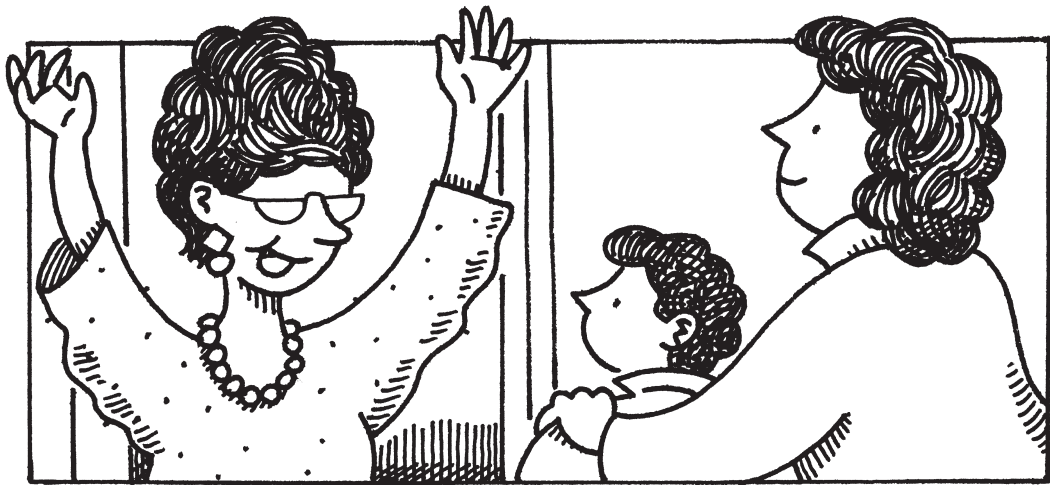
4 Why do Noah and his family go to the home of Henry Ward?

Practice

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

Cousin Carmen

- 1 “We’re going to visit Cousin Carmen,” Roberto’s mother said as she put on her coat.
- 2 Roberto’s stomach sank. He would have to spend an entire Saturday afternoon sitting in Cousin Carmen’s stuffy apartment not touching anything. Cousin Carmen was fussy about dirt and neatness. Even the tiniest speck of dust did not escape her notice. In fact, in order to keep the dust out of her apartment, she rarely opened the windows.
- 3 The other thing about Cousin Carmen was that she collected breakable objects. She had sets of delicate tea cups and drinking glasses. An array of glass picture frames and tiny statues covered her tables. Vases decorated every room. Assembled on a special shelf next to the piano sat the most breakable things—Cousin Carmen’s glass animal collection. Roberto loved to look at the delicate animals, but he was careful to never, ever handle them. What would happen if he broke one by accident? What would Cousin Carmen do? He was terrified to think about the consequences.



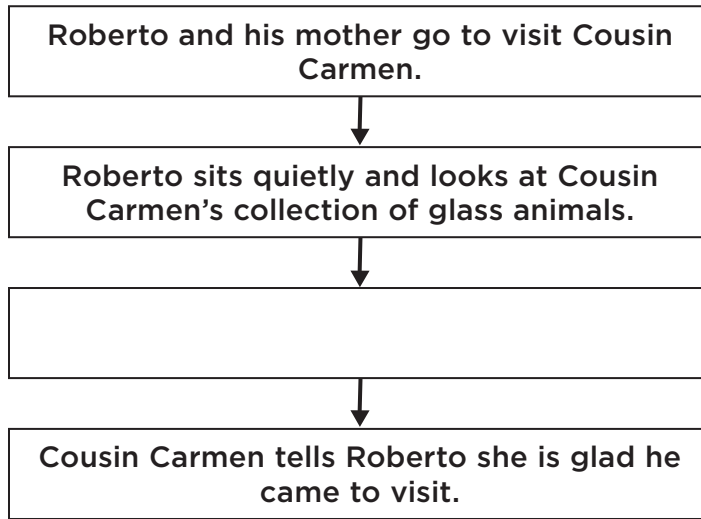
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GO ON 

- 4 “Hello, hello, my darlings,” Cousin Carmen greeted them as she opened the door. “My, how you’ve grown, dear,” she exclaimed to Roberto, patting him on the head.
- 5 Roberto wiped his feet with extra vigor on the doormat, tip-toed carefully across Cousin Carmen’s spotless white carpet, and sat down on the edge of the crisp blue sofa.
- 6 “Now, dear,” said Cousin Carmen kindly to Roberto. “I have two kinds of cake. Would you like chocolate or lemon?”
- 7 Cousin Carmen was known for making delicious cakes. It was worth visiting just to have a slice of the yummy treats that came from her kitchen. Chocolate was his favorite flavor, but then he imagined dropping a dark crumb on the snowy white carpet. “I’ll have lemon, please,” he answered quickly.
- 8 Cousin Carmen bustled off to the kitchen. “I think I’ll go help her,” said Roberto’s mother. “I’ll be back in a minute. Sit here quietly, and don’t touch anything.”
- 9 Roberto sat stiffly on the sofa, holding his feet out in front of him. He didn’t want the bottoms of his shoes to touch the white carpet. He sat and waited and waited, wiggling his toes in his tight shoes. His eyes surveyed the room. All he noticed were tea cups, fancy glasses, and china vases. Suddenly, his eyes fell upon the glass animal collection. There was something new there. It was bigger and more colorful than the other animals. Roberto couldn’t quite identify what it was and needed a closer look.
- 10 Slowly, Roberto lowered his feet onto the white carpet. Then, he crept carefully over to the shelf. Right on the edge of the shelf, perched a multi-colored glass parrot. It was so shiny and colorful Roberto had to touch it. Slowly he extended a finger and touched the top of the parrot’s head. It was cold and hard. He ran his finger down the parrot’s smooth back, then . . . plop!

- 11 Roberto gasped. He was afraid to look, but when he did, the parrot lay at his feet. There was not a single scratch on it because the soft carpet had cushioned its fall. With a trembling hand, Roberto picked it up and set it back on the shelf. Roberto’s hand was shaking so much, the parrot slipped off the shelf and tumbled against the shelf below with a loud crash.
- 12 Roberto looked down and saw the shelf covered with pieces of broken multi-colored glass. He recognized part of the yellow beak and pieces of the red wings. Now what could he do? Desperately, he tried to gather up the pieces. There were so many little ones that he couldn’t get them all. Where would he put them? Anyway, Cousin Carmen was sure to notice that the parrot was missing. Surely, she would realize that it was Roberto’s fault. What could he do?
- 13 “Here you are, dear,” said Cousin Carmen cheerily, as she entered the room with a plate of cake. She stopped short when she saw Roberto’s ashen face and shaking hands. Then she saw the brightly colored pieces of broken glass.
- 14 “I see you discovered my parrot,” she stated slowly. “It was a present from an acquaintance.” She paused. “Do you know what? I didn’t particularly like it because it had a mean expression.” She scrunched her face up into an exaggerated grimace, trying to encourage Roberto to laugh. He managed a smile.
- 15 “There, there, dear,” she said. “It was just a silly thing. It did not even match the other animals in my collection. The important thing is you came to visit me. Now sit down and enjoy some cake!”
- 16 Roberto sat on the couch and hugged Cousin Carmen. He savored the large slice of lemon cake and asked for a slice of chocolate, too. When he picked up the fancy glass to take a sip of milk, his hand didn’t tremble at all.

1 Look at the chart of information from the selection.



Which statement belongs in the empty box?

- A Roberto's mother and Cousin Carmen go into the kitchen to get cake.
- B Cousin Carmen is a good cook and Roberto looks forward to some cake.
- C As Roberto places a glass parrot back on the shelf, it falls and breaks.
- D Cousin Carmen tells Roberto that he has grown.

2 Why are paragraphs 2 and 3 important to the selection?

- A They show how clean and careful Cousin Carmen is.
- B They tell how Roberto likes to visit his cousin's apartment.
- C They describe Cousin Carmen's glass animals.
- D They show how uncomfortable and nervous Roberto feels.

Student Name _____

3 Which sentence helps the reader predict that Roberto is going to touch one of the glass animals?

- A** *Cousin Carmen bustled off to the kitchen.*
 - B** *Roberto sat stiffly on the sofa, holding his feet out in front of him.*
 - C** *He sat and waited and waited, wiggling his toes in his white shoes.*
 - D** *His eyes surveyed the room.*
-

4 The reader can tell that the parrot is going to get broken because —

- A** Roberto’s hand is trembling as he places it back on the shelf
 - B** there are too many glass animals on the shelf
 - C** Roberto hears Cousin Carmen talking and drops the parrot
 - D** there is not enough room on the shelf for the parrot
-

5 Which sentence from the selection is an example of foreshadowing?

- A** *In fact, in order to keep the dust out of her apartment, she rarely opened the windows.*
- B** *Roberto loved to look at the delicate animals, but he was careful to never, ever handle them.*
- C** *It was worth visiting just to have a slice of the yummy treats that came from her kitchen.*
- D** *When he picked up the fancy glass to take a sip of milk, his hand didn’t tremble at all.*



Section 12: READING



Review

Character and Point of View

In a story, a **character** is a person or thing that has thoughts and performs actions. The traits of a character are the special qualities that are part of that character’s personality. To understand characters, think about what they say, do, and think.

Another way to understand characters is to think about the **point of view** of the story. **Third-person point of view** is told by a narrator who does not take part in the story. There are different kinds of third-person point of view. In **third-person omniscient point of view**, the narrator knows the thoughts and feelings of *all* the characters. In **third-person limited point of view**, the narrator only knows the thoughts and feelings of one character.

Read the selection. Then answer the questions.

The small rubber raft moved slowly down the narrow river. Up ahead, Henry could hear the sound of roaring water. He had never ridden the rapids before, and he could feel beads of sweat forming on his forehead.

“Maybe we should turn back,” he said.

“Are you crazy?” Gaby thought, but aloud she said, “This is the best part!”

Corey turned around and glanced at Henry, who looked stiff with fear. “The main thing is to relax,” Corey yelled over the sound of the rushing water. “Don’t try to fight the current, just go with it.” Corey felt completely relaxed, and hoped his calmness would help Henry.

Henry looked at Corey and smiled.

“Don’t worry!” Corey yelled. “I’ve got your back!”

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

2 Which characters' inner thoughts or feelings do you learn about from the story?

3 From what point of view is the story told?

third-person omniscient

third-person limited

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

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

The Kindness of Strangers

- 1 Robin entered the sporting goods store with wild anticipation. All those months of hard work—doing extra chores, running errands, and baby-sitting—had paid off. She finally had saved enough money to buy that underwater watch she had been dreaming about. Robin went directly to the watch display case. Before she could speak, the clerk said, “I know, I know, the first one in the second row.” Robin had been coming into the store and trying on the watch with the blue Hawaiian band as long as she could remember.
- 2 The clerk smiled. “Good for you. That will be \$55.00 plus tax.”
- 3 Robin opened her backpack to retrieve her wallet. After rummaging through her belongings for a few moments, Robin began to get a sick feeling in the pit of her stomach. Her wallet was gone. Robin looked up at the clerk and noticed that his smile had faded, too. On the verge of tears, Robin sadly turned and left the store.
- 4 “I can’t believe this,” thought Robin. “What could possibly have happened to my wallet?” Then it dawned on her. She had taken a shortcut through the park on her way to the store. It was there that she noticed an elderly gentleman trying to coax a kitten out of a tree. The kitten had spotted a bird and climbed the tree after it. Robin asked the man if she could help. Since Robin was a pretty good tree climber, she took off her backpack, climbed the tree, and rescued the kitten.
- 5 “I’ll bet my backpack was unzipped and my wallet fell out in the park,” Robin said to herself. “All I have to do is retrace my steps.”

- 6 Robin jumped on her bike and pedaled as fast as she could back to the park. She spotted the tree and a bench. She looked on the ground all around the bench, but didn't see her wallet anywhere. Robin felt the tears welling up in her eyes as she sat on the bench. "If only I hadn't stopped to help that man," she thought.
- 7 Robin decided to go home. It was back to square one. "Maybe I can ask my neighbors if they need any errands run. I'll just start all over again."
- 8 Just as Robin began to pedal off, she heard a voice calling. "Wait, young lady," said a man's voice. Robin turned around. It was the elderly man. Standing beside him was a little girl holding the kitten Robin had rescued. "I think this belongs to you," he said. The man was holding up a wallet.
- 9 Robin couldn't believe it. "My wallet! Where did you find it?"
- 10 The man told Robin that he was sitting on the bench trying to calm the trembling kitten when he noticed the wallet. "There was no phone number or address inside," the man said, "so I decided to wait and see if you'd come back."
- 11 "Thank you so much," said Robin.
- 12 "No, thank you," said the little girl. "If it wasn't for you, my new little kitten would still be in the tree."
- 13 Robin hopped on her bike and raced to the sporting goods store. "I hope no one bought my watch," she thought.
- 14 "May I help you?" said the salesclerk. A different clerk was working behind the counter. Robin stared at the watch display case. There was an empty space in the second row where the watch had been. Robin looked in disbelief.
- 15 "Is something wrong, Miss?" asked the salesclerk.



- 16 “No. I was just looking for . . .,” Robin’s words were interrupted.
- 17 “I was hoping you’d be back.” It was the familiar salesclerk who had seen Robin almost every week for the past six months. He walked behind the counter and opened a drawer. There, safe and sound, was her watch. “I see you found your wallet,” the clerk said.
- 18 “Yes, thanks to the kindness of a stranger,” said Robin.
- 19 Robin took the money from her wallet, knowing she had just enough to purchase the watch. Just then, Robin noticed a white piece of paper folded in her wallet. She opened it, and clipped to it was a crisp \$20 bill. Smiling, Robin read the simple note that was attached.
- 20 *Thanks to the kindness of a stranger,* it read.



Student Name _____

- 1** How does Robin feel at the beginning of the selection?
- A** Robin feels overwhelmed because she went to see the watch she wants to buy.
 - B** Robin feels sad because she still doesn't have enough money to buy the watch.
 - C** Robin feels relieved that the watch she really wants to buy is still in the case at the store.
 - D** Robin feels excited because she worked hard and saved enough money to buy a watch.
-

- 2** In paragraph 6, Robin —
- A** blames the kitten for her missing wallet
 - B** regrets helping the man get the kitten out of the tree
 - C** wishes she had enough money to buy the watch
 - D** discovers the watch she wants to buy has already been sold
-

- 3** What can the reader tell about the kind of person Robin is?
- A** Robin is helpful, determined, and hard-working.
 - B** Robin is impatient and sets high standards for herself.
 - C** Robin is discouraged easily and gives up quickly.
 - D** Robin is angry and upset with the man and the kitten.

GO ON 

Student Name _____

- 4** By the end of the story, Robin’s feelings about helping others change because —
- A** the salesclerk at the sporting goods store helps her
 - B** the man is unable to find the owner of the wallet he found in the park
 - C** she is able to show people just how good she is at climbing trees
 - D** she gets her wallet back and discovers that it pays to be kind
-
- 5** Which excerpt from the selection helps the reader determine the third-person limited point of view?
- A** *Before she could speak, the clerk said, “I know, I know, the first one in the second row.”*
 - B** *“I can’t believe this,” Robin thought. “What could possibly have happened to my wallet?”*
 - C** *“There was no phone number or address inside,” the man said, “so I decided to wait and see if you’d come back.”*
 - D** *“No, thank you,” said the little girl. “If it wasn’t for you my new little kitten would still be in the tree.”*
-
- 6** Which character does the point of view help the reader to understand best?
- A** Robin
 - B** The sales clerk
 - C** The old man
 - D** The little girl



Section 13: READING



Review

Sensory Language

Similes and metaphors are examples of two kinds of **imagery** that writers use to help readers picture what they read. A **simile** is a comparison between two things that uses the words *like* or *as*. A **metaphor** is a comparison without the use of the words *like* or *as*.

Similes, metaphors, and other types of sensory language are often used in autobiographies and biographies. An **autobiography** is the story of a person’s life written by that person. A **biography** is the story of a person’s life written by someone else. Sensory language helps the reader to better understand the subjects of these stories.

Read the selection. Then answer the questions.

Chapters from My Autobiography

by Mark Twain

A retelling, excerpted and adapted from Volume II

“Well, what can I do for you?” asked Carleton, the publisher.

I reminded him that I was there to offer him my book for publication.

He began to swell and went on swelling until he was as big as a god. He then soaked me with a heavy rain of words. “Books—look at those shelves! Every one of them is loaded with books that are waiting for publication. Do I want any more? Excuse me, I don’t.”

Twenty-one years elapsed before I saw Carleton again. He called on me, shook hands, and said at once, “I am not a famous person. But I have one thing I will be remembered for: I refused a book of yours. And for this I am the stupidest man of the nineteenth century.”

1 What event in Twain’s life does he discuss in this excerpt from his autobiography?

2 Which phrase from the selection is a simile?

- A *Carleton, the publisher*
- B *as big as a god*
- C *look at those shelves*
- D *loaded with books*

What does the simile show about how Twain feels?

3 Which phrase from the selection is a metaphor?

- A *a heavy rain of words*
- B *before I saw Carleton again*
- C *a famous person*
- D *of the nineteenth century*

What does the metaphor show about how Twain feels?



Practice

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

Gandhi's Peaceful Ways

- 1 Mohandas K. Gandhi was born in India in 1869. At the time of his birth, England was the stern headmaster that ruled India. However, English rule allowed people from India to travel freely in England. When Gandhi was 19 years old, he went to London to study law. After much hard work, he became a lawyer.
- 2 In 1891, Gandhi returned to India and practiced law there for two years. Then an Indian law firm in South Africa hired him.
- 3 Once in South Africa, Gandhi realized that Indians had few rights there. His heart sank like a stone when he saw the treatment of Indians living in South Africa. They had to obey laws that were unfair to them, and they were frequently abused and discriminated against. Although Gandhi's assignment in South Africa was to last only one year, he stayed there for 21 years. Gandhi was drawn like a magnet to a new cause—to work for the rights of Indians living in South Africa.
- 4 Gandhi protested laws that the South African authorities had imposed on Indians. His method of protest was nonviolent.
- 5 “You must have no hatred in your hearts,” he told his followers, “and you must cast away all fear.”
- 6 Gandhi was arrested many times and sent to prison twice. In the end, however, he won more rights for Indians in South Africa.

- 7 With his work in South Africa completed, Gandhi returned to India in 1914 and began to use nonviolent methods of protest there. In India, Gandhi was fighting for more than just rights. English rule was a sword hanging over every Indian’s head, and he wanted India to be free.
- 8 Within five years, Gandhi’s nonviolent methods spread like wildfire through India, and he gained millions of followers. When the British government failed to listen to his requests, Gandhi organized a campaign of “noncooperation.” Indians in public office resigned, government agencies were boycotted, and Indian children were withdrawn from government schools. Throughout India, streets were blocked by squatting Indians. As immovable as mountains, they refused to rise even when they were beaten by police.
- 9 This struggle went on for more than 30 years. Gandhi went to prison often. He sometimes refused to eat until authorities gave in to his demands. Yet, he never allowed violence. He knew that violent acts would ultimately harm his cause.
- 10 Gandhi became the symbol of a free India. He lived a spiritual life of prayer, fasting, and meditation. He thought if all Indians practiced his methods of nonviolence, Britain would consider violence useless and leave India.
- 11 India finally won its independence in 1947. In 1948, just a year after his victory, someone shot and killed Gandhi. Millions mourned him. To them, he was truly the *mahatma*, which means “great soul.”



Student Name _____

1 Which sentence best illustrates the relationship between the English and Indians?

- A *At the time of his birth, England was the stern headmaster that ruled India.*
- B *When Gandhi was 19 years old, he went to London to study law.*
- C *When the British government failed to listen to his requests, Gandhi organized a campaign of “noncooperation.”*
- D *He thought if all Indians practiced his methods of nonviolence, Britain would consider violence useless and leave India.*

2 Read this sentence from paragraph 3.

His heart sank like a stone when he saw the treatment of Indians living in South Africa.

How does the simile in this sentence help the reader’s understanding of Gandhi?

- A It shows Gandhi’s actions.
- B It explains Gandhi’s goals.
- C It reveals Gandhi’s plans.
- D It describes Gandhi’s feelings.

