

Standardized Test Practice

LONG READING PASSAGES

16 Reproducible Passages With Test-Format Questions
That Help Students Succeed on Standardized Tests

Michael Priestley

New York • Toronto • London • Auckland • Sydney
Mexico City • New Delhi • Hong Kong • Buenos Aires

Teaching
Resources

Scholastic Inc. grants teachers permission to photocopy the reproducible pages from this book for classroom use. No other part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher. For information regarding permission, write to Scholastic Inc., 557 Broadway, New York, NY 10012.

Edited by Mela Ottaiano
Cover design by Brian LaRossa
Interior design by Creative Pages, Inc.
Illustrations by Wilkinson Studios, Inc.
ISBN-13: 978-0-545-08324-9
ISBN-10: 0-545-08324-9

Copyright © 2009 by Michael Priestley.
All rights reserved. Published by Scholastic Inc. Printed in the U.S.A.

1 2 3 4 5 6 7 8 9 10 40 15 14 13 12 11 10 09

Contents

Introduction 4

Reading Passages:

1 Max’s Big Adventure (fantasy)..... 5

2 Brave Bessie Coleman (biography) 10

3 Plants and People (informational article) 14

4 The Clever Little Tailor (folk tale)..... 18

5 Petrified Forest National Park (informational article)..... 24

6 Missy Gerstein: Mystery Girl (realistic fiction) 29

7 Insect Invasion (informational article)..... 35

8 Westward on the Oregon Trail (informational article) 40

9 “Block City” (poem)..... 44

10 Watermelon War (realistic fiction)..... 47

11 Rachel Carson (biography) 52

12 Where Giants Once Roamed (informational article)..... 59

13 The Man, the Snake, and the Fox (folk tale)..... 65

14 “The Substitute” and “Starting School” (poems) 70

15 Life in Korea (informational article) 74

16 Surprises (realistic fiction)..... 80

Answer Key 86

Student Scoring Record 96

Introduction

Many statewide assessments and standardized tests now feature a greater variety of reading passages and passages of greater length than in the past. It is not uncommon for students to encounter reading passages that are four, five, or even six pages long. In addition to longer passages, many tests now include both multiple-choice and written-response questions, which may be worth 2 to 4 points.

Students are more likely to succeed on tests like these if they experience this kind of challenging comprehension task beforehand. That's the main purpose of this book: to help prepare students for reading and responding to longer reading passages.

How to Use This Book

This book provides 16 reading passages (both prose and poetry) from Grade 3 to Grade 4 in reading level. The prose ranges from two to four pages in length. Each of the poems is one page long. Each passage has 6 to 10 questions, including both multiple-choice and written-response. You may want to have students work through all of the 16 passages in sequence, or you may use them in any order. For example, you might choose passages that relate to the subject-area content that you are covering in class at a given time.

- For each passage that you choose, make a copy of the passage and the questions for each student.
- Have students read the passage and then answer the questions on the page—by marking the answer circles or writing their answers on the lines provided.
- After students have answered all of the questions, you can score their responses by referring to the answer key at the back of this book.
- You and your students may want to monitor their progress by recording their scores on the Student Scoring Record (page 96).

The answer key gives the correct answers to multiple-choice questions and example responses for written-response questions. In addition, the answer key indicates the reading comprehension or vocabulary skill tested by each question. You may find this information useful when evaluating which questions students answered incorrectly and planning for the kinds of instructional help they may need.

Scoring Responses

The comprehension practice activities in this book include multiple-choice items and two kinds of written-response questions. Each multiple-choice item is worth 1 point. Written-response questions may be worth 2 points or 4 points. (The number of points is indicated in parentheses at the end of the question.) Two-point responses generally require two parts or two pieces of information. Four-point responses generally require four parts or