3 Which phrase from the selection best describes Gandhi’s reasons for staying in South Africa?

- A *Gandhi was born in India*
- B *Gandhi was 19 years old*
- C *Gandhi was drawn like a magnet*
- D *Gandhi was arrested many times*

GO ON 

Student Name _____

4 Read this sentence from paragraph 7.

English rule was a sword hanging over every Indian's head, and he wanted India to be free.

What does this sentence represent?

- A The reason for Gandhi's nonviolent movement
- B The purpose of the English rule of India
- C The way Indians preferred to be ruled
- D The excuse the English used to fight Indians

5 Which sentence from the selection best communicates how Gandhi's methods affected the people in India?

- A *In 1891, Gandhi returned to India and practiced law there for two years.*
- B *With his work in South Africa completed, Gandhi returned to India in 1914 and began to use nonviolent methods of protest there.*
- C *In India, Gandhi was fighting for more than just rights.*
- D *Within five years, Gandhi's nonviolent methods spread like wildfire through India, and he gained millions of followers.*

6 Read this sentence from paragraph 8.

As immovable as mountains, they refused to rise even when they were beaten by police.

The author uses figurative language in this sentence to emphasize that Indians felt —

- A hopeless
- B angry
- C determined
- D frozen





Reading

Reporting Category 3 Understanding and Analysis of Informational Texts

Section 14: READING



Review

Author's Purpose

The **author's purpose** is the author's reason for writing. An author may write a story to entertain. If the author gives a lot of facts, the purpose is probably to inform. An author who tries to convince readers of something is writing to persuade.

To understand the author's purpose, think about how the different ideas in the text connect with each other. Then **draw conclusions**, or make educated decisions about what the author is trying to convey, based on the ideas and information in the text.

Read the selection. Then answer the questions.

The Chinooks were one of the many Native American tribes who lived in the Oregon Territory. They lived along the lower Columbia River. Once Lewis and Clark explored the region in 1803, other explorers began to arrive. The Chinooks taught the explorers and the settlers a simple form of their language and engaged them in trade.

1 What was the author's purpose for writing this selection?

2 Is the author's purpose stated or implied? Explain your answer.

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

Stone Wonders

- 1 Egypt's pyramids are some of the oldest stone buildings in the world. They were built over a span of one thousand years as burial tombs for kings and queens. The first pyramids were built from a series of stepped terraces that looked very much like the layers of a wedding cake. Later, pyramids evolved to the sloped pyramidal shape that we see today. The largest pyramids date from about 2700 B.C. to 2200 B.C. Today more than 80 pyramids still stand in Egypt.
- 2 The pyramids are enormous. The largest one, which was built near the present-day city of Giza, is known as the Great Pyramid. It rises 480 feet into the air and is taller than a 40-story building. It covers an area greater than ten football fields. It is estimated that nearly 2.3 million blocks were used to build the Great Pyramid. Some of the largest blocks weigh as much as 15 metric tons. That is equivalent to about four mid-sized African elephants. Seeing the Great Pyramid for the first time can be an awe-inspiring experience.



The Great Pyramid at Giza, Egypt

- 3 All pyramids have certain things in common. They all have rectangular bases and are made of brick or stone. All pyramids were aligned so that their sides ran almost exactly due north-south and east-west. The entrances to pyramids were always in the center of the north face.
- 4 Almost all pyramids have four sloping sides that meet at a point. Most are filled with secret passageways, hidden rooms, ramps, and false doors. The inside walls are carved and painted with pictures called hieroglyphs. The outside walls are not painted.
- 5 Egyptian pyramids were used primarily as tombs for kings and queens. After a ruler died, his or her body was wrapped and preserved as a mummy. Gifts and possessions the ruler used during his or her life were also brought and stored in burial chambers within the pyramids. People believed that their kings and queens would need these objects in the afterlife. Years later, thieves found these hidden chambers and stole many of these valuable objects. Some that survived, and can be seen today in museums, include a chair and bed used by Queen Hetepheres I, the mother of King Khufu, who built the Great Pyramid.
- 6 Artists carved certain hieroglyphs, known as the Pyramid Texts, into the walls of the burial chambers. These texts included sacred hymns, magical spells, instructions on how to act in front of the gods, and other information thought to be useful in the afterlife.
- 7 The ancient Egyptians also built other kinds of tomb structures. One kind was the flat-topped mastaba. This kind of tomb was built by many kings long before the earliest pyramids.



- 8 Mastabas have four sides that do not rise to a point. These structures have no secret passageways, hidden rooms, ramps, or false doors. You cannot even go inside them. The outside walls are carved and painted with pictures. They show people bringing food, water, milk, and honey to the king.
- 9 A pyramid never stood alone in the desert. It always served as the focal point of a complex of temples and smaller pyramids. Most pyramid complexes contained kings' pyramids, queens' pyramids, and satellite pyramids. The kings' pyramids were the largest and most ornate. The Great Pyramid of Giza is the best example of a king's pyramid. The queens' pyramids were simpler, smaller versions of the kings' pyramids. The queens' pyramids sometimes contained temples of their own and were intended for the burial of the most important kings' wives. The smallest type of pyramid was the satellite pyramid. They were too small to serve as burial places. Researchers are still trying to solve the mystery of their purpose.
- 10 From the Great Pyramid of Giza to the small satellite pyramids, these Egyptian tombs are remarkable structures. To this day, scientists continue to explore these ancient pyramids to learn more about them and what mysteries they may still hold.

Student Name _____

1 What can the reader conclude from the information the author presents in paragraph 2?

- A The people who built the Great Pyramid were skillful and talented.
- B The Great Pyramid may have been built in a short amount of time.
- C The pyramids were all very large structures.
- D The people who built the pyramids used elephants to help them move blocks.

2 From the information provided in paragraph 5, the reader can conclude that the ancient Egyptians —

- A did not believe there was an afterlife
- B liked to paint and decorate
- C built secret passageways to protect items they placed there
- D decorated only the inside of the pyramids and not the outside

3 Which sentence does the author include in paragraph 9 to show that kings were the most respected people in ancient Egypt?

- A *A pyramid never stood alone in the desert.*
- B *The kings' pyramids were the largest and most ornate.*
- C *The Great Pyramid of Giza is the best example of a king's pyramid.*
- D *Researchers are still trying to solve the mystery of their purpose.*

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GO ON 

Student Name _____

- 4 The author most likely wrote this selection to —
- A inform readers about the importance of the Egyptian pyramids
 - B show how the Great Pyramid was constructed
 - C explain why the Great Pyramid of Giza was so big
 - D persuade readers to take a trip to Egypt to see the pyramids

- 5 Read these sentences from the selection.

Egyptian pyramids were used primarily as tombs for kings and queens. Artists carved certain hieroglyphs, known as Pyramid Texts, into the walls of the burial chambers.

From the information in these sentences, the reader can conclude that ancient artists —

- A worked for free
 - B painted mostly hieroglyphs
 - C were treated as slaves
 - D played an important role
- 6 Read this sentence from paragraph 10.

To this day, scientists continue to explore these ancient pyramids to learn more about them and what mysteries they may still hold.

Which sentence from paragraph 2 supports this idea that scientists may have more mysteries to discover?

- A *The pyramids are enormous.*
- B *Some of the largest blocks weigh as much as 15 metric tons.*
- C *That is equivalent to about four mid-sized elephants.*
- D *Seeing the Great Pyramid for the first time can be an awe-inspiring experience.*



Section 15: READING



Review

Main Idea and Details

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

Read the selection. Then answer the questions.

The summer of 1874 was hot and humid on the Great Plains of the United States. In late August, as farmers were getting ready to harvest their crops, the sky suddenly darkened. But it was not a sudden summer storm. Clouds of grasshoppers, millions of them, were swarming onto the Great Plains. They stripped the trees bare and destroyed millions of acres of wheat and corn. They even stalled trains! The crushed bodies of the insects made the tracks so slippery that the wheels of many locomotives spun helplessly on the tracks.

Grasshoppers also invaded homes. Frantic family members attacked them with brooms, mops, and dustpans, but the plague of insects got into anything that was not tightly sealed. Many people in the hardest-hit areas couldn't raise the cover off a pan on the stove without grasshoppers jumping into it. Settlers used fire and smoke to try and destroy the insects, but nothing seemed to help very much. Every summer from 1874 through 1877, millions of grasshoppers swept across North and South Dakota, Nebraska, Kansas, Oklahoma, and parts of Texas.

1 List four details from the selection.

2 Describe what the 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.

Bats of Austin

1 Beginning in mid-March, the skies of Austin, Texas, darken. That's when the Mexican free-tailed bats begin their annual migration to their favorite place in town — the Ann W. Richards Congress Avenue Bridge. Once there, they rest during the day and spend each night flying around the city in search of dinner. At first, there were only hundreds of bats living there. The bats became news when thousands and thousands started moving in.

2 Now there are about 1.5 million bats living under the bridge. It is a concrete arch bridge that crosses over Lady Bird Lake. The bridge is named after Ann W. Richards, who was the 45th governor of Texas and an Austin resident. It is also Austin's most popular tourist attraction and the largest urban bat colony located in a North American city.

3 What is so special about the Ann W. Richards Congress Avenue Bridge? In 1980, a team of engineers were asked to redesign the bridge. During the project, new expansion



More than a million bats call the Ann W. Richards Bridge in Austin, Texas, home.

Will van Overbeek/National Geographic Society/Corbis

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GO ON 

joints beneath the bridge were created. Expansion joints, or crevices, are built into structures like bridges. They help prevent cracking that might occur when concrete and metal expands and contracts when the temperature outside changes. Mexican free-tailed bats love to sleep in small, narrow openings. There are hundreds of these crevices under the bridge. Each one-inch wide space can house as many as 200 bats. Once the bats discovered the spaces, they decided to roost there.

- 4 At first, the residents of Austin were fearful because they thought the bats were dangerous. As a result, a group of people in the community started a petition to have the bats destroyed. Then, another group of people who wanted to protect the bats got involved.
- 5 Bat conservationists listened to the community members' concerns and stepped in. They educated the people of Austin about Mexican free-tailed bats. They explained that bats are gentle and sophisticated animals that can eat up to 30,000 pounds of insects, including mosquitoes, each night. Once people understood, they began to appreciate the bats.
- 6 Mexican free-tailed bats are medium-sized mammals with broad, black ears that point forward. Their fur can be reddish-brown to dark brown, or gray in color. They like to roost in caves, but also live in attics, abandoned buildings, or underneath bridges. Mexican free-tailed bats like to live near water because water attracts the small moths and other insects they like to eat.
- 7 Female bats give birth during the month of June. Each mother bat has one pup, or baby bat. Once the pups are born, the mother bats leave them in the warmest parts of the colony and go out at night to feed. When they return, they must find their own pup among the thousands that are there. Mother bats use their keen sense of hearing to identify which baby is theirs.

- 8 The bats that live under the Ann W. Richards Congress Avenue Bridge spend their summers in Austin and winters in Mexico. Their nightly appearance attracts more than 100,000 tourists to Austin each year. People come from all over to see the bats. They stand on the bridge and look down. They sit in the grass near the bridge and look up. They also take rides in special boats on Lady Bird Lake just to see the bats fly out into the night sky.
- 9 The bats in Austin are an important part of the environment in Texas because they eat so many insects. The bats are also important because they bring lots of people into the city. When people come to Austin to see the bats, they eat at local restaurants and shop at stores in the city. This helps Austin's business community.
- 10 The Ann W. Richards Congress Avenue Bridge isn't the only place bats like to live in Texas. There is another urban bat colony under the Waugh Drive Bridge in Houston. This bat community has about 250,000 bats living in it. These bats, however, do not migrate back to Mexico in the winter. They like the warm weather in Houston so much, they live under the bridge all year round. Like the bats in Austin, the bats that live in Houston fly out at night to consume bugs. These bats can eat up to 2 1/2 tons of insects each night.
- 11 In the past 30 years, the residents of Austin have come to accept their bat friends. They even honor their presence with a new event called Bat Fest. Held in late August or early September, Bat Fest is a celebration filled with lots of music, food, and fun. The festival is held during the day on the Ann W. Richards Congress Avenue Bridge while the bats are asleep underneath. Then the bats put on their own show when they wake up when the sun goes down and fly out to find food.

Student Name _____

1 This article is mostly about —

- A** why Mexican free-tailed bats migrate to Austin every spring
 - B** how many insects are consumed by Mexican free-tailed bats in Texas every year
 - C** why Austin houses the largest urban bat colony in America
 - D** the Mexican free-tailed bats that live underneath the Ann W. Richards Congress Avenue Bridge
-

2 What is the main idea of paragraph 3?

- A** Expansion joints under the bridge in Austin make good homes for bats.
 - B** Engineers redesigned the Ann W. Richards Congress Avenue Bridge in 1980.
 - C** Expansion joints help keep bridges from cracking.
 - D** The Ann W. Richards Congress Avenue Bridge is located in Austin, Texas.
-

3 Mexican free-tailed bats choose to live near water because —

- A** water cools the temperature of the air where they live
- B** they enjoy swimming and bathing in warm water
- C** water attracts the kinds of insects they like to eat
- D** they need a lot of water to survive

Student Name _____

- 4** Why are the bats important to the city of Austin?
- A** Bats are entertaining and provide a good reason to hold festivals.
 - B** Bats eat large numbers of insects and bring business into the city.
 - C** Bats migrate to Austin to have their babies.
 - D** Bats have made the Ann W. Richards Congress Avenue Bridge and other bridges famous.
-

- 5** Which sentence from paragraph 5 best shows the main idea of the paragraph?
- A** *Bat conservationists listened to the community members' concerns and stepped in.*
 - B** *They educated the people of Austin about Mexican free-tailed bats.*
 - C** *They explained that bats are gentle and sophisticated animals that can eat up to 30,000 insects, including mosquitoes, each night.*
 - D** *Once people understood, they began to appreciate the bats.*
-

- 6** What are paragraphs 6 and 7 mostly about?
- A** Different species of bats in the world
 - B** Why bats are good for people
 - C** How bats first came to Austin, Texas
 - D** Interesting facts about a type of bat



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*, *description*, *compare/contrast*, *problem/solution*, and *cause/effect*.

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

Read the selection. Then answer the questions.

There were very few trees on the prairie. As a result, settlers that moved west built their first homes out of sod. Sod is a layer of soil covered with grass and held together by roots. Each sod “brick” weighed about 50 pounds. The bricks would be stacked one on top of the other to form the house. Holes would be left for doors and windows.

Because the walls were so thick, the inside of the sod house was warm in winter and cool in summer. The house protected a pioneer family from wind and fire, but not from rain. Long after a rainfall, water would drip from the roof. During dry spells, pieces of dirt would sometimes crumble to the floor.

Since the houses were made from sod, they were called “soddies.” Later, when families were settled and could afford to import lumber from other areas, most of them replaced their “soddies” with frame houses.

- 1** Many pioneers built their first homes out of sod because —
- A** the sod was held together by grass roots
 - B** each sod “brick” weighed about 50 pounds
 - C** there were very few trees on the prairie
 - D** holes could be left for doors and windows
- 2** The walls of a sod house were very thick, so —
- A** it was warm in winter and cool in summer
 - B** it protected pioneer families from the rain
 - C** the house was very expensive
 - D** dirt would sometimes crumble to the floor
- 3** The houses were called “soddies” because —
- A** water would drip from their roofs
 - B** they were soon replaced by frame houses
 - C** they were built by settlers
 - D** they were made from sod
- 4** How does the author organize the information in this selection? How do you know?

Practice

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

Remembering the Great Depression



- 1 The Great Depression was a difficult time in American history. Banks closed, companies went out of business, and people lost their jobs and homes. It took many years for the country to recover.
- 2 The Great Depression started in 1929 when the stock market crashed. The stock market is a place where stocks, or parts of ownership in companies, are bought and sold. Many people had spent their life savings purchasing stocks. They had bought shares of companies because they thought the value of their shares would rise and they would earn lots of money. The stock market had done very well during the 1920s. Most people thought buying stocks was risk free. Unfortunately, they were in for an unpleasant surprise.
- 3 On October 29th, thousands of people decided to sell their stocks. Hardly anyone was buying. This sent the value of stocks way down. Many investors lost all they had. People who had borrowed money to

buy stocks were deep in debt and could not pay back their loans. Banks lost money because they loaned money to people who had lost everything. Many banks had to close down for years.

- 4 People sought jobs, but there was no work to be found. Workers had to compete against hundreds of hungry people for very low wages. At the worst point of the Depression, nearly one in four workers was jobless. Men formed lengthy lines for handouts of food and clothing. Poor Americans had to seek charity from private donors or organizations.
- 5 At first, the government did little to help. President Herbert Hoover did not think it was the government’s job to help the poor. However, Franklin Delano Roosevelt disagreed. He was the governor of New York at the start of the Depression. Under his leadership, the state helped many people. That is part of the reason why Roosevelt beat Hoover in the presidential election of 1932.
- 6 In his first 100 days in office, Roosevelt created a number of new government agencies. There was the T.V.A, the C.C.C., the F.E.R.A., and many more. All these initials made people think of alphabet soup. The departments were like chicken soup for a nation with a bad case of the flu. Roosevelt’s plan created jobs for people without work, gave help to farmers and families in need, and offered hope to a country that had hit bottom.
- 7 One of Roosevelt’s “alphabet soup groups” was the W.P.A., or Works Progress Administration. It gave people jobs on different government projects, such as building bridges, painting murals, or writing guide books.
- 8 Roosevelt’s programs were not a quick remedy. They did not resolve, or fix, things right away. They started to help the economy, but the United States was still in a lot of trouble. The Depression lingered on into the 1940s as people and businesses continued to struggle. The country still had a long way to go in order to turn itself around.



- 9 In 1941, the United States entered World War II. This was a huge boost to the economy. More than 10 million Americans were part of the military, and many were sent overseas for battle. That left a lot of jobs that needed to be filled. Many new people were hired.
- 10 In addition, other countries in the war wanted the United States to provide them with supplies. They needed weapons, ammunition, ships, and more. The United States created millions of new factory jobs to help build supplies. The government also spent a lot of money to protect the country from attacks. People who had been out of work for years suddenly had a way to make money.
- 11 People had money to spend. Businesses began to thrive and prosper. Banks re-opened. The economy grew. Soon, the country was healthy again. The Great Depression finally came to an end.
- 12 Although the economy returned to normal after the Great Depression, the memories will never fade. During the Great Depression, the government kept records to make sure of that. This job was done through a branch of the W.P.A. group called the F.W.P., or the Federal Writers' Project.
- 13 In addition to sponsoring writing projects, the F.W.P. sent teams of interviewers to record folk life. The word "folk" comes from an Old High German word which means people. Records of folk life focused on the songs and stories of common people. Today, the tunes and stories of these people help bring the history of the period to life.
- 14 The Great Depression was a difficult time in American history. Many people lost their homes, their jobs, and their money, but the country learned some vital lessons.

Student Name _____

- 1 On October 29th, thousands of people decided to sell their stocks, but because no one was buying, —
- A the stocks increased in value and banks earned a lot of money
 - B the stocks decreased in value and people and banks lost a lot of money
 - C people held onto them and decided not to sell
 - D banks bought the stocks back from the people for more than they were worth
-

- 2 Why is the order of events in the beginning of this selection important?
- A The order helps the reader understand about government.
 - B The order explains what a difficult time in history the Great Depression was.
 - C The order shows what caused the stock market to crash and the Great Depression to begin.
 - D The order tells the reader the history of banking in America.
-

- 3 Many Americans had to rely on charity for food and clothing because —
- A there were plenty of jobs but people did not want to work
 - B there were no banks to give them money for loans
 - C everyone lost all of their possessions
 - D so many of them were out of work and there were few jobs

GO ON 

Student Name _____

- 4** When Roosevelt became President, he started new organizations that —
- A** created jobs and helped farmers and families in need
 - B** helped the banks reopen and give loans to people
 - C** sent many Americans overseas to fight in World War II
 - D** gave supplies to other countries during the war
-
- 5** How does the author organize information in this selection?
- A** By comparing the Great Depression to other historical events occurring at the time
 - B** By describing how people felt about the lack of work, food, and money during the Great Depression
 - C** By defining the Great Depression and then explaining what happened in time order
 - D** By discussing the impact of the Great Depression on the American economy before and after the war
-
- 6** The author uses the information in paragraphs 4 and 6 to —
- A** present a problem during the Great Depression and its solution
 - B** compare two problems that occurred during the Great Depression
 - C** contrast two solutions to problems during the Great Depression
 - D** show the cause and effect of the Great Depression



Section 17: READING

Review

Text and Graphic Features

Authors often use **graphic features** such as diagrams, time lines, and charts to present information to readers. For example, a **diagram** is a drawing that explains how something works, or the relationship between the parts of a whole. A **chart** presents information in the form of **graphs** or **tables**. A **time line** is a table that lists important events within a particular historical period.

Authors also use **text features** such as headings, bold words, and captions to help readers locate information in a text. For example, headings are used to break text into sections. Bold font is used to make a word stand out and show that it is important. A caption is used to give information about a graphic feature, such as a diagram or picture.

Use the chart below to answer the question.

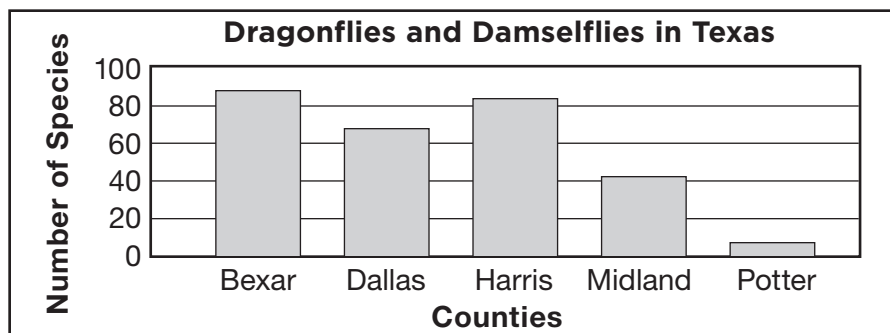
The Evansville Public Library		
Library Programs		
Story Hour	Monday	10:00 A.M. to 11:00 A.M.
Book Club	Wednesday	3:00 P.M. to 4:00 P.M.
Chess Club	Thursday	10:00 A.M. to 11:30 A.M.
Film Series	Friday	6:00 P.M. to 8:00 P.M.

- 1 Which library program lasts for the longest amount of time?
- A Story Hour
 - B Film Series
 - C Chess Club
 - D Book Club

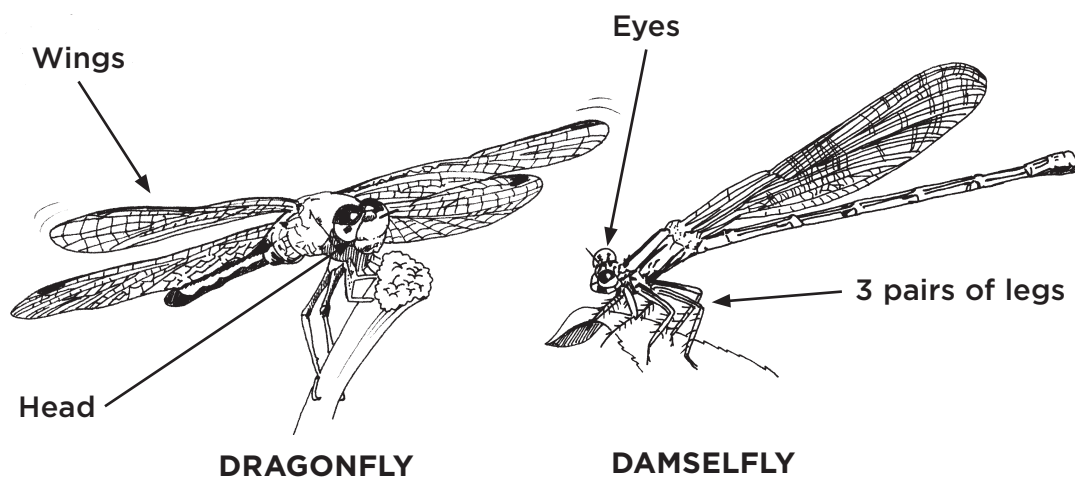
Read the selection. Then choose the best answer to each question.

Hunters in the Air

- 1 If you sit by a pond on a sunny day, you may see dragonflies and damselflies darting about above the surface of the water. Some people admire these insects for their delicate beauty. Others fear their bites and stings. What is the **truth** about these insects?
- 2 These insects do not bite or sting humans. However, there are some animals that have every reason to be afraid of them. They go after flying insects such as mosquitoes, deerflies, butterflies, and moths. Their two sets of wings can move independently of each other. Being able to move their wings separately gives them the ability to hover in the air, make sharp turns, and even fly backwards. They also fly very fast. Some can reach speeds of 35 miles an hour or more. When they spot their prey, they can get to it almost instantly.
- 3 There are almost 150 species of dragonflies and almost 75 species of damselflies living in Texas. In fact, the largest dragonfly in the United States, the Giant Darner, makes its home in the western part of the state.



- 4 Dragonflies and damselflies are closely related and are similar in many ways. When you see one of these creatures flying by, how can you tell if it is a dragonfly or a damselfly? The easiest way is to look at how the animal holds its wings while at rest. Does it hold them out to the side? Then it is a dragonfly. If its wings are folded back, it is a damselfly. If you can get close enough, take a look at its eyes. A dragonfly's eyes are so large that they seem to cover its entire face. A damselfly's eyes are a little smaller, and there is usually a space between them. See how easy it is to tell them apart?



- 5 Both insects are usually found flying near ponds or streams. Dragonflies, however, can fly farther distances than damselflies. Therefore, you might also find them in woods and fields far away from water. A damselfly, on the other hand, will almost always be found near a body of water.

The Life Cycle

- 6 Both insects begin their lives under the water when eggs are laid in a pond or stream. The babies, called nymphs, do not leave the water until they become adults. The nymphs are not nearly as striking in appearance as the adults. These babies, however, can hunt as skillfully as the adult dragonflies and damselflies.

- 7 The nymph lives underwater for months. As it grows, it sheds its skin. Each time the skin is shed, a large nymph crawls out. Finally, one spring day, the nymph leaves the water. It crawls up the stem of a plant and sheds its skin one last time. This time, an adult insect with transparent wings and a shiny, colorful body emerges.
- 8 After shedding its skin, the new adult rests on the stem for several hours. Finally, its wings are dry and it is ready to take flight. High into the sky it flies, seeking out its prey.
- 9 Adult dragonflies and damselflies are both predator and prey. They spend the summer months flying near the water as they hunt insects in the air. While these insects seek out their meals of mosquitoes and deerflies, they have to be careful not to get eaten themselves. They are considered to be a tasty treat by birds, frogs, and even other, larger dragonflies and damselflies. They can also get caught in spider webs.
- 10 As the end of the summer draws near, so too do the lives of that season's dragonflies and damselflies. They do not live through the winter. Before the summer's end, the adults lay their eggs in ponds and streams. The following spring, a new generation of dragonflies and damselflies will crawl out of the water and begin their life speeding through the air.



Dragonflies eat mosquitoes and can be useful in controlling mosquito populations.

GO ON 

Student Name _____

1 The bold word in paragraph 1 serves to —

- A highlight the subject that the author is discussing
 - B point out difficult vocabulary to the reader
 - C add interesting visual elements to the text
 - D introduce a new section of the text
-

2 What does the graph in the selection show?

- A The number of dragonflies that live in Texas
 - B The number of species of dragonflies and damselflies that live in five Texas counties
 - C The number of damselflies that live in five counties in Texas
 - D The number of dragonflies and damselflies that have been caught in Texas
-

3 Which county in Texas has the least number of species of dragonflies and damselflies?

- A Harris
- B Midland
- C Potter
- D Bexar



Student Name _____

- 4 What conclusion can be drawn from the information in the diagram?
- A The dragonfly has three sets of legs and three sets of wings.
 - B Both insects use their wings and eyes to help them capture prey.
 - C Dragonflies and damselflies look almost the same except the damselfly is larger.
 - D The difference between dragonflies and damselflies is the size of their eyes and how they hold their wings.
-

- 5 The author includes the subhead in bold print to —
- A explain the meaning of “dragonfly” and “damselfly”
 - B give details about the graphics in the article
 - C tell what information is in that section
 - D show that the section is important
-

- 6 The caption underneath the photograph —
- A describes exactly what is in the photograph
 - B questions a fact in the article
 - C shares the author’s opinion of dragonflies
 - D gives the reader information that is not in the selection



Section 18: READING



Review

Author's Viewpoint

The **author's viewpoint** is how the author feels about a topic. When you read, ask yourself, *What is the author's opinion? What evidence in the text reveals this opinion?* Remember that an opinion is not a fact. To help you decide if what the author says is fact or opinion and if it is true or false, look at the details in the text. When expressing a viewpoint, authors often make statements that are **misleading** or **exaggerated**. Sometimes they contradict their own arguments.

When you analyze an author's viewpoint, think about the relationships among the ideas. Look for examples of **parallelism**, where the author uses the same pattern of words to show that two or more ideas in a series have the same importance. Also look for examples of **cause and effect**. This is the relationship between one event and another where the second event is a result of the first. In addition, look for comparisons between ideas and think about whether the author has ideas that contradict each other.

Read the selection. Then answer the questions.

Water and ice are amazing. All other liquid becomes thicker and heavier as it cools. But water expands before it freezes solid. This means that ice floats in water.

Think for a minute how important that is. If ice were denser than water, ice would sink to the bottom. A pond or lake would freeze from the bottom up. All living things in the water would die. This property of water makes it possible for fish, crustaceans, and plants to survive the winter.

1 What is the author’s viewpoint toward water and ice? How do you know?

2 How does the author use parallelism and cause and effect?

3 Which statement from the selection contains an opinion?

- A** *Water and ice are amazing.*
- B** *All other liquid becomes thicker and heavier as it cools.*
- C** *But water expands before it freezes solid.*
- D** *This means that ice floats in water.*

4 List one fact from the selection. How could you check to see if it is true?



Practice

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

Dear Principal Albert:

- 1 I am writing to you on behalf of Mrs. Cooper's 5th-grade class here at Maple Elementary School. As the class president, it is my job to make requests on behalf of the class. We would like permission to plant a garden on the school grounds.
- 2 Our class recently took a field trip to visit the 5th-grade class at Willow Elementary School. We all thought it was the best field trip ever. We were supposed to spend a day with their class and see what their school was like. But it was the outside of the school, and not the inside, that really impressed us.
- 3 As the bus pulled up to Willow, none of us could believe what we were seeing. With all the pointing, shouting, and clapping, you would have thought we were watching a football game, not looking at a school. The source of excitement was the front of Willow School. They ripped out all of their grass and planted the whole front lawn with a garden! Each grade at the school is responsible for one section of the garden. They grow flowers, herbs, and even food.
- 4 The Willow students explained to us that they do some of their science lessons in the garden. They study the plants, animals, and bugs. They also study the land and the water. They even use the garden to practice math. The students say they look forward to both math and science more. The teacher said that their grades have improved, too.

- 5 Also, it is an organic garden. The school had been using all sorts of gross chemicals to get the grass to stay green and to grow thick. Those were bad for the environment. They were not good for people, either. So now, instead, they have a garden that's great for everyone and everything.
- 6 The most exciting thing is that the school has special days when they serve food from the garden at lunch. These lunches have several benefits. The students learn about good nutrition as they eat the fresh food. Also, the students from the different classes share information on what they grew and what they learned. Plus, the students get the benefit of enjoying what they have grown. The Willow students told us that garden lunches are some of their favorite events at school.
- 7 Next to Willow, our school is in the Dark Ages. We do not have any gardens at all, never mind one as big as theirs. We do not get to go outside and learn science. We do not get to study how to protect our world. We also do not get to eat fresh organic food.
- 8 We, the 5th-grade class, would like to start a garden here at Maple. We do not have to start with a garden as big as the Willow garden. We can start small. But we think that once the other grades see our garden, they will want gardens, too. And that will be a good thing for both the students and the school. We can't wait to get started!

Sincerely,
Jordan Garcia
5th grader
Odessa, Texas

Student Name _____

- 1 Which sentence from paragraph 2 is something that the author takes for granted as a fact?
- A *Our class recently took a field trip to visit the 5th-grade class at Willow Elementary School.*
 - B *We all thought it was the best field trip ever.*
 - C *We were supposed to spend a day with their class and see what their school was like.*
 - D *But it was the outside of the school, and not the inside, that really impressed us.*
-

- 2 Which sentence from paragraph 5 contains an exaggeration?
- A *The school had been using all sorts of gross chemicals to get the grass to stay green and to grow thick.*
 - B *Those were bad for the environment.*
 - C *They were not good for people, either.*
 - D *So now, instead, they have a garden that's great for everyone and everything.*
-

- 3 Read this sentence from paragraph 6.

The most exciting thing is that the school has special days when they serve food from the garden at lunch.

The author uses this sentence to —

- A inform the principal when they should have school garden lunches
- B explain the reason why schools have garden lunches
- C argue that salads are a very important part of lunch
- D express his view on what is the best part of having a school garden

GO ON 

Student Name _____

- 4 Read this sentence from paragraph 7.

Next to Willow, our school is in the Dark Ages.

How does the author organize the support for this argument?

- A By using cause and effect
- B By using comparisons
- C By using problem and solution
- D By using opinions

-
- 5 Which evidence from the selection shows that the garden will help the students with their studies?

- A *Each grade at the school is responsible for one section of the garden.*
- B *They grow flowers, herbs, and even food.*
- C *The teacher said that their grades have improved, too.*
- D *Also, it is an organic garden.*

-
- 6 What can the reader infer about Jordan's viewpoint from the last sentence of Jordan's letter?

- A Jordan believes that the principal will say yes.
- B Jordan thinks that the principal will visit Willow.
- C Jordan suspects that the principal will talk to other students.
- D Jordan knows that the principal will need more convincing.



Section 19: 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**. Signal words and phrases such as *before*, *after*, and *next* can help you figure out the sequence needed to carry out a procedure.

Read the selection. Then answer the questions.

Rock Candy Recipe

Ingredients:

1 cup water
2 cups granulated sugar

Steps:

To get started, tie a clean piece of string around the middle of a stick or pencil. Dip the string in water, roll it in sugar, and attach a paper clip to the end. Then place the pencil across the top of a jar so that the string hangs inside but the paper clip does not touch the bottom of the jar.

Next, ask an adult to help you boil a cup of water. Add two tablespoons of sugar and stir the mixture until the sugar dissolves. Pour the sugar water carefully into the jar and place the jar in a location where it will not be disturbed.

In just a few hours, you will notice crystals forming along the string. The crystals will grow larger if you leave the string alone for a few days. When you cannot wait any longer, break the rock candy apart and share it with your friends!

- 1** If the steps below were arranged in the correct sequence, which step would be first?
- A** Dip the string in water.
 - B** Place the pencil across the top of the jar.
 - C** Tie a clean string securely.
 - D** Attach a paper clip to the end.
- 2** If the steps below were arranged in the correct sequence, which step would be last?
- A** Roll the string in sugar.
 - B** Watch crystals form.
 - C** Ask an adult for help.
 - D** Put the jar in a safe place.
- 3** What should you do before you start the steps?

- 4** What are the signal words in the selection?

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

Building a Better Breakfast

- 1 After a good night's rest, what's better than a nutritious and delicious breakfast? Researchers will tell you that nothing is better than that. In fact, eating breakfast just might be one of the most important things you do all day.
- 2 According to the American Dietetic Association, a credible source of food and nutrition information, breakfast is a chance to start your day right. This information is convincing and trustworthy because of the many studies the association uses to get information. For example, one study says that children who eat breakfast are more alert and creative. They tend to have fewer absences from school. They have better problem-solving skills and concentrate better than those who do not eat breakfast. The researchers who conducted this study recommend eating a healthy breakfast every morning.
- 3 A good breakfast should include whole grains, such as cereals, toast, or muffins made with wheat, oats, or bran. A nutritious breakfast should also include low-fat proteins, like hard-boiled eggs or peanut butter, and low-fat dairy products such as skim milk or yogurt. Fresh fruit adds the final touch to a meal that is both healthy and filling. Building a good breakfast starts with choosing one or two foods from each category.
- 4 There are many fun ways to build a healthy breakfast. You can start by making some of these tasty and healthy recipes. Granola makes a nutritious breakfast and can also double as a healthy snack. By adding skim milk or stirring in lowfat yogurt, a bowl of granola can become a great way to start the day. Here's a homemade granola recipe that's easy to make and fun to eat.

Homemade Granola

Ingredients:

2 cups rolled oats	1/2 cup coconut
1/4 cup raisins	1/2 cup honey
1/2 cup slivered almonds	1/2 cup oil
1/2 cup sunflower seeds	nonstick cooking spray

Steps:

- 5 The first thing you need to do is gather together a large mixing bowl, a small mixing bowl, mixing spoons, measuring cups, a baking pan, and the ingredients from the list above. Get the baking sheet ready by spraying it lightly with nonstick cooking spray. Ask an adult to help you preheat the oven to 300° F.
- 6 Measure and mix together the oats, almonds, sunflower seeds, and coconut. Then, in a separate bowl, stir together the honey and oil. Pour it onto the oat mixture. Stir well, making sure to completely coat the oat mixture.
- 7 Next, spread the oat and honey mixture onto the greased baking sheet. Carefully place the baking sheet into the oven. Bake for 20 to 30 minutes or until lightly browned. When it is finished cooking, have an adult help you remove the oat mixture from the oven. Set it somewhere to cool.
- 8 Finally, place the mixture into a bowl and add raisins. Stir well and enjoy your homemade granola.

- 9 Another healthy way to build a better breakfast is with these perfectly awesome muffins. In this recipe, you use low-fat yogurt instead of oil. Not only does that add a dairy product to the mix, but it eliminates some of the fat.

GO ON 

Perfectly Awesome Muffins

Ingredients:

1 egg	1/2 cup oatmeal
3/4 cup milk	1/4 cup walnuts
1 banana	1 cup low-fat vanilla yogurt
1 cup flour	1/4 cup raisins
1/2 cup granola	1 tablespoon baking powder
nonstick cooking spray	

Steps:

10 While an adult preheats the oven to 350° F, you can get the muffin tin ready by lightly spraying it with nonstick cooking spray. Then peel the banana and place it into a bowl. Using a fork, mash the banana until it is a smooth paste. Add the egg and use the fork to beat them together.

11 In a large bowl, combine the milk, mashed banana and egg mixture, and yogurt. Mix with a mixing spoon until creamy. Next, add the flour and baking powder. Mix well again. Finally, stir in the granola, oatmeal, walnuts, and raisins. Make sure the mix is well-blended. It will be thick and sticky.

12 Using a large spoon, fill each muffin cup about 2/3 of the way up. Place the muffins into the oven and bake them for 15 to 20 minutes. A good way to tell if they are done is to have an adult help you insert a clean butter knife into the center of one of the muffins. If the knife comes out clean, you know the muffins are ready. Then, let them cool a few minutes before removing them from the muffin tin.

13 Once the muffins are cooled, eat and enjoy.

14 Breakfast is a way to refuel after eight to 12 hours without food. When you wake up in the morning, your brain and muscles need food to help them perform at their best. Building a better breakfast is the way to do that.

GO ON 

Student Name _____

- 1 When making homemade granola, what should the reader do right before stirring the honey and oil together?
- A Get the baking sheet ready by spraying it lightly with cooking spray.
 - B Spread the granola mixture onto a baking sheet and place it into the oven.
 - C Mix the oats, almonds, sunflower seeds, and coconut together.
 - D Ask an adult to help remove the oat mixture from the oven.
-

- 2 In the homemade granola recipe, after letting the oat mixture cool, the reader should —
- A coat the mixture with honey and oil
 - B stir the oats, almonds, and sunflower seeds together
 - C spray the baking sheet with nonstick cooking spray
 - D add raisins, stir, and enjoy
-

- 3 Which paragraph in “Homemade Granola” does not start with a signal word or phrase?
- A Paragraph 5
 - B Paragraph 6
 - C Paragraph 7
 - D Paragraph 8

Student Name _____

- 4** When making muffins, what should the reader do before adding the egg to the banana?
- A** Mash the banana with a fork.
 - B** Combine the milk and yogurt.
 - C** Stir together the granola, oatmeal, and raisins.
 - D** Fill each muffin tin $\frac{2}{3}$ of the way with muffin batter.
-

- 5** Which of the following steps in the Perfectly Awesome Muffins recipe is last?
- A** Spray the muffin tin with nonstick cooking spray.
 - B** Check to see if the muffins are ready using a clean butter knife.
 - C** Remove the muffins from the muffin tin when cooled.
 - D** Mix together the milk, mashed banana, egg, and yogurt.
-

- 6** What step can the reader infer from paragraph 12?
- A** Do not fill the muffin cups all the way to the top.
 - B** Ask an adult to help you find out if the muffins are done.
 - C** If the muffins are not done, put them back in the oven.
 - D** Remove the cooled muffins from the tin before you eat them.





Reading

Reporting Categories

2 and 3

Cross-Category Skills

Section 20: READING



Review

Media Literacy

A **media presentation** is a presentation, like a speech, demonstration, or display, that uses different types of media. The **media** may be any visual or sound elements that are used to communicate the ideas of the presentation. Sometimes the visual elements include written reports, computer slides, or posters. Sometimes the sound elements include music, sound effects, or spoken words.

Like books, media presentations can be presented with different opinions. The **point of view** varies, depending on the type of presentation and the reason for the presentation. To discover the point of view, think about what the presentation is trying to achieve. Media presentations can be used for many reasons: to convince, to inform, or to entertain.

Read the selection. Then answer the questions.

Do **YOU** want to be the envy of all your friends?

IceMania presents

the **revolutionary, remarkable, Champion Skates!!!**



“I tried Champion Skates, and I was the fastest kid in my neighborhood!”

Sasha Fantana, Age 11

Buy these super special skates **now**.

Then you’ll be the **SUPERSTAR** spinning on *your* ice rink!

- 1** How many points of view are in this advertisement?
- A** One
 - B** Two
 - C** Three
 - D** Four
- 2** The overall advertisement is written from whose point of view?
- A** The skates
 - B** The superstar
 - C** Sasha Fantana
 - D** IceMania

How can you tell whose point of view the advertisement is from?

- 3** If there are any other points of view, who do they belong to? How can you tell?

- 4** What is the purpose of this media presentation?

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

The Average Person

- 1 *[Fade in lively theme music for the radio show, “The World in Review.”
Fade out music as Host begins to speak.]*
- 2 **HOST:** Good evening. Welcome to “The World in Review.” I’m your host, Todd Thompson. Tonight, we’ll be discussing the world’s population. Joining us as a guest, we have Joy Everhart, a scientist with the World Center for Population Studies. Hello, Joy.
- 3 **JOY:** Hi, Todd. It’s nice to be here.
- 4 **HOST:** Also joining us this evening is bestselling writer Pedro Martin. His new book, *Too Many?*, is about our planet’s growing population. Hello, Pedro.
- 5 **PEDRO:** Hello. Thanks for having me on the show.
- 6 **HOST:** Let’s get right to tonight’s thrilling topic. As you, the listener, may have heard, the population of our planet has passed 7 billion people. Wow, 7 billion: that’s an astonishing number.
- 7 **PEDRO:** And the population just keeps growing.
- 8 **HOST:** In your book, you say that as the population increases, we need to be much more aware of our resources and how we use them. Can you explain?
- 9 **PEDRO:** Well, it’s really just simple math. More people need to eat more food, drink more water, and live in more places. But I think the challenge is good for us. I think we live in exciting times. With all those people out there, humans have the ability to do more than ever before.

Personally, I think that we will use our combined intelligence to find a way to move out into space. In fact, I think we'll have a colony on Mars by the end of the century.

10 **HOST:** Joy, what are your thoughts?

11 **JOY:** I certainly like the picture that Pedro paints of the future. But I'd prefer it if humans moved to other planets because we wanted to, not because we ran out of room and had no other choice. At the World Center for Population, we are a bit worried about how fast the population is growing. Our studies show that we are putting a big strain on the planet. On average, people need to be more aware of how they impact the planet.

12 **HOST:** Speaking of averages, recent studies have revealed some interesting facts about what the average person in today's population is like.

13 **PEDRO:** Actually, I talk about that in my book. Research has shown that in 2011 the average person is 28, male, and Han Chinese. And here's an interesting fact: the average person has a cell phone, but not a bank account. In fact, the average person makes less than \$12,000 a year!

14 **JOY:** What I find interesting, too, is that the average is going to change. As Todd said earlier, the population is going to keep growing. Soon, India will have more people than China. Researchers predict that by 2030, the average person will be Indian, not Chinese.

15 **HOST:** Well, you've both given us a lot to think about. Thank you, Joy and Pedro, for talking with us today. Let's take a short break before listening to what some other experts have to say. We'll be right back.

Student Name _____

- 1 From the information in the selection, the reader can infer that the host chose these guests because —
- A he agrees with their points of view
 - B the guests have different points of view
 - C he wants to change their points of view
 - D the guests do not have strong points of view

-
- 2 Read this sentence from paragraph 1.

Fade in lively theme music for the radio show, "The World in Review."

The sound cue serves to —

- A set an upbeat mood for the radio show
 - B foreshadow the plot of the radio show
 - C warn the listener that the radio show is about a serious subject
 - D help the listener to understand the topic of the radio show
-
- 3 Which paragraph best shows the host's point of view about the topic of the radio show?
- A Paragraph 2
 - B Paragraph 4
 - C Paragraph 6
 - D Paragraph 8

GO ON 

Student Name _____

- 4 Which sentence from the selection best shows Pedro’s point of view about population growth?
- A *His new book, Too Many?, is about our planet’s growing population.*
 - B *And the population just keeps growing.*
 - C *With all those people out there, humans have the ability to do more than ever before.*
 - D *In fact, the average person makes less than \$12,000 a year!*
-

- 5 Joy talks about population growth from a viewpoint of —
- A eagerness
 - B anger
 - C humor
 - D concern
-

- 6 What element should be added to the end of the segment to improve the presentation of the radio show?
- A The same theme music that played at the beginning
 - B The station announcer reading a radio commercial
 - C The sound of the guests talking in the background
 - D The sound of an audience laughing in the background



Section 21: READING



Review

Make Inferences

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

For example, suppose you read the following description in a story: *Melissa kneeled down and dug several holes in the moist soil. Then she placed seeds in the holes.* You can infer that Melissa is planting a garden, even though the author does not say so.

Read the selection. Then answer the question.

Giraffes spend most of their days eating. They eat plants. But instead of grazing on grass like some other plant eaters, they tend to graze on trees. The giraffes' height helps them to reach the tasty leaves and tender buds at the tops of trees. Being the tallest mammals in the world has its benefits. But their height isn't the only thing that helps the giraffes to reach the tree tops. They also have tongues that are about 21 inches long!

- 1 What can the reader infer about the giraffes' eating habits?
- A Because they are the tallest mammals, they can reach food that most other animals cannot.
 - B Because they spend all day eating, they eventually kill all the trees in the area where they live.
 - C Because they have such long tongues, they have trouble chewing without biting their tongues.
 - D Because they eat plants instead of animals, they are very gentle, sweet creatures.

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

Where's the Fire?

- 1 My big adventure with our town's volunteer fire department started on the first day of summer vacation. The weather during the spring season had been unusually dry. It was Saturday and another hot, arid morning. It was as dry as a bone outdoors. A wildfire broke out on the edge of town. Several homes and businesses were in danger if the fire grew and spread through the heavy brush nearby.
- 2 Within minutes after the fire alarm sounded, I saw the volunteers from the fire department rushing past in the fire truck. I recognized Sarita Mendoza behind the wheel. She owns the hardware store in town. I waved at her, but she didn't see me. She usually waves and smiles at me, but as I watched the truck go by, I saw that she had a serious expression on her face. She focused left and right as she steered the big truck along the street. I closed my eyes and pictured myself riding along, going to help put out the fire.
- 3 A few days later, there was an article in the local newspaper about the fire department. The article said that thanks to the quick response and the heroic efforts of the men and women volunteers, the fire was extinguished without harming any people or property. The article also went on to say that they were always looking for people to help. Later that day, I went by Sarita's store to talk to her about becoming a fire department volunteer.
- 4 Sarita said they had a special project coming up and that I'd be more than welcome as a volunteer. I immediately envisioned myself sitting on a bright red fire truck. I even started to tell all my friends that I'd soon be helping to put out fires. I didn't tell my parents right away. I thought I'd just surprise them when the time came.

- 5 Early the next day, I went down to the library to use one of the computers. I found lots of Web sites about volunteer fire departments, fire safety, and the history of firefighting. I learned that Benjamin Franklin was responsible for establishing the first volunteer fire department in Pennsylvania. It was located in Philadelphia. I also learned that in the early days of our country, horses pulled fire engines. I learned what a bucket brigade was, too. During a fire, people would stand in a line that went from a river or a well to where a fire was. The people would pass along buckets of water to put out the fire. Then they would pass back the empty buckets to be filled up again.
- 6 I could barely sleep Friday night, thinking about my special fire department project the next day. The next morning I sat alone at the kitchen table, eating my bowl of oatmeal. Everyone else in the house was still asleep. Sarita had told me to be at the community center early and I didn't want to be late. By that time, I'd told my parents that I was helping with a special project of the Volunteer Fire Department. They said they knew about it already, and they thought it was a great idea. Actually, that surprised me. I thought they were going to tell me that it was too dangerous for me to fight fires. Off I went to report for duty. This was my first official act as a volunteer firefighter. Boy, was I surprised when I got to the community center.
- 7 Sarita welcomed me and introduced me to some of the other volunteers. The room smelled of coffee and there were jugs of pancake syrup on each table. I heard lots of noise coming from the kitchen, and watched as other volunteers served plates of fresh pancakes to people sitting and chatting while they waited. I was given the job of clearing off the tables after people had finished eating.

- 8 Some of my friends were there. I felt really embarrassed after what I'd said about fighting fires and riding in the fire truck. Then, during breakfast, I noticed that all the members of the fire department were chipping in to help, too. There were firefighters serving breakfast and washing dishes. I even noticed the fire chief emptying the garbage. Everyone thanked me personally for helping. I got a bright red T-shirt and baseball cap with the letters V.F.D. across the front.
- 9 "By the way, Eduardo," Sarita said after we'd all finished the cleaning, "would you like a ride on the truck?"



Student Name _____

1 In paragraph 2, which words help the reader infer that driving a fire truck involves concentration?

- A *fire alarm sounded and rushing past*
 - B *I recognized Sarita Mendoza behind the wheel*
 - C *closed my eyes and pictured myself riding along*
 - D *serious expression on her face, and focused left and right*
-

2 In paragraph 5, the reader can infer that the narrator is —

- A excited about the fire department and likes to learn new things
 - B a good student who likes to do a lot of library research
 - C nervous about becoming a volunteer
 - D writing a report for school about firefighters
-

3 What information in paragraph 6 helps the reader know that Eduardo is excited about volunteering?

- A He does not want to be late for the special project.
- B He barely sleeps Friday night and wakes up very early Saturday morning.
- C He tells his parents that he is helping the Volunteer Fire Department.
- D He is surprised when he arrives at the community center.

GO ON 

Student Name _____

- 4 What is the special project at the community center?
- A The newspaper is writing an article about the fire department.
 - B The volunteers are attending a class about firefighting.
 - C The fire department is giving rides in the fire truck.
 - D The fire department is hosting a pancake breakfast.

-
- 5 Read this sentence from paragraph 8.

I got a bright red T-shirt and baseball cap with the letters V.F.D. across the front.

From the information in the selection, the reader can infer the letters V.F.D. mean —

- A Viewing Fire Disposal
 - B Viewing Fire Dangers
 - C Volunteer Fire Demonstrator
 - D Volunteer Fire Department
-
- 6 What can the reader infer from the last sentence of the selection?
- A Eduardo will prefer to help at the station than to ride on the truck.
 - B Eduardo will want to ride on the truck when they finish cleaning.
 - C Eduardo will ask his parents for permission to ride the truck another day.
 - D Eduardo will go to find his friends and ask them to ride the truck with him.



Section 22: READING



Review

Summarize

A **summary** is a short statement of the most important events or ideas in a story or text, put into your own words. Sequence refers to the order of events in a story. Signal words such as *then*, *before*, *next*, and *after that* often give clues to the sequence of events in a story. Identifying the main events in a story and putting them in sequence can help you summarize more effectively.

Read the selection. Then answer the questions.

Barton Springs is a popular attraction in Austin, Texas. Local citizens as well as tourists flock to the swimming hole. Since the water always remains about 68 degrees, people visit the pool year round.

Barton Springs is made up of a group of springs that together form the fourth largest spring in Texas. About 26 million gallons of water flow from the springs each day.

Before the springs became public land, it had a long and rich history. First, Native Americans lived near the springs. Then in 1837, the land around the springs was bought by “Uncle Billy” Barton. Over the next eighty years, the springs became popular with people of Austin. Finally, in the early 1900s, the land around the springs was sold to the City of Austin.

Since then, Barton Springs has become part of a public park. Today, people from all over visit the springs to swim, relax, and enjoy the beauty of this natural site.

1 What is the main subject of the selection?

- A** Swimming
- B** Austin
- C** Barton Springs
- D** Uncle Billy Barton

2 Summarize the first paragraph of the selection.

3 Summarize the third paragraph of the selection.

4 Summarize the main idea of the selection.

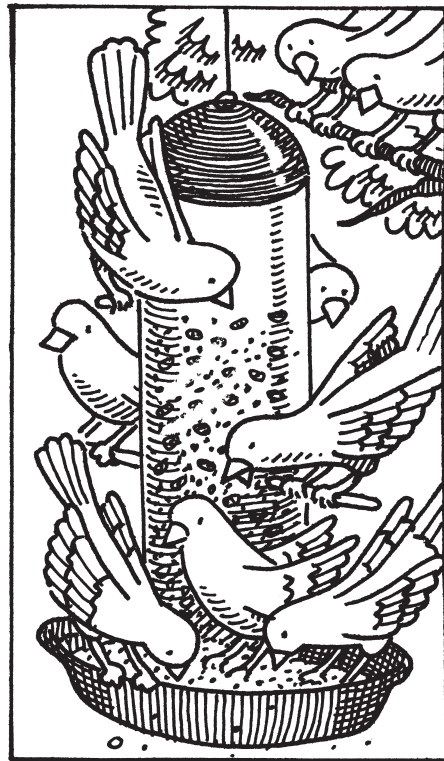
Read the selection. Then choose the best answer to each question.

A Gift from Aunt Martha

- 1 Jessica hadn't seen her Aunt Martha since she was an infant, but every year Jessica still got a birthday present from her. Of course, since Aunt Martha hadn't visited Jessica in so long, she was unaware of Jessica's interests. Last year, she sent a long woolly sweater in Jessica's least favorite color—tangerine. The previous year, when Jessica turned nine, Aunt Martha sent her a large baby doll, but Jessica had outgrown dolls long ago.
- 2 "Dad," complained Jessica, "doesn't Aunt Martha understand I'm way too old for dolls?"
- 3 "She means well," replied Jessica's dad. "Besides, there are plenty of girls your age that still like dolls. How was she to know that you didn't? She is just trying to be considerate. She has good intentions."
- 4 "I know," said Jessica. "It's not the gift, but the thought that counts." She was reminded of that every time she unwrapped a present from Aunt Martha.
- 5 So this year, when Jessica recognized Aunt Martha's handwriting on the gift label of a present, she didn't rush to open it. After the other packages had been unwrapped, it was time to find out what Aunt Martha had sent.
- 6 Slowly, Jessica tore off the pink wrapping paper and then pulled out a narrow cardboard box. Inside the box was a clear plastic tube with several holes in it, and a few small wooden sticks. To Jessica, the combination of odd pieces didn't look like anything she recognized.
- 7 "What am I supposed to do with this?" wondered Jessica out loud. "What is this thing anyway, Dad?"

- 8 To Jessica’s surprise, her dad appeared quite interested in the plastic tube. “It’s a bird feeder,” he announced with delight. “Look, you insert one of these little sticks underneath each hole,” he said. “These are perches, and then you put a wire through here so you can hang it from a tree. You fill it with seeds and the birds stand on the perches and pull the seeds out through the holes.”
- 9 “Really?” doubted Jessica. “It doesn’t look like any kind of bird feeder I’ve ever seen.”
- 10 “Just you wait. It will be amazing!” her dad said. “We can suspend it from that tree near the kitchen window. It will be easy to set up and then we can sit in the kitchen and watch the birds when they come to eat.”
- 11 “I’ll bring a bag of seeds home tomorrow, and then we’ll get the feeder set up,” he said enthusiastically. “It’ll be a piece of cake to put together.”
- 12 The following day, Jessica’s dad brought home a bag of sunflower seeds to fill the tube. He opened the tube, carefully poured in the seeds, and strung a wire through the top part of it. Then, he reached out the kitchen window and hooked the wire over a tree branch that was just outside.
- 13 “There!” he exclaimed proudly to Jessica. “Before long you’ll see plenty of birds right outside our window.”
- 14 Jessica pulled a chair up close to the window. She waited and waited. She sat there until dinner time, but not a single bird appeared. Finally she decided to call it quits. “I knew it,” she thought to herself, disappointed. “It’s just another gift from Aunt Martha that I don’t like.”
- 15 The next day when Jessica returned home from school, she didn’t even bother to look at the bird feeder. She went directly to the living room to start her homework. When she went into the kitchen for a quick snack, she glanced toward the window. To her surprise, she saw some movement outside.
- 16 She slowly approached the window to look more closely. There was a little brown bird taking seed from one of the holes.

- 17 “Just one plain brown bird,” thought Jessica. “At least somebody likes Aunt Martha’s present.”
- 18 She was starting back to the living room with her snack when she noticed another little brown bird arrive at the feeder, then another, and then another. Then two red birds landed on top of it. Then several black and yellow birds arrived. Suddenly, there were so many birds that there wasn’t room for them all on the perches that protruded from the plastic tube. The tree branches were filled with many different species of birds chirping and chattering and waiting their turn at the feeder.
- 19 “Dad! Hurry! Come quick!” called Jessica.
- 20 Jessica’s father rushed into the room, peeked out the window, and grinned. “Beautiful, aren’t they?” he remarked.
- 21 Jessica and her dad continued to watch the birds when suddenly the perches were vacant and the bird feeder was almost empty.
- 22 “Don’t go away, birds! Come back!” Jessica called.
- 23 “I’ll get more seeds tomorrow, and then the birds will return,” promised Jessica’s dad.
- 24 “They were magnificent, weren’t they, Dad? I’m going to write Aunt Martha a great thank you note!” said Jessica. “The bird feeder turned out to be a fabulous gift. I really love it!
- 25 Dad laughed. “Maybe Aunt Martha will send you a camera for your birthday next year so you can take photographs of the birds,” he said.
- 26 Jessica smiled. “Maybe she’ll send me something even better—something I’d never expect.”



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GO ON 

Student Name _____

- 1 What is the best summary of the main idea in “A Gift from Aunt Martha”?
- A Jessica and her dad team up to put together her birthday gift.
 - B Jessica’s dad tells her to open her gift even though she doesn’t want to.
 - C Jessica opens a gift from her aunt and then sends her a thank you note.
 - D Jessica expects a bad gift, but receives a surprisingly good one.

-
- 2 Which sentence from the selection best summarizes the main conflict?
- A *Of course, since Aunt Martha hadn’t visited Jessica in so long, she was unaware of Jessica’s interests.*
 - B *Last year, she sent a long woolly sweater in Jessica’s least favorite color—tangerine.*
 - C *“Dad,” complained Jessica, “doesn’t Aunt Martha understand I’m way too old for dolls?”*
 - D *“It’s not the gift, but the thought that counts.”*

-
- 3 What is the best summary of the lesson that Jessica learns in “A Gift from Aunt Martha”?
- A She learns to respect her elders.
 - B She learns the importance of enjoying nature.
 - C She learns not to take things for granted.
 - D She learns to finish her work before having fun.

Student Name _____

- 4** Which sentence best summarizes how Jessica changes during the story?
- A** She starts the story feeling angry and ends the story feeling sorry.
 - B** She starts the story feeling uncertain and ends the story feeling grateful.
 - C** She starts the story feeling excited and ends the story feeling happy.
 - D** She starts the story feeling nervous and ends the story feeling greedy.
-

- 5** Which sentence best summarizes the events in paragraphs 15 through 18?
- A** Jessica sees many birds at the feeder, then fewer birds, and when only one bird is left, she begins her homework.
 - B** Jessica starts her homework, then notices many birds at the feeder, and then she finally has a snack.
 - C** Jessica eats her snack, then watches a few birds until there is just one bird, and then she does her homework.
 - D** Jessica takes a break from her homework, sees one bird, then sees a few birds, and then finally sees many birds.
-

- 6** Which sentence from paragraph 24 best summarizes the resolution of the conflict?
- A** *“They were magnificent, weren’t they, Dad?”*
 - B** *“I’m going to write Aunt Martha a great thank you note!”*
 - C** *“The bird feeder turned out to be a fabulous gift.”*
 - D** *“I really love it!”*





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 main ideas and details are connected. Delete any sentences that are not related to the topic. You may want to combine or rearrange sentences to develop the ideas more fully and create a clear, organized piece of writing.

Read the selection. Then answer the questions that follow.

The San Francisco Earthquake

In 1906, San Francisco was almost completely destroyed by an earthquake. Los Angeles has had earthquakes, too. The first shock occurred at 5:13 a.m. Most of the city was still asleep. Buildings toppled over, bringing electric wires down with them. San Francisco lies along the San Andreas Fault, which runs hundreds of miles along the Pacific Coast. Five minutes later there was another shock, which ripped up pavements and streetcar tracks. Gas mains exploded, and fires broke out that raged out of control for three days. The disaster left thousands homeless.

- 1 Which sentence could be moved to the beginning of the paragraph to strengthen it?
 - A *The first shock occurred at 5:13 A.M.*
 - B *Buildings toppled over, bringing electric wires down with them.*
 - C *The disaster left thousands homeless.*
 - D *San Francisco lies along the San Andreas Fault, which runs hundreds of miles along the Pacific Coast.*
- 2 Write the sentence that is NOT connected to the topic of the paragraph.



Practice

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

Ruby wrote this paper about her mother's office. Read Ruby's paper and think about how it should be revised. Then answer the questions that follow.

Idea of the Month

(1) It was "Take Your Daughter to Work Day," and Mom insisted that I accompany her to work. (2) She is employed by a company that repairs big machines for factories. (3) I wasn't looking forward to spending the entire day at her office. (4) There is never very much for me to do.

(5) When we arrived at work on this day, however, there was a meeting at lunchtime, so I went, too. (6) At the meeting, Mr. Kennedy talked about a serious problem the company was having. (7) The repair people were going to factories without all the information they needed to repair a machine.

(8) "What about putting the information on computers and giving each of the repair people a laptop?" suggested Mom's friend Julia.

(9) I thought that sounded like a reasonable suggestion.

(10) "Of course we've thought about that," Mr. Kennedy snapped back.

(11) "Our files are just not organized in a way to make that work."

(12) I leaned over to Mom and whispered to her that I knew how to solve the problem. (13) Mr. Kennedy noticed.

(14) “Go ahead, Ms. Johnson. (15) We’d love to hear your idea,” he said. (16) I couldn’t tell if he was being sincere or sarcastic, and I wished I hadn’t said anything. (17) But it was too late.

(18) “What you could do is dump all the information you need into a storage site on the Web,” I suggested. (19) “You can get secure storage space at little or no cost. (20) Then the repair people can go online at the factory to download whatever information they need to get the job done.”

(21) Again, the room was silent. (22) Mr. Kennedy broke into a wide grin. (23) Actually stood up and applauded. (24) Then he said, “I am awarding Ms. Ruby Johnson a \$50 bonus prize. (25) Congratulations, Ms. Johnson. (26) And thank you, Gloria, for bringing your daughter to work today.”



Student Name _____

- 1 What is the BEST way to revise sentence 3?
- A Was I excited to go to work with Mom?
 - B The truth is, I enjoy lots of things, but not her work.
 - C Honestly, I did not want to go with her and waist the entire day.
 - D No revision is needed.

-
- 2 Ruby would like to add the following sentence to the first paragraph (sentences 1–4).

*But I wanted to be a good daughter,
so I went to work with her.*

Where is the BEST place to insert this sentence?

- A After sentence 1
- B After sentence 2
- C After sentence 3
- D After sentence 4

-
- 3 Which sentence could BEST be added after sentence 11?
- A It was really hot in the room.
 - B The meeting was like a carnival, and I was the main attraction.
 - C All of a sudden, I had an idea.
 - D Do you know what it's like to be a young person with a great idea?

GO ON 

Student Name _____

- 4 Which transition word or phrase could BEST be added to the beginning of sentence 22?
- A But then
 - B At first
 - C As a result
 - D In comparison
-

- 5 What is the BEST way to revise sentence 23?
- A He stood up and he did applaud actually.
 - B Actually, he stood up, applauded too.
 - C He actually stood up and applauded!
 - D No revision is needed.
-

- 6 Which sentence could BEST be added after sentence 25?
- A You certainly are a terrific problem solver.
 - B Spend the money wisely, not on ice cream.
 - C I may be grouchy, but I'm a rich man!
 - D I am not very good at using laptop computers.





Writing: Revising and Editing

Reporting Category 3 Editing

Section 24: REVISING AND EDITING



Review

Nouns and Verbs

A **collective noun** is a noun that refers to a group. Usually a collective noun has a singular verb because it is referring to one group.

Examples of collective nouns include words like *army* and *audience*.

The **voice** of a verb refers to the form of the verb that is used. In English there are only two voices. In the **active** voice, the subject performs the action. In the **passive** voice, the subject receives the action.

Active voice: My brother closed the door.

Passive voice: The door was closed by my brother.

Irregular verbs are verbs that do not add *-ed* to form the past tense. For example, the past tense of *break* is *broke*. Because irregular verbs do not follow regular spelling patterns for past-tense verbs, it is important to remember their spellings.

Use the collective noun in a sentence.

- 1 staff

Rewrite the sentence so that it is in the active voice.

- 2 The sandwiches were eaten by the children.

Write the past tense of the underlined irregular verb.

- 3 The team keeps the ball moving during the game. _____

- 4 I take a drama class in the winter. _____



Practice

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

Sandy wrote this paper about her grandmother. Proofread Sandy's paper and look for any mistakes she has made. When you finish reading, answer the questions that follow.

Grandma Sophie

(1) My grandmother Sophie lives in Arizona. (2) She moved there from Texas a year after she fell and broke her hip. (3) The accident happened when she was taking her morning walk and tripped on the sidewalk.

(4) She said she would take a walk each morning even if she were in a wheelchair in a blizzard.

(5) One morning as Grandma Sophie was taking her walk in her wheelchair, a nice woman came by. (6) She was in a wheelchair, too. (7) It was discovered by Grandma that they had a lot in common. (8) That other woman was Elena Ortiz. (9) When Grandma Sophie got home that morning, she said she felt as though she had come in from a storm. (10) She couldn't wait to get back out there the next morning, she said.

(11) Grandma Sophie and Elena Ortiz began to take their walks together each morning. (12) One morning a year later, Elena told Grandma Sophie that she was moving to a senior citizen housing complex in Arizona. (13) She wanted to know if Grandma Sophie would come, too. (14) Elena told Grandma it was a place where everyone looked out for one another, just like living with family. (15) Grandma Sophie chose to go to Arizona.

GO ON 

(16) I was happy to know that Grandma was going to a place where she would be with a big family. (17) I was sad as well, though, knowing that I couldn't see her as much as I used to. (18) Every day on the way home from class, I would stop at her house for a snack. (19) She would always have a plate of hot sopapillas, fresh honey, and a glass of cold milk waiting for me. (20) We would speak about my school day and she would give me advice. (21) Best of all, she'd tell me stories about my mother when she was a child.

(22) My mother misses Grandma Sophie even more than I do. (23) Dad told us that the senior center where Grandma Sophie lives has a computer room, so we would be able to e-mail her every day once he connected our new computer. (24) Needless to say, Mom and I were both very excited.

(25) Now, whenever we want, we can send Grandma Sophie a message. (26) She can send one back, too. (27) Grandma Sophie says in each message that she is hard at work figuring out a way to send sopapillas through the Internet!

Student Name _____

1 What is the correct way to write sentence 7?

- A It was discovered that she and Grandma had a lot in common.
- B Grandma discovered that a lot in common was had by them.
- C Grandma discovered that they had a lot in common.
- D It was discovered that they had a lot in common Grandma discovered.

2 What is the collective noun in sentence 14?

- A *Elena*
- B *Grandma*
- C *place*
- D *family*

3 What change should be made in sentence 15?

- A Change **choosed** to **chose**
- B Change **go** to **went**
- C Change **Arizona** to **arizona**
- D Change the period to a question mark

Student Name _____

4 What is the collective noun in sentence 18?

- A *day*
 - B *way*
 - C *class*
 - D *house*
-

5 What change, if any, should be made in sentence 20?

- A Change ***speak*** to ***spoke***
 - B Change ***gave*** to ***give***
 - C Change ***advice*** to ***advise***
 - D No change needs to be made.
-

6 What is the correct way to write sentence 26?

- A She can send one back, too.
- B She can have sent one back, too.
- C One can be sended back by her, too.
- D She can sended one back, too.



Section 25: REVISING AND EDITING



Review

Adjectives and Adverbs

An **adjective** describes or gives more information about a noun.

I have a **small** phone. My cousin bought a **German** car.

A **comparative** adjective compares two nouns.

My phone is **smaller** than yours.

A **superlative** adjective compares more than two nouns.

Your phone is the **smallest** phone I've ever seen.

Add *-er* or *-est* to most one-syllable adjectives to form the comparative and superlative: *small, smaller, smallest*. If an adjective has more than one syllable, add *more* to form the comparative and *most* to form the superlative.

Carl's story is **more exciting** than Rafael's.

I think Mia wrote the **most exciting** story.

An **adverb** describes verbs and tells *how, when, or where*. Adverbs can give information about the **intensity** or **frequency** of an action.

It **often** snows **heavily** in Vermont during the winter.

Write the form of the word in parentheses that BEST completes each sentence.

1 Which of these four dogs is the (friendly)? _____

2 Rena (usual) runs at least five days a week. _____

3 Your new scarf is much (soft) than mine. _____

4 This is the most (interest) book I've read. _____

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

Lenny wrote this paper about a friend who had a very bad day. Proofread Lenny's paper and look for any mistakes he has made. When you finish reading, answer the questions that follow.

What a Day!

(1) Tuesday was the most difficult day I can remember. (2) I had misunderstood a homework assignment, so what I turned in was complete wrong. (3) I stumbled during a race in the gym. (4) Although I was usual the fastest runner in school, I finished last. (5) My face was more red than a tomato when I crossed the finish line.

(6) Later, I stopped at the grocery store as my mom had asked me to do. (7) I looked all over for the grocery list but could not find it. (8) That morning I had folded it careful and put it into my coat pocket, but now it was gone. (9) I remembered that orange juice was on the list. (10) When I found the aisle, I saw the largest orange juice display that I had ever seen. (11) A young man was standing beside the display giving away free samples of orange juice. (12) I was thirsty, so I took a cup when he offered it to me. (13) I was just thinking how good it tasted when I noticed my cart rolling slowly toward the orange juice display. (14) I ran after it— but not fast enough.

(15) *Crash!*

(16) When I got home, I looked out the living room window.

(17) I saw smoke pouring from a building three blocks away. (18) I ran to the phone and dialed 911. (19) I kept calm and was able to give the dispatcher the exact location of the fire. (20) My mom watched the fire from the window.

(21) “This was one of the quicker alerts we’ve ever had,” said one firefighter on the six o’clock news. (22) I thought, “This day was bad, but at least I was able to do something right when it counted the most!”

Student Name _____

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

- A Change *what* to *that*
 - B Change *complete* to *completely*
 - C Change *wrong* to *more wrong*
 - D No change should be made.
-

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

- A Change *Although* to *However*
 - B Change *usual* to *usually*
 - C Change *fastest* to *quickly*
 - D Make no change
-

3 What is the correct way to write sentence 5?

- A My face was redder than a tomato when I crossed the finish line.
- B My face was most red than a tomato when I crossed the finish line.
- C My face was more red as a tomato when I crossed the finish line.
- D My face was red as tomato when I crossed the finish line.

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Student Name _____

- 4 What is the correct way to write sentence 8?
- A That morning, I had folded it most careful and put it into my coat pocket, but now it was gone.
 - B That morning, I had folded it more careful and put it into my coat pocket, but now it was gone.
 - C That morning, I had folded it more carefuller and put it into my coat pocket, but now it was gone.
 - D That morning, I had folded it carefully and put it into my coat pocket, but now it was gone.
-

- 5 What change, if any, should be made in sentence 10?
- A Change ***aisle*** to **isle**
 - B Change ***saw*** to **had seen**
 - C Change ***largest*** to **most large**
 - D No change needs to be made.
-

- 6 What change, if any, should be made in sentence 21?
- A Change ***This*** to **These**
 - B Change ***quicker*** to **quickest**
 - C Change ***firefighter*** to **firefighters**
 - D No change needs to be made.



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

The seat behind me is vacant.

In the sentence above, the word *behind* is a preposition. It tells where the seat can be found. The word *vacant* is the object of the preposition. The prepositional phrase is *behind me is vacant*.

Some common prepositions include *near, above, below, across, into, since, through, toward, between, beyond, under, from, except, during, in, by, with, among, concerning, aboard, and since*.

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

between	among	during	across	except
---------	-------	--------	--------	--------

Example: We fell out of the boat.

We fell out of the boat during a big storm.

1 Daniela walked to school.

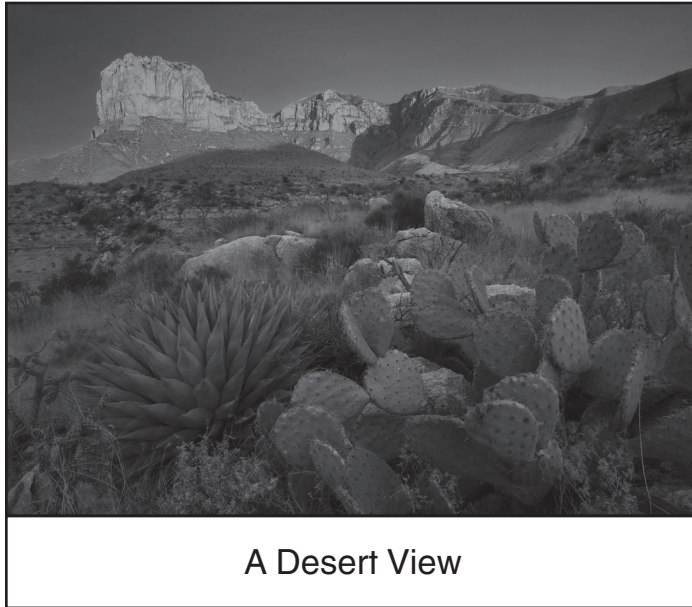
2 Joe and Carmen stepped carefully.

3 The new teacher smiled as she walked.

Practice

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

Alex wrote this science report about mountains and deserts. Proofread Alex's report and think about how to fix it. When you finish reading, answer the questions that follow.



From the Mountains to the Desert

(1) If you could choose, would you rather live in the mountains or the desert? (2) The mountains are cool and comfortable most of the year. (3) It snows sometimes. (4) The winter has snow. (5) The foliage is lush and green. (6) If you like hiking, then the mountains are for you! (7) Melting snow creates rushing rivers. (8) This happens every year. (9) It happens in the spring. (10) Deer, bears, and elk bring their young to drink at the riverbank. (11) The water is cold. (12) Walking you hear small animals rustle. (13) The rustling sound comes from the underbrush. (14) Birds chirp.

GO ON 

(15) The desert is not like the mountains. (16) It is hot and dry. (17) It is sunny almost all year round. (18) It doesn't rain very much there. (19) You can go for short hikes in the desert, too, but be sure to bring plenty of water to drink! (20) Deserts have a variety of animals and plant life. (21) The desert is filled around life in the early morning and evening, when it is not scorching hot. (22) Some animals, like rabbits, mice, and lizards, scurry around looking for food. (23) They have to be very alert. (24) Snakes strike and owls swoop. (25) At the end of the day, many flowers open their petals, and insects come to feed. (26) Birds become active, sometimes pecking at cactus plants to get at the moisture stored inside.



Student Name _____

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

- A Change *in* to **at**
- B Change *or* to **throughout**
- C Change *desert* to **dessert**
- D Make no change

2 What is the BEST way to combine sentences 3 and 4?

- A It snows sometimes during the winter.
- B It snows sometimes after the winter.
- C It snows sometimes on the winter.
- D It snows sometimes across the winter.

3 What is the correct way to write sentence 12?

- A During walking through you hear, in the mountains small animals rustle.
- B Walking and not running through the mountain, you hear small animals rustle.
- C When walking through the mountain woods, you hear small animals rustle.
- D Walking through the mountain woods you hearing small animals rustle.

Student Name _____

4 Which change to the end of sentence 14 BEST improves its clarity?

- A Add **during the sky**
- B Add **in the treetops**
- C Add **next to deer**
- D Add **at itself**

5 Which phrase could BEST be added to the beginning of sentence 16?

- A By the desert,
- B Above the desert,
- C In the desert,
- D Near the desert,

6 What change should be made in sentence 21?

- A Change ***around*** to **with**
- B Change ***in*** to **of**
- C Change ***when*** to **although**
- D Change ***it*** to **they**



Section 27: REVISING AND EDITING



Review

Pronouns and Conjunctions

An **indefinite pronoun** refers only generally to a thing or a person.

One of the boys will win. **Both** dogs are cute.

When a sentence with an indefinite pronoun also contains a plural noun, the verb should agree with the subject, which is the indefinite pronoun.

Incorrect: One of the **apples are** ripe.

Correct: **One** of the apples **is** ripe.

Subordinating conjunctions allow writers to show which idea they feel is more important.

Diane won the race **while I** came in second.

In this sentence, the subordinating conjunction *while* makes the clause *I came in second* less important than the clause *Diane won the race*.

Some examples of subordinating conjunctions include *after, before, since, although, because, if, even though, and until*.

Rewrite each sentence so the verb agrees with the indefinite pronoun.

Example: Each of the club members are present.

Each of the club members is present.

1 Both of my brothers is good at sports.

2 Either of your suggestions seem fair.

Use a subordinating conjunction to combine the two sentences.

3 We went to the park. It was a sunny day.

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

Alison wrote this biography of Sandra Day O'Connor. She wants you to help her revise and edit it. Read Alison's biography and look for any mistakes. When you finish reading, answer the questions that follow.



Sandra Day O'Connor

From Cattle Ranch to Supreme Court Bench

(1) Sandra Day O'Connor was born on March 26, 1930, in El Paso, Texas. (2) Her family owned a huge cattle ranch. (3) The cattle ranch stretched from southeastern Arizona to New Mexico. (4) Because the ranch was so isolated from towns, they had to make almost anything they wanted. (5) Mother, Father, cowboys, ranch hands, and Sandra on the ranch always pitched in.

(6) Sandra's parents wanted her to get a good education. (7) When Sandra was five years old, her parents sent her to live with her grandmother

GO ON 

and attend a private school. (8) At age 13, she returned to the ranch and attended school there.

(9) Sandra graduated from Austin High School at age 16 and then went on to college and law school. (10) While attending Stanford Law School, Sandra met John Jay O'Connor. (11) They were married soon after Sandra's graduation in 1952. (12) During the first years of their marriage, Sandra tried to get a job with a California law firm. (13) But they did not often hire female attorneys.

(14) Sandra did not give up. (15) She found that the government was more accepting of women in the workplace. (16) So, for the first year of her marriage, she worked as a deputy attorney for San Mateo County, California. (17) Her husband, John, accepted a position in Germany, so John and Sandra moved there, and Sandra worked as a civilian attorney.

(18) By 1957, Sandra Day O'Connor and her husband were back in the United States. (19) They lived in Arizona. (20) Sandra Day O'Connor served as an Arizona judge and an Arizona state senator. (21) Many people noticed the outstanding job Sandra Day O'Connor was doing. (22) One of these people was President Ronald Reagan. (23) In 1981, he nominated her for a seat on the United States Supreme Court.

(24) On September 25, 1981, Sandra Day O'Connor was sworn in as an Associate Justice of the Supreme Court. (25) She was the Court's 102nd justice and its first female member. (26) She retired from the Court on January 31, 2006.

Student Name _____

1 What change should be made in sentence 3?

- A Change ***The cattle ranch*** to **All of it**
 - B Change ***southeastern*** to **Southeastern**
 - C Insert a comma after ***Arizona***
 - D Change ***New Mexico*** to **there**
-

2 What is the correct way to write sentence 5?

- A Their on the ranch always pitched in.
 - B Everybody on the ranch always pitched in.
 - C We on the ranch always pitched in.
 - D Them on the ranch always pitched in.
-

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

- A Change ***Sandra's parents*** to **Both**
- B Change ***her*** to **she**
- C Change ***a good*** to **all**
- D No change should be made in sentence 6.



Student Name _____

- 4 What is the BEST way to combine sentences 14 and 15?
- A Until Sandra did not give up, she found that the government was more accepting of women in the workplace.
 - B Although Sandra did not give up, she found that the government was more accepting of women in the workplace.
 - C Sandra did not give up because she found that the government was more accepting of women in the workplace.
 - D Sandra did not give up even though she found that the government was more accepting of women in the workplace.
-

- 5 What change should be made in sentence 17?
- A Remove the comma after **John**
 - B Change **a position** to **any position**
 - C Change **John and Sandra** to **they**
 - D Change **there** to **somewhere**
-

- 6 What is the BEST way to combine sentences 19 and 20?
- A While they lived in Arizona, Sandra Day O'Connor served as an Arizona judge and an Arizona state senator.
 - B They lived in Arizona after Sandra Day O'Connor served as an Arizona judge and an Arizona state senator.
 - C They lived in Arizona even though Sandra Day O'Connor served as an Arizona judge and an Arizona state senator.
 - D Before they lived in Arizona, Sandra Day O'Connor served as an Arizona judge and an Arizona state senator.



Section 28: REVISING AND EDITING



Review

Complete Subjects and Predicates

A **complete subject** includes all the words that tell who or what a sentence is about. In contrast, a simple subject is just the main noun or pronoun. A **complete predicate** includes all the words that tell what the subject is or does. In contrast, the simple predicate is just the verb.

Jared's new bike is on the back porch.

In the sentence above, the simple subject is *bike*; the complete subject is *Jared's new bike*. The simple predicate is the verb *is*; the complete predicate is *is on the back porch*.

Write the complete subject for the sentence below.

- 1 While we waited for dinner, Jake and I played games on the Internet.

Write the complete predicate for the sentence below.

- 2 All of the townspeople gathered in the community center downtown.

Identify whether each sentence is missing a complete subject or complete predicate.

- 3 Was quickly turning the corner. _____

- 4 In front of the sun, the eclipse. _____

Practice

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

Siobhan wrote this article about Isaac Newton. Proofread Siobhan's report and look for any mistakes she has made. When you finish reading, answer the questions that follow.



Gravity

(1) The great British scientist Isaac Newton discovered the principle of gravity. (2) The story goes that he discovered it while sitting under an apple tree as an apple fell and hit Newton on the head. (3) Suddenly, Newton realized that gravity is a force. (4) That pulls objects together.

(5) In time, Newton understood that everything has gravity. (6) Every object in the universe attracts another object. (7) However, the strength of the force between any two objects depends on the masses of the two objects. (8) That is, it depends on how far apart the two objects are.

GO ON 

(9) For example, recall the apple that fell on Newton’s head. (10) Why did it fall downward? (11) Because of Earth’s huge mass, the force of gravity between Earth and the apple was very strong. (12) The effect on the apple was clear: it fell. (13) And in descending. (14) It hit Newton’s head. (15) The effect on Earth, on the other hand, was not so clear. (16) In fact, because of Earth’s huge size, it was practically undetectable.

(17) However, when two objects are closer in size, the effects of gravity on both of them are easier to see. (18) Instead of Earth and an apple, think about Earth and the moon. (19) The moon about one-fourth the size of Earth. (20) The force of gravity between Earth and the moon holds the moon in its orbit, which is the path the moon takes as it revolves around Earth. (21) On Earth, the force. (22) It pulls ocean water toward the moon. (23) This creates high tides in some places and low tides in others.



Student Name _____

1 What is the complete subject of sentence 1?

- A *The great British scientist*
- B *British scientist Isaac Newton*
- C *Isaac Newton*
- D *The great British scientist Isaac Newton*

2 Which sentence does NOT have a complete subject and complete verb?

- A Sentence 3
- B Sentence 8
- C Sentence 13
- D Sentence 17

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

- A Insert **It is a force** at the beginning of the sentence
- B Delete **That**
- C Change **pulls** to **pulled**
- D No change should be made.

Student Name _____

4 What is the complete predicate of sentence 8?

- A *That is, it depends on how far apart*
 - B *depends on how far apart the two objects are*
 - C *on how far apart*
 - D *the two objects are*
-

5 What change, if any, should be made in sentence 19?

- A Change ***The moon*** to **It**
 - B Insert **is** before ***about***
 - C Change ***size*** to **sighs**
 - D Make no change
-

6 What change, if any, should be made in sentence 21?

- A Delete ***On Earth***
- B Change ***Earth*** to **Earth's**
- C Insert **is strong** after ***force***
- D No change should be made in sentence 21.



Section 29: REVISING AND EDITING



Review

Subject-Verb Agreement

The **subject** of a sentence tells the reader who or what the sentence is about. The **verb** of a sentence tells the reader what action or state of being occurs in the sentence. In each sentence, the subject and verb must **agree**.

If a subject is singular, the verb should also be singular.

Janet is the winner of the singing contest.

The **winner sings** the solo at the concert.

If a subject is plural, the verb should also be plural.

Bob and Sharon are the winners for the doubles singing contest.

They sing together all the time.

When matching the subject and verb, watch out for phrases that come between the subject and the verb. Make sure that your verb agrees with the subject, not the noun that is in the interrupting phrase.

One of the winners is getting a medal.

The **medals** on his jacket **are** shiny.

Choose a verb for each sentence. Write it on the line.

1 Freda and Duane _____ the tomatoes.

washes wash

2 The trees by my window _____ blowing in the wind.

is are

3 The cat by the bushes _____ playing.

was were

Practice

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

This is a letter that C.J. wrote to his uncle about a vacation his family is planning. Proofread C.J.'s letter and look for any mistakes he has made. When you finish reading, answer the questions that follow.



Cowboys Roping on a Ranch

(1) Dear Uncle Bill,

(2) Mom and Dad has just told me that we are going to be spending our summer vacation with you in Texas. (3) This will be my first trip to Texas, and I can't wait! (4) We is not leaving for a month. (5) I have already started to pack. (6) I'm bringing my sleeping bag, a lantern, and a backpack. (7) I'm also bringing a book of Texas tall tales so we can tell stories around the campfire at night. (8) I remember how much you liked to tell stories when you visited us.

GO ON 

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(9) I can't wait to travel through the state of Texas. (10) In school I and my best friend likes to read about places like Austin, Dallas, Forth Worth, and El Paso. (11) Is Odessa near any of those places?

(12) My mom told me that you live on a ranch. (13) She said that you raise horses, cows, and sheep. (14) Are you real a cowboy, Uncle Bill?

(15) I watched a movie on TV the other night about life in the old West. (16) The cowboys in the movie rode their horses everywhere. (17) The nearest town was miles away. (18) All the people had to shop at a general store. (19) People who visited from far away had to travel by stagecoach. (20) I know we won't travel that way. (21) I wish we could, though.

(22) My dad showed me a map of Texas. (23) He said it is more than 250,000 square miles. (24) It's so huge! (25) He said it's a full day's journey to get from east Texas to west Texas.

(26) I'm going to the library today. (27) I want to start reading about Texas. (28) See you next month!

(29) Love,
C.J.

Student Name _____

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

- A Change ***has*** to **have**
- B Change ***our*** to **hour**
- C Change ***Texas*** to **texas**
- D No change is needed.

2 What is the BEST way to combine sentences 4 and 5?

- A We is not leaving for a month, and I have already started to pack.
- B We are not leaving for a month, and I have already started to pack.
- C We is not leaving for a month, and I is already starting to pack.
- D We are not leaving for a month, and I are already starting to pack.

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

- A Insert a comma after ***friend***
- B Change ***likes*** to **like**
- C Delete ***about***
- D Make no change



Student Name _____

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

- A Change ***rode*** to **rides**
- B Change ***their*** to **there**
- C Change ***horses*** to **horse's**
- D No change needs to be made.

5 What change, if any, should be made in sentence 19?

- A Change ***People*** to **Peoples**
- B Change ***visited*** to **visit**
- C Change ***had*** to **has**
- D Make no change

6 What is the BEST way to combine sentences 22 and 23?

- A My dad showed me a map of Texas, and he say it is more than 250,000 square miles.
- B My dad showed me a map of Texas, and he said it are more than 250,000 square miles.
- C My dad showed me a map of Texas, and he said it is more than 250,000 square miles.
- D My dad showed me a map of Texas, and he say it are more than 250,000 square miles.



Section 30: REVISING AND EDITING



Review

Transitional Words

Transitional words allow writers to connect ideas smoothly. By including transitional words, the writer shows the relationship between ideas, helping the reader follow the writer's thoughts. Including transitional words also lets the writer vary sentence structure.

I forgot my keys. I could not open the door.

I forgot my keys. **As a result**, I could not open the door.

I **also** could not unlock my car.

Some examples of transitional words include *also*, *however*, *in addition*, *in contrast*, *for example*, *next*, *therefore*, *as a result*, and *in conclusion*.

Write the transitional word on the line next to each sentence.

1 We thought we knew the film's plot; however, we were wrong. _____

2 Thus, the ending was a total surprise to us. _____

Rewrite the second sentence in each pair. Insert transitional words to connect the second sentence with the first sentence.

3 Zach was hot. Sarah was cold.

4 He brought a notebook. He brought a pen.

5 They were hungry. They had a snack.



Practice

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

This is a fable that Ricardo wrote for an English class assignment. Ricardo would like you to help him edit his fable. Proofread Ricardo's fable and look for any mistakes he has made. When you finish reading, answer the questions that follow.

The Neighbor's Dog: A Fable

(1) Every week when the farmer traveled to the market in town, she left her dog home alone. (2) One day, as the farmer was preparing to leave, her neighbor suddenly appeared. (3) "Would you appreciate my staying and watching your dog for you?" the neighbor inquired. (4) "I'll keep him company with my own dog. (5) That way, if you are gone for too long, you needn't worry. (6) Your dog will have good company."

(7) The farmer didn't see any point in this favor, but she went along with it because she didn't want to express doubt in her neighbor's idea. (8) She did her shopping at the market, where she bought bread, cereal, and a big steak for her dog. (9) When she returned home that night, the neighbor was waiting with her dog. (10) "Tomorrow when I go to town, you can watch my dog for me," said the neighbor cheerfully.

(11) "I don't know about this," thought the farmer. (12) She hadn't planned on taking care of the neighbor's dog, it was only fair to return a favor. (13) The next day, as agreed, the neighbor left his dog and went to town. (14) Within ten minutes, the dog had broken into the chicken

house and began to break every egg in the place. (15) Then it broke threw the fence around the pasture and frightened the cows. (16) The farmer looked around and saw the mess the neighbor’s dog had made everywhere. (17) The farmer spent most of her day trying to fix the problems that her neighbor’s dog had caused.

(18) When the neighbor returned, the farmer was exhausted.

(19) Taking care of her neighbor’s dog. (20) “Next week, let’s do the same thing,” the neighbor said. (21) “I’ll take care of your dog, then you can take care of mine.”

(22) “I don’t think so,” replied the farmer. (23) “I believe that I’ve had all I want of this particular arrangement.”

(24) MORAL: A favor that is not asked for may not be a favor at all.



Student Name _____

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

- A Change ***One day*** to **Therefore**
- B Insert **also** before ***her***
- C Delete ***suddenly***
- D No change should be made in sentence 2.

2 Which words in sentence 5 are transitional words?

- A *That way*
- B *you are*
- C *too long*
- D *needn't worry*

3 Where is the BEST place to insert a transitional word or phrase in sentence 8?

- A Before ***She***
- B After ***shopping***
- C Before ***bought***
- D After ***and***

Student Name _____

4 What change, if any, should be made in sentence 12?

- A Change *neighbor's* to **neighbors'**
- B Insert **yet** after the comma
- C Change *fair* to **fare**
- D Make no change

5 What is the BEST way to combine sentences 18 and 19?

- A When the neighbor returned, the farmer was exhausted as a result of taking care of her neighbor's dog.
- B When the neighbor returned, the farmer was exhausted rather than taking care of her neighbor's dog.
- C When the neighbor returned, the farmer was exhausted and therefore taking care of her neighbor's dog.
- D When the neighbor returned, the farmer was exhausted however taking care of her neighbor's dog.

6 Which transitional word or phrase could BEST be added to the beginning of sentence 21?

- A Before
- B For example
- C First
- D At last



Section 31: REVISING AND EDITING



Review

Capitalization

Always **capitalize** certain words in your writing—the first word in a sentence, proper nouns, and important words in titles. Other words should be capitalized, too. For example, the **names of organizations** are always capitalized. If a person uses **initials** instead of a first name, the initials are always capitalized.

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Acronyms are words formed by combining the first letters of other words. These are usually capitalized, too.

NASA = National Aeronautics and Space Administration

TEKS = Texas Essential Knowledge and Skills

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

A tour of a pasta factory

Last week, my class took a field trip. We visited the caserio pasta factory. It was really interesting. I'd always wondered how spaghetti was made. Our tour leader, m.k. favero, took us through the plant. We saw how the long strings of spaghetti were rolled, cut, and then dried by machine. We also observed how they make shells and other kinds of macaroni. It made me hungry! but we had a special treat waiting for us at the end of the tour. We met the ceo, or the chief executive officer of the company. His name was Sam rizzo. He greeted each one of us and then invited the class to join him for a pasta lunch!

Practice

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

Cho wrote a paper about his summer vacation. Proofread Cho's paper and look for any mistakes he has made. When you finish reading, answer the questions that follow.



Summer with a Friend

(1) Last summer, I went to visit my friend Brock, who lives in Austin, Texas. (2) I call him b.c., and he calls me c.b. (3) We have been best friends for a long time, but he moved to Austin when we were in the third grade. (4) Now I only see him once in a while. (5) We always have fun together.

(6) Austin is a big city, but it has lots of parks. (7) There are good places for biking and swimming. (8) One day we rented canoes and paddled down Town Lake. (9) We saw ducks, geese, and even two white swans as we floated down the river. (10) Afterwards, we got ice cream

and rode a train around Zilker Park. (11) I think Brock's little sister liked the ride better than we did.

(12) Austin has a number of good museums. (13) There is a Children's Museum downtown, as well as a great big museum of Texas history.

(14) The Lyndon Baines Johnson Library and Museum is in Austin, too.

(15) Touring all the museums was really interesting. (16) I'm a huge fan of museums. (17) I learned a lot about Davy Crocket and the Alamo, and also about President Johnson.

(18) I am not going to see Brock in Austin next summer. (19) Instead, I am going to see him in Colorado. (20) Last night, he called to invite me to go with his family on their vacation. (21) I am really excited about that. (22) We are going to a lodge in the mountains. (23) It is near the headquarters of the u.s. olympic committee. (24) Maybe we will see some Olympic athletes training at the otc. (25) That's what they call the Olympic Training Center. (26) I'd really like to meet someone who competed in the Olympics!

Student Name _____

1 What is the correct way to write sentence 2?

- A I call him bc, and he calls me cb.
 - B I call him B.C., and he calls me C.B.
 - C I call him b.C., and he calls me c.B.
 - D I call him bC, and he calls me cB.
-

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

- A Change ***Brock's*** to **Brocks'**
 - B Change ***little sister*** to **Little Sister**
 - C Change ***ride*** to **Ride**
 - D No change should be made in sentence 11.
-

3 What change, if any, should be made in sentence 13?

- A Change ***Children's Museum*** to **children's museum**
- B Delete ***downtown***
- C Insert **huge** after ***big***
- D No change needs to be made.

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Student Name _____

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

- A Change ***Library*** to **library**
- B Change ***and*** to **And**
- C Change ***Museum*** to **museum**
- D Make no change

5 What is the correct way to write sentence 23?

- A It is near the headquarters of the U.S. Olympic Committee.
- B It is near the headquarters of the U.S. olympic Committee.
- C It is near the Headquarters of the U.S. olympic committee.
- D It is near the Headquarters of the U.S. Olympic committee.

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

- A Change ***Olympic*** to **olympic**
- B Change ***athletes*** to **Athletes**
- C Change ***otc*** to **OTC**
- D Make no change



Section 32: REVISING AND EDITING



Review

Punctuation

Commas are used for many different reasons. They separate items in a series, or list, of three or more items. In compound sentences, place a comma between two or more independent clauses.

Dennis made a touchdown, and the crowd exploded in cheers.

Quotation marks are used to show what someone is saying. Place them around a speaker's exact words. Remember that quotation marks go outside of punctuation marks.

“Do you usually ride your bike on the weekend?” Carla asked.

Italics and **underlining** are used to emphasize words. In addition, titles of books, journals, magazines, long poems, newspapers, movies, plays, television series, and long musical works should all be either italicized or underlined.

I loved the film The Lord of the Rings!

When typing, a writer should use *italics*. When writing by hand, a writer should underline.

Add commas and quotation marks and underline words as needed to correct the sentences below.

- 1 We picked strawberries raspberries and blueberries at a farm outside of town.
- 2 “Did you see that?” I asked. That gust of wind took the kite straight up into the air!”
- 3 We will never visit that lake near the park again.
- 4 One of my favorite books is The Phantom Tollbooth by Norton Juster.

Practice

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

Jan wrote this story for a class assignment. He would like you to help him edit it. As you read, think about ways to fix Jan's story. Then answer the questions that follow.



Dinner at 8:16

(1) Normally, it was Hector's dad who cooked dinner in the evenings. (2) Then Hector's dad broke his foot playing tennis. (3) That evening, Hector asked his father what they were going to do about dinner. (4) Gee Hector it looks like you'll be doing the cooking for a while his dad said.

(5) I will? Hector asked. (6) Hector set to work immediately. (7) He located a cookbook, called Home Cooking, and he began to look through the pages. (8) At last, he settled on a recipe—rice with shrimp. (9) He told his father what he was planning to make. (10) "Sounds good," he said.

GO ON 

(11) The only problem was, Hector hadn't checked to see if he had all the ingredients. (12) He had fresh garlic, rice, and olive oil, but no shrimp. (13) "I guess I'll have to run down to the market on the corner," he said.

(14) When he got there, he saw that it was very busy. (15) It took him a while to buy the shrimp. (16) It took him even longer to peel, prepare, and cook it.

(17) Finally, at 8:16, the family sat down to dinner. (18) "I cannot eat this—it's too hot!" Hector's sister Mia complained. (19) Hector looked miserably at his father. (20) His father tasted the shrimp and smiled at Hector. (21) "You're quite a cook, Hector. (22) This food is delicious. (23) From now on, I think that you should be the family chef!"

(24) Hector looked gratefully at his father. (25) "Thanks, Dad," he said. (26) "It was fun to cook. (27) But next time I'll check what's in the refrigerator before I plan the meal."

Student Name _____

1 What is the correct way to write sentence 4?

- A “Gee, Hector, it looks like you’ll be doing the cooking for a while, his dad said.”
 - B “Gee. Hector it looks like you’ll be doing the cooking. For a while,” his dad said.
 - C “Gee, Hector, it looks like you’ll be doing the cooking for a while,” his dad said.
 - D “Gee.” “Hector it looks like you’ll be doing the cooking for a while,” his dad said.
-

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

- A Change ***I will?*** to “**I will?**”
 - B Change ***said*** to **asked**
 - C Change the period to a question mark
 - D Make no change
-

3 What is the correct way to write sentence 7?

- A He located a cookbook called *Home Cooking*, and he began to look through the pages.
- B He located a *cookbook* called Home Cooking, and he *began* to look through the pages.
- C He located a *cookbook* called *Home Cooking*, and he *began* to look through the pages.
- D He located a *cookbook* called *Home Cooking*, and he began to look through the pages.

GO ON 

Student Name _____

4 Which word could BEST be emphasized in sentence 18 to show how unhappy Mia is?

- A *I*
 - B *cannot*
 - C *eat*
 - D *it's*
-

5 What change, if any, should be made in sentence 20?

- A Insert a comma after ***shrimp***
 - B Insert a comma after ***and***
 - C Insert quotation marks around ***smiled at Hector***
 - D Make no change
-

6 Which word could BEST be emphasized in sentence 23 to show how happy Hector's father is?

- A *now*
- B *you*
- C *be*
- D *family*



Section 33: REVISING AND EDITING



Review

Spelling

A consonant that is silent in one word may be sounded in words that are related in meaning and spelling. For example, the letter *n* is a **silent consonant** in the word *column*, but it is a **sounded consonant** in the related word *columnist*.

Here are some other examples of related words with silent and sounded consonants.

Silent Consonants	Sounded Consonants
muscle	muscular
hasten	haste
vehicle	vehicular
resign	resignation
sign	signal
condemn	condemnation

Remember that words are not always spelled the way they sound. In related words, sometimes the words share the same consonants, but they sound different. For example, in *electric*, the letter *c* sounds like it does in *cat*. But in *electrician*, even though the word is still spelled with the letter *c*, the *c* has a *sh* sound.

Related words can also have different sounding vowels. For example, **a long vowel**, like the vowel *i* in *crime*, changes to a **short vowel** in *criminal*. Also, the short vowel *a* in *finality* changes and sounds different in *final*. Note that these sound changes do not require a change in spelling.

Write the correct word from the silent and sounded box on page 195 to match each definition below. Then circle the letter that is silent in one word and sounded in another.

- 1 a body tissue that controls movement _____
- 2 having to do with a car or a truck _____
- 3 a sound or light that gives a warning _____
- 4 to show strong disapproval _____
- 5 the act of leaving a job _____
- 6 great speed _____

Read the related word pairs. Then write the vowel that has a sound that changes.

- 7 dine dinner _____
- 8 able ability _____
- 9 admire admiration _____

Read the related word pairs. Then write the consonant that has a sound that changes.

- 10 magic magician _____
- 11 prepare preparation _____
- 12 act action _____

Practice

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

Ellen wrote this report about whales. She wants you to read her report and help her edit it. As you read, think about ways to improve the report. Then answer the questions that follow.



A humpback whale breaches playfully.

Humpback Whales

(1) Humpback whales are some of nature's great entertainers, often putting on a sensational show. (2) They seem like water acrobats. (3) They wave. (4) They roll over in the water. (5) They splash their huge flippers. (6) Some lucky whale watchers even get to see these 60-foot giants leap entirely out of the water and dive back in again and again! (7) They are so cute.

(8) What makes humpbacks such natural performers? (9) The main explanation is that, unlike most deep-sea whales, humpbacks are not shy. (10) They often swim close to boats and other sailing vessels. (11) Humpbacks seem to be eager to watch people. (12) Many people like to go on whale-watching tours to spot whales.

GO ON 

(13) To view humpback whales, you need to be in the right place at the right time. (14) Humpbacks spend the summer months in the Arctic. (15) There they eat hundreds of pounds of fish every day. (16) During the winter, humpbacks move to warm waters, and they stop eating. (17) This means that the humpback you see may not have eaten for months!

(18) In warm water, humpbacks are natural musishuns, and spend a lot of time singing. (19) Their songs are made up of a series of clicks, whistles, and hums and are arranged in different ways, with different melodies and patterns. (20) The songs also seem to change. (21) This happens over time. (22) They may even be unique signals or communications. (23) Scientists have discovered that humpback whales sing long, complex “songs” that differ from one population to another. (24) A typical song lasts from 10 to 20 minutes, is repeated continuously for hours, and changes gradually from year to year. (25) It appears that all the singing whales are males seeking mates.

(26) Humpback whales are active, acrobatic whales. (27) They can throw themselves completely out of the water (breaching) and swim on their backs with both flippers in the air. (28) They also engage in “tail lobbing” (raising their huge fluke out of the water and then slapping it on the surface) and “flipper slapping” (using their flippers to slap the water). (29) These behaviors may be important to their communication.

(30) Because their feeding, mating, and calving grounds are close to shore and because they are slow swimmers, the humpback whales were an easy target for early whalers. (31) Between 1905 and 1965, 28,000 humpback whales were killed. (32) Today they number at about 15 to 20 percent of the original population.

GO ON 

Student Name _____

- 1 What change, if any, should be made in sentence 9?
- A Change ***explanation*** to **explanation**
 - B Insert a comma after ***is***
 - C Delete ***not***
 - D No change should be made.
-

- 2 What change, if any, should be made in sentence 10?
- A Change ***offen*** to **often**
 - B Change ***close*** to **closest**
 - C Change ***vessels*** to **vestles**
 - D Make no change
-

- 3 What change, if any, should be made in sentence 18?
- A Delete the comma after ***water***
 - B Change ***are*** to **our**
 - C Change ***musishuns*** to **musicians**
 - D Make no change

Student Name _____

4 What change, if any, should be made in sentence 19?

- A Change ***clicks*** to **cliques**
 - B Change ***whistles*** to **whistles**
 - C Change ***arranged*** to **arraign**
 - D No change needs to be made.
-

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

- A Change ***unique*** to **unicque**
 - B Change ***signals*** to **sinals**
 - C Change ***communications*** to **comunications**
 - D Make no change
-

6 What change, if any, should be made in sentence 30?

- A Change ***mating*** to **maiting**
- B Change ***calving*** to **cavving**
- C Change ***whalers*** to **walers**
- 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**, that you are given.

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.

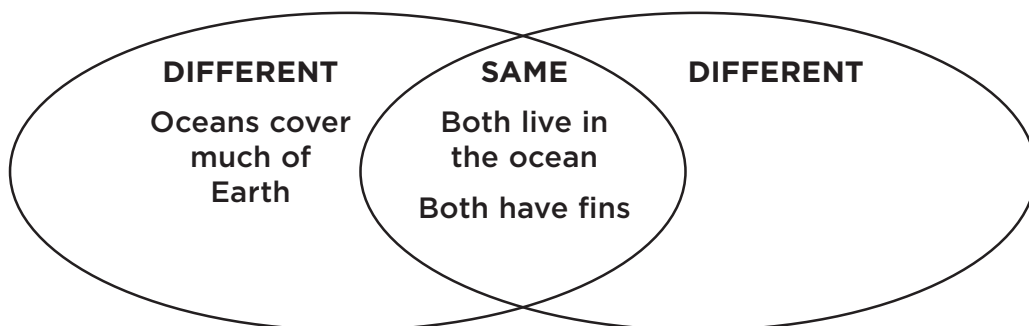
The **THINK** section instructs you to take time to think about what you want to write.

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 that readers can 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 a web or chart to help them organize their ideas. Then they write a first **draft**.

Look at the Venn diagram below for a composition that will compare and contrast two subjects. Then answer the questions.

Sharks and Dolphins



1 Based on the diagram, what is the topic of 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 under DIFFERENT in the diagram?

5 Do you think the writer chose the correct organizational strategy to present information on this topic? Explain your answer.



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.

Whenever you write, 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.

Carlsbad Caverns

Carlsbad Caverns National Park is an incredible chain of subterranean caves located in New Mexico. It is well worth visiting. At the cave's entrance, tourists can study faint paintings left on the wall by early Native American tribes. Deep within the caverns, visitors can view fantastic rock formations that took many thousands of years to form. Many of them resemble castles made of ice and rock. Mammoth Cave in Kentucky also has rock formations. The most amazing spectacle to be enjoyed at Carlsbad Caverns, however, is seen at dusk, outside of the caverns. That's when hundreds of bats fly out of the cave searching for insects. In Austin, Texas, thousands of bats fly out from under the Congress Avenue Bridge at dusk each evening, from mid-March to November.

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.

Willa Cather

Willa Cather was an American writer and novelist who was born in Virginia. In 1883, when she was ten years old, her family moved to Nebraska. Willa loved the wide-open spaces of the prairie and the people who lived there. She especially loved to hear stories about the pioneers. In 1913 her novel *O Pioneers!* was published. It describes the lives of early settlers on the prairie. *Caddie Woodlawn*, by Carol Ryrie Brink, also tells about family life on the frontier. *My Antonia*, which Cather published in 1918, is another account of the hardships and joys of life on the prairie.

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?

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



Review

Develop 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 are ready to begin this step, 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 relate to my topic?
- What can I add to make my composition better?

Read the selection below. Then answer the questions.

A Visit to San Francisco

(1) There is much to see on a visit to San Francisco. (2) San Francisco is built on more than forty hills. (3) It is nearly surrounded by water. (4) There are also fascinating sites, such as the Golden Gate Bridge, one of the longest bridges in the world, and Lombard Street, famous because it is the most crooked street in America. (5) Therefore, there is great natural beauty in San Francisco. (6) No visit to San Francisco would be complete without a ride on a cable car to visit Fisherman's Wharf. (7) Then take a stroll through the Japanese garden in Golden Gate Park.

1 How might you rewrite sentences 1 and 2 so they do not end and begin with the same word?

2 Which sentence in the selection is a sentence fragment? How would you correct it?

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

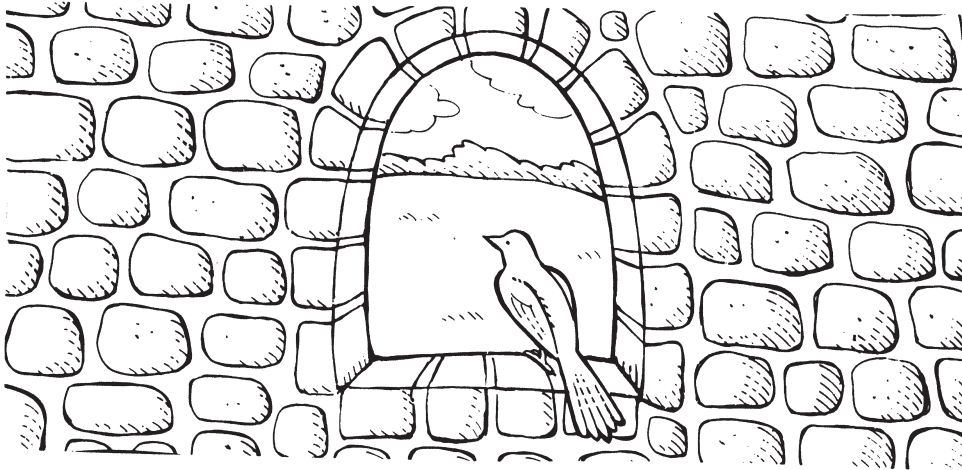
Section 35: WRITING PROMPTS



Write

Composition # 1

Look at the picture below.



Life is an adventure filled with many new experiences.

Write a personal narrative about a time when you tried something new. Be sure to write in detail about what you tried, why you tried it, and what the result was.

Composition #2

READ the following quotation.

Abraham Lincoln said, “Always bear in mind that your own resolution to succeed is more important than any other.”

THINK carefully about the following statement.

Your own will to succeed is more important than anything that others say or do to encourage you.

WRITE an essay explaining whether your desire to succeed is more important than others’ efforts to help you.

Be sure to –

- clearly state your controlling idea
- organize and develop your explanation effectively
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Composition #3

Look at the picture below.



There are many kinds of friendships, and all of them are important in their own ways.

Write a personal narrative about a time when you made a friend. Be sure to describe this friend in detail and write about what the friendship means to you.

Image Source/Getty Images

© Macmillan/McGraw-Hill

Composition #4

READ the information in the box below.

Everyone has something that they are good at. It could be something big or something small, but everyone is talented in some way.

THINK about the people you know.

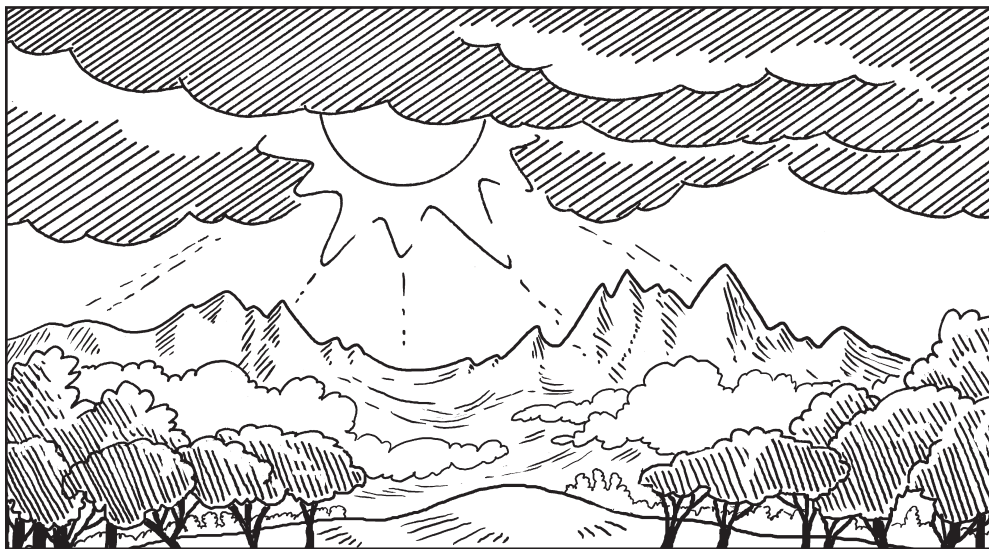
WRITE an essay about a person you know who is good at something. Explain who that person is and what that person does well.

Be sure to –

- clearly state your controlling idea
- organize and develop your explanation effectively
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Composition #5

Look at the picture below.



Nature is everywhere, just waiting for us to stop and enjoy it.

Write a personal narrative about a time when you enjoyed something in nature. Be sure to write in detail about what it was that you enjoyed and what you learned from your time in nature.

Composition #6

READ the following quotation.

Ralph Waldo Emerson said, “Bad times have a scientific value. These are occasions a good learner would not miss.”

THINK carefully about the following statement.

Sometimes a bad experience can be more helpful than a good one because you learn more.

WRITE an essay explaining whether good experiences or bad experiences teach people more.

Be sure to –

- clearly state your controlling idea
- organize and develop your explanation effectively
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Composition #7

Look at the picture below.



People need a helping hand from time to time.

Write a personal narrative about a time when you received help from someone. Be sure to write in detail about what kind of help you got and what the result was.

Corbis Super RF/Alamy

© Macmillan/McGraw-Hill

Composition #8

READ the information in the box below.

Some studies say that children and teenagers need more sleep. As a result, some schools are thinking about starting the school day later.

THINK about what a school day is usually like.

WRITE an essay explaining whether it is better to start school later or keep it at its current time.

Be sure to –


- clearly state your controlling idea
- organize and develop your explanation effectively
- 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 5.2(A)

- 1 A; walking, wooded, beginning, disappear, finally, decided, becoming
- 2 C; discovered, forgotten, dependable
- 3 D; describe

Section 2: Context Clues

TEKS 5.2(B)

- 1 more than enough
Suggested response: there has always; it got a little crowded
- 2 maze
Suggested response: winding and connected passageways, the author also uses restatement by calling the labyrinth a maze.

Section 3: Multiple-Meaning Words

TEKS 5.2(B)

- 1 leap
- 2 a group of buildings
- 3 steady
- 4 thin or slender
- 5 cook the cherries; cooked preserves; glass jars to cool
- 6 several different styles; here's one

Section 4: Dictionary, Glossary, and Thesaurus Skills

TEKS 5.2(E)

- 1 To hurry along
- 2 To change an opinion
- 3 smart
- 4 An object that protects

Section 5: Compare and Contrast Themes

TEKS 5.3(A)

- 1 A fox, a crow, and a goat
- 2 In the first story Fox is trapped in a well, so he lies to Goat in order to get out. In the second story, Fox wants the meat that Crow has in her beak, so he tricks her into giving it to him.
- 3 Suggested response: Each story presents the Fox as a character who tricks and takes advantage of the other characters.
- 4 Suggested response: Each story has a similar theme: people should not always trust what others say without thinking it through first.

Section 6: Make Connections Across Texts

TEKS Fig. 19(F)

- 1 Suggested response: They are about landscape painting, in particular a group of artists known as the Hudson River School and a painter named Albert Bierstadt.
- 2 Suggested response: Albert Bierstadt painted huge canvases that reflected the majesty of the Rocky Mountains.
- 3 D
- 4 Though both passages contain information about Albert Bierstadt and his work, the first passage is a nonfiction selection that gives an overview of landscape painting. The second passage is a biography of landscape painter Albert Bierstadt.

Reporting Category 2: Understanding and Analysis of Literary Texts

Section 7: Origin Myths

TEKS 5.3(B)

- 1 Suggested response: Inti, the Incan sun god, helps the first Incans find and build Cuzco, the capital of the Incan empire.
- 2 Suggested response: The myth explains the beginnings of the city of Cuzco, the capital of the Incan empire.
- 3 Suggested response: I learned the name of the capital of the Incan empire and the name of the Incan sun god.
- 4 Suggested response: The parts about the sun god, how the man and woman were created, and the staff are probably fiction.

Section 8: Theme and History

TEKS 5.3(C)

- 1 The removal of the Cherokee from their native lands to Oklahoma; also called the Trail of Tears
- 2 Suggested response: The Cherokee were upset and unhappy, but they tried to maintain dignity.
- 3 C
- 4 Suggested response: The historical event provides the background for the author to communicate the theme.

Section 9: Elements of Poetry

TEKS 5.4(A)

- 1 A
- 2 The rhyme scheme is AABB. *Roar* is an example of onomatopoeia.

Section 10: Elements of Drama

TEKS 5.5

- 1 Jack and Rose
- 2 Suggested response: Jack is excited and grinning.

Section 11: Plot

TEKS 5.6(A)

- 1 Noah
- 2 Suggested response: It foreshadows the men coming to search Mr. Ward's house.
- 3 Suggested response: Noah and his family are runaway slaves. They are trying to escape to freedom in Canada, but the authorities are chasing them. Henry Ward is trying to help them.
- 4 Suggested response: Noah and his family know that Henry Ward has helped many slaves escape to freedom. He has a special tunnel in his house where runaway slaves can hide.

Section 12: Character and Point of View

TEKS 5.6(B), 5.6(C)

- 1 Suggested response: Henry feels nervous as the raft gets closer to some river rapids. He has never paddled over rapids before.
- 2 Henry, Gaby, and Corey
- 3 third-person omniscient
- 4 Suggested response: Henry takes Corey's advice and seems to relax. He is fearful, but reassured by his friends.

Section 13: Sensory Language

TEKS 5.7(A), 5.8(A)

- 1 He talks about trying to get his book published.
- 2 B; Suggested response: The simile shows that Twain feels small and is intimidated by Carleton.
- 3 A; Suggested response: The metaphor shows that Twain feels overwhelmed. Carleton is talking a lot and Twain feels like he can't keep up.

Reporting Category 3: Understanding and Analysis of Informational Texts

Section 14: Author's Purpose

TEKS 5.10(A), 5.11(E)

- 1 Suggested response: The author's purpose was to inform readers about the lives of the Chinook Indians and how they reacted when explorers and settlers arrived in the Oregon Territory.
- 2 Suggested response: Although the purpose is very clear, it is not stated, so the purpose is implied.

Section 15: Main Idea and Details

TEKS 5.11(A)

- 1 Suggested response: During the summer of 1874, and for three years afterward, millions of grasshoppers swarmed onto the Great Plains. They stripped trees bare and destroyed crops. The insects stalled trains. They also invaded people's homes.
- 2 Suggested response: The details in the passage all describe the destruction that grasshoppers caused on the Great Plains.
- 3 Suggested response: During the mid-1870s, millions of grasshoppers were responsible for much trouble on the Great Plains.

Section 16: Text Structure

TEKS 5.11(C)

- 1 C
- 2 A
- 3 D
- 4 Suggested response: The author uses a cause-and-effect text structure. Signal words and phrases such as *because* and *as a result* explain how and why the early settlers on the prairie built sod houses.

Section 17: Text and Graphic Features
TEKS 5.11(D), 5.13(B)

1 B

Section 18: Author's Viewpoint
TEKS 5.11(B), 5.12(A), 5.12(B)

- 1 Suggested response: The author believes that ice and water are amazing because water expands before it freezes. I know because he uses the word *amazing*.
- 2 Suggested response: The author uses cause and effect to explain what happens when ice freezes. Parallelism helps explain how many different living things would die if ice were heavier than water.
- 3 A
- 4 Suggested response: Ice floats. The facts could be checked with an online encyclopedia.

Section 19: Sequence
TEKS 5.13(A)

- 1 C
- 2 B
- 3 Assemble the ingredients.
- 4 then, next

Reporting Categories 2 and 3:
Cross-Category Skills

Section 20: Media Literacy
TEKS 5.13(A)

- 1 B
- 2 D; Suggested response: It says *IceMania presents*.
- 3 Sasha Fantana; Suggested response: The ad quotes her.
- 4 to sell figure skates

Section 21: Make Inferences
TEKS Fig. 19(D)

1 A

Section 22: Summarize
TEKS Fig. 19(E)

- 1 C
- 2 Suggested response: Barton Springs in Austin, Texas is a popular swimming place all year long.
- 3 Suggested response: Over time, Barton Springs has been owned by many people. Now it is owned by the City of Austin.
- 4 Suggested response: Barton Springs is a popular park and swimming place in Austin.

Writing: Revising and Editing Review Answer Key

Reporting Category 2: Revision

Section 23: Revise for Organization

TEKS 5.15(C)

- 1 D
- 2 Los Angeles has had earthquakes, too.

Reporting Category 3: Editing

Section 24: Nouns and Verbs

TEKS 5.20(A)(i), 5.20(A)(ii)

- 1 Suggested response: The staff at my school is really nice.
- 2 The children had eaten the sandwiches.
- 3 kept
- 4 took

Section 25: Adjectives and Adverbs

TEKS 5.20(A)(iii), 5.20(A)(iv)

- 1 friendliest
- 2 usually
- 3 softer
- 4 interesting

Section 26: Prepositions and Prepositional Phrases

TEKS 5.20(A)(v)

- 1 Suggested response: Daniela walked to school except when it rained.
- 2 Suggested response: Joe and Carmen stepped carefully between the rocks.
- 3 Suggested response: The new teacher smiled as she walked among her students.

Section 27: Pronouns and Conjunctions

TEKS 5.20(A)(vi), 5.20(A)(vii)

- 1 Both of my brothers are good at sports.
- 2 Either of your suggestions seems fair.
- 3 Suggested response: We went to the park because it was a sunny day.

Section 28: Complete Subjects and Predicates

TEKS 5.20(B)

- 1 While we waited for dinner to start, Jake and I
- 2 gathered in the community center downtown
- 3 complete subject
- 4 complete predicate

Section 29: Subject-Verb Agreement

TEKS 5.20(C)

- 1 wash
- 2 are
- 3 was

Section 30: Transitional Words

TEKS 5.20(A)(viii)

- 1 however
- 2 thus
- 3 Suggested response: In contrast, Sarah was cold.
- 4 Suggested response: He also brought a pen.
- 5 Suggested response: Therefore, they had a snack.

Writing: Revising and Editing Review Answer Key

Section 31: Capitalization

TEKS 5.21(A)

Tour, Pasta, Factory, Caserio Pasta
Factory, M.K. Favero, But, CEO, Chief
Executive Officer, Rizzo

Section 32: Punctuation

TEKS 5.21(B)(i), 5.21(B)(ii), 5.21(C)

- 1 We picked strawberries, raspberries, and blueberries at a farm outside of town.
- 2 “Did you see that?” I asked. “That gust of wind took the kite straight up in the air!”
- 3 We will never visit that lake near the park again.
- 4 One of my favorite books is The Phantom Tollbooth by Norton Juster.

Section 33: Spelling

TEKS 5.22

- 1 muscle, c
- 2 vehicular, h
- 3 signal, g
- 4 condemn, n
- 5 resignation, g
- 6 haste, t
- 7 i
- 8 a
- 9 i
- 10 c
- 11 r
- 12 t

Writing: Written Composition Review

Answer Key

Reporting Category 1: Composition

Reporting Category 2: Revision

Section 34: Develop Drafts TEKS 5.15(A), 5.15(B)

- 1 Sharks and dolphins
- 2 Oceans cover much of Earth.
- 3 Suggested response: The fact that oceans cover much of Earth has nothing to do with the differences between sharks and dolphins.
- 4 Suggested response: Sharks are fish. Dolphins are mammals.
- 5 Suggested response: Yes because the topic compares sharks and dolphins.

Section 34: Support a Central Idea TEKS 5.15(B)

- 1 Suggested response: Carlsbad Caverns is an incredible chain of caves worth visiting.
- 2 Suggested response: Tourists can study paintings made by Native Americans. Rock formations took many thousands of years to form. Hundreds of bats fly out of the cave at dusk.
- 3 Suggested response: Mammoth Cave in Kentucky has rock formations. In Austin, Texas, thousands of bats fly out from under the Congress Avenue

Bridge at dusk each evening, from mid-March to November.

- 4 Suggested response: The subjects of the Native American art, how big the caverns are, what kinds of bats live there

Section 34: Stay on Topic TEKS 5.15(A), 5.15(B)

- 1 Willa Cather
- 2 Suggested response: Where Willa Cather went to school, or what her family life was like
- 3 Caddie Woodlawn, by Carol Ryrie Brink, also tells about life on the frontier.
- 4 Carol Ryrie Brink's book is not related to the topic, which is Willa Cather.

Section 34: Revise Drafts TEKS 5.15(C), 5.15(D)

- 1 Suggested response: There is much to see on a visit to San Francisco. The city is built on more than forty hills.
- 2 Suggested response: Sentence 3; insert **It** before **Is**.
- 3 Suggested response: Change the order of sentences 4 and 5. The sentence "Therefore, there is great natural beauty in San Francisco" should follow sentences 2 and 3, which describe the natural location of the city.

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	5.2(A)
2	C	Readiness	5.2(A)
3	B	Readiness	5.2(A)
4	B	Readiness	5.2(A)
5	A	Readiness	5.2(A)
6	D	Readiness	5.2(A)
Section 2: Context Clues			
1	A	Readiness	5.2(B)
2	D	Readiness	5.2(B)
3	B	Readiness	5.2(B)
4	C	Readiness	5.2(B)
5	A	Readiness	5.2(B)
6	D	Readiness	5.2(B)
Section 3: Multiple-Meaning Words			
1	D	Readiness	5.2(B)
2	A	Readiness	5.2(B)
3	B	Readiness	5.2(B)
4	A	Readiness	5.2(B)
5	B	Readiness	5.2(B)
6	B	Readiness	5.2(B)

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 4: Dictionary, Glossary, and Thesaurus Skills			
1	A	Readiness	5.2(E)
2	D	Readiness	5.2(E)
3	A	Readiness	5.2(E)
4	C	Readiness	5.2(E)
Section 5: Compare and Contrast Themes			
1	D	Supporting	5.3(A)
2	C	Supporting	5.3(A)
3	B	Supporting	5.3(A)
4	A	Supporting	5.3(A)
5	C	Supporting	5.3(A)
6	D	Supporting	5.3(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	A	Readiness	Fig. 19(F)
5	A	Readiness	Fig. 19(F)
6	B	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: Origin Myths			
1	C	Supporting	5.3(B)
2	B	Supporting	5.3(B)
3	A	Supporting	5.3(B)
4	D	Supporting	5.3(B)
Section 8: Theme and History			
1	A	Supporting	5.3(C)
2	B	Supporting	5.3(C)
3	D	Supporting	5.3(C)
Section 9: Elements of Poetry			
1	C	Supporting	5.4(A)
2	A	Supporting	5.4(A)
3	D	Supporting	5.4(A)
4	B	Supporting	5.4(A)
5	D	Supporting	5.4(A)
6	A	Supporting	5.4(A)
Section 10: Elements of Drama			
1	A	Supporting	5.5
2	D	Supporting	5.5
3	C	Supporting	5.5
4	B	Supporting	5.5
5	A	Supporting	5.5
6	C	Supporting	5.5

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 11: Plot			
1	C	Readiness	5.6(A)
2	D	Readiness	5.6(A)
3	A	Readiness	5.6(A)
4	A	Readiness	5.6(A)
5	B	Readiness	5.6(A)
Section 12: Character and Point of View			
1	D	Readiness	5.6(B)
2	B	Readiness	5.6(B)
3	A	Readiness	5.6(B)
4	D	Readiness	5.6(B)
5	B	Supporting	5.6(C)
6	A	Supporting	5.6(C)
Section 13: Sensory Language			
1	A	Supporting	5.7(A)
2	D	Supporting	5.7(A)
3	C	Readiness	5.8(A)
4	A	Readiness	5.8(A)
5	D	Supporting	5.7(A)
6	C	Readiness	5.8(A)

Reporting Category 3: Understanding and Analysis of Informational Texts

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 14: Author's Purpose			
1	A	Supporting	5.10(A)
2	C	Supporting	5.10(A)
3	B	Supporting	5.10(A)
4	A	Supporting	5.10(A)
5	D	Readiness	5.11(E)
6	A	Readiness	5.11(E)
Section 15: Main Idea and Details			
1	D	Readiness	5.11(A)
2	A	Readiness	5.11(A)
3	C	Readiness	5.11(A)
4	B	Readiness	5.11(A)
5	B	Readiness	5.11(A)
6	D	Readiness	5.11(A)
Section 16: Text Structure			
1	B	Readiness	5.11(C)
2	C	Readiness	5.11(C)
3	D	Readiness	5.11(C)
4	A	Readiness	5.11(C)
5	C	Readiness	5.11(C)
6	A	Readiness	5.11(C)

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 17: Text and Graphic Features			
1	A	Readiness	5.11(D)
2	B	Supporting	5.13(B)
3	C	Readiness	5.11(D)
4	D	Supporting	5.13(B)
5	C	Readiness	5.11(D)
6	D	Readiness	5.11(D)
Section 18: Author's Viewpoint			
1	B	Supporting	5.11(B)
2	D	Supporting	5.12(B)
3	D	Supporting	5.12(A)
4	B	Supporting	5.12(A)
5	C	Supporting	5.12(A)
6	A	Supporting	5.12(A)
Section 19: Sequence			
1	C	Supporting	5.13(A)
2	D	Supporting	5.13(A)
3	B	Supporting	5.13(A)
4	A	Supporting	5.13(A)
5	C	Supporting	5.13(A)
6	C	Supporting	5.13(A)

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	5.14(C)
2	A	Supporting	5.14(C)
3	C	Supporting	5.14(C)
4	C	Supporting	5.14(C)
5	D	Supporting	5.14(C)
6	A	Supporting	5.14(C)
Section 21: Make Inferences			
1	D	Readiness	Fig. 19(D)
2	A	Readiness	Fig. 19(D)
3	B	Readiness	Fig. 19(D)
4	D	Readiness	Fig. 19(D)
5	D	Readiness	Fig. 19(D)
6	B	Readiness	Fig. 19(D)
Section 22: Summarize			
1	D	Readiness	Fig. 19(E)
2	A	Readiness	Fig. 19(E)
3	C	Readiness	Fig. 19(E)
4	B	Readiness	Fig. 19(E)
5	D	Readiness	Fig. 19(E)
6	C	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	D	Readiness	5.15(C)
2	D	Readiness	5.15(C)
3	C	Readiness	5.15(C)
4	A	Readiness	5.15(C)
5	C	Readiness	5.15(C)
6	A	Readiness	5.15(C)

Reporting Category 3: Editing

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 24: Nouns and Verbs			
1	C	Supporting	5.20(A)(i)
2	D	Supporting	5.20(A)(ii)
3	A	Supporting	5.20(A)(i)
4	C	Supporting	5.20(A)(ii)
5	B	Supporting	5.20(A)(i)
6	A	Supporting	5.20(A)(i)

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 25: Adjectives and Adverbs			
1	B	Supporting	5.20(A)(iv)
2	B	Supporting	5.20(A)(iv)
3	A	Supporting	5.20(A)(iii)
4	D	Supporting	5.20(A)(iv)
5	D	Supporting	5.20(A)(iii)
6	B	Supporting	5.20(A)(iii)
Section 26: Prepositions and Prepositional Phrases			
1	D	Supporting	5.20(A)(v)
2	A	Supporting	5.20(A)(v)
3	C	Supporting	5.20(A)(v)
4	B	Supporting	5.20(A)(v)
5	C	Supporting	5.20(A)(v)
6	A	Supporting	5.20(A)(v)
Section 27: Pronouns and Conjunctions			
1	A	Supporting	5.20(A)(vi)
2	B	Supporting	5.20(A)(vi)
3	D	Supporting	5.20(A)(vi)
4	C	Supporting	5.20(A)(vii)
5	C	Supporting	5.20(A)(vi)
6	A	Supporting	5.20(A)(vii)

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 28: Complete Subjects and Predicates			
1	D	Readiness	5.20(B)
2	C	Readiness	5.20(B)
3	A	Readiness	5.20(B)
4	B	Readiness	5.20(B)
5	B	Readiness	5.20(B)
6	C	Readiness	5.20(B)
Section 29: Subject-Verb Agreement			
1	A	Readiness	5.20(C)
2	B	Readiness	5.20(C)
3	B	Readiness	5.20(C)
4	D	Readiness	5.20(C)
5	D	Readiness	5.20(C)
6	C	Readiness	5.20(C)
Section 30: Transitional Words			
1	D	Supporting	5.20(A)(viii)
2	A	Supporting	5.20(A)(viii)
3	A	Supporting	5.20(A)(viii)
4	B	Supporting	5.20(A)(viii)
5	A	Supporting	5.20(A)(viii)
6	C	Supporting	5.20(A)(viii)

Item Number	Correct Answer	Readiness or Supporting	Content Student Expectation
Section 31: Capitalization			
1	B	Readiness	5.21(A)
2	D	Readiness	5.21(A)
3	A	Readiness	5.21(A)
4	D	Readiness	5.21(A)
5	A	Readiness	5.21(A)
6	C	Readiness	5.21(A)
Section 32: Punctuation			
1	C	Supporting	5.21(B)(ii)
2	A	Supporting	5.21(B)(ii)
3	A	Supporting	5.21(C)
4	B	Supporting	5.21(C)
5	D	Supporting	5.21(B)(i)
6	B	Supporting	5.21(C)
Section 33: Spelling			
1	A	Readiness	5.22
2	A	Readiness	5.22
3	C	Readiness	5.22
4	B	Readiness	5.22
5	D	Readiness	5.22
6	D	Readiness	5.22

GRADE 5 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, present motivations for behavior or actions, or show any awareness of changes or insights that developed as a result of the experience.

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 or to convey a sense of its importance or meaning.
- ❑ 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 but may not be able to communicate its importance or meaning.
- 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 or establish a link between the experience and its meaning.

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 and provide the reader with little or no understanding of why this experience was meaningful.
- 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. In addition, the writer may not address changes or insights that developed as a result of the experience.

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 or to convey a sense of its importance or meaning.
- 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 5 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 and adequately communicate its importance or meaning.
- ❑ 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 and establish a link between the experience and its meaning.

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 and provide the reader with some understanding of why this experience was meaningful.
- ❑ The narrative reflects some thoughtfulness. The writer demonstrates a good understanding of the writing task by establishing a realistic situation, providing reasonable motivations for behavior or actions, and addressing (at least to some degree) changes or insights that developed as a result of the experience.

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 and to convey some sense of its importance or meaning.
- ❑ 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 and communicate its importance or meaning.
- 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 and reinforce the link between the experience and its meaning.

Development of Ideas

- Specific, well-chosen details add substance to the narrative. These details contribute significantly to the writer’s portrayal of the experience and provide the reader with a clear understanding of why this experience was meaningful.
- The narrative is thoughtful and engaging. The writer demonstrates a thorough understanding of the writing task by establishing a realistic situation, providing plausible motivations for behavior or actions, and revealing changes or insights that developed as a result of the experience.

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 or meaning.
- 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 5 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 controlling 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 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.

GRADE 5 Expository Writing Rubric

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 controlling idea is weak or somewhat unclear. The lack of an effective controlling 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 5 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 controlling idea. Most ideas are related to the controlling 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.

GRADE 5 Expository Writing Rubric

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 controlling idea. All ideas are strongly related to the controlling 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 5

READING

Note to Teacher: The Grade 5 Reading standards listed below are the TEKS eligible for assessment on the Grade 5 STAAR Reading Test.

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 context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;
 - (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
- (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) compare and contrast the themes or moral lessons of several works of fiction from various cultures;

(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 and across multiple texts of various genres 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
 - (B) describe the phenomena explained in origin myths from various cultures;
 - (C) explain the effect of a historical event or movement on the theme of a work of 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) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.

- (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 analyze the similarities and differences between an original text and its dramatic adaptation.

- (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) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;
 - (B) explain the roles and functions of characters in various plots, including their relationships and conflicts;
 - (C) explain different forms of third-person points of view in stories.

- (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 the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.
- (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) evaluate the impact of sensory details, imagery, and figurative language in literary text.
- (14) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to
- (C) identify the point of view of media presentations.
- (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 and paraphrase texts in ways that maintain meaning and logical order within a text and across texts;

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. Students are expected to
- (A) draw conclusions from the information presented by an author and evaluate how well the author’s purpose was achieved.
- (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 ideas and supporting details in a text in ways that maintain meaning and logical order;
 - (B) determine the facts in text and verify them through established methods;
 - (C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;
 - (D) use multiple text features and graphics to gain an overview of the contents of text and to locate information;
 - (E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
- (12) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to
- (A) identify the author’s viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument;
 - (B) recognize exaggerated, contradictory, or misleading statements in text.
- (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) interpret details from procedural text to complete a task, solve a problem, or perform procedures;
- (B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

(14) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to

- (C) identify the point of view of media presentations.

(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 and paraphrase texts in ways that maintain meaning and logical order within a text and across texts;

WRITING

Note to Teacher: The Grade 5 Writing standards listed below closely correspond to the TEKS eligible for assessment on the Grade 7 STAAR Writing Test.

Reporting Category 1: Composition

The student will demonstrate an ability to compose a variety of written texts with a clear, controlling 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 choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;

- (C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;
 - (D) edit drafts for grammar, mechanics, and spelling.
- (17) **Writing.** Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.
- (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 multi-paragraph essays to convey information about the topic that
 - (i) present effective introductions and concluding paragraphs;
 - (ii) guide and inform the reader’s understanding of key ideas and evidence;
 - (iii) include specific facts, details, and examples in an appropriately organized structure;
 - (iv) use a variety of sentence structures and transitions to link paragraphs.

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 to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;

- (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 multi-paragraph essays to convey information about the topic that
 - (i) present effective introductions and concluding paragraphs;
 - (ii) guide and inform the reader’s understanding of key ideas and evidence;
 - (iii) include specific facts, details, and examples in an appropriately organized structure;
 - (iv) use a variety of sentence structures and transitions to link paragraphs.
- (19) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

Reporting Category 3: Editing

The student will demonstrate an ability to edit 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
- (D) edit drafts for grammar, mechanics, and spelling.
- (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 and active voice);
 - (ii) collective nouns (e.g., class, public);
 - (iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);

- (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) indefinite pronouns (e.g., all, both, nothing, anything);
 - (vii) subordinating conjunctions (e.g., while, because, although, if);
 - (viii) transitional words (e.g., also, therefore);
- (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
- (A) use capitalization for
 - (i) abbreviations;
 - (ii) initials and acronyms;
 - (iii) organizations.
 - (B) recognize and use punctuation marks including
 - (i) commas in compound sentences;
 - (ii) proper punctuation and spacing for quotations.
 - (C) use proper mechanics including italics and underlining for titles and emphasis.
- (22) **Oral and Written Conventions/Spelling.** Students spell correctly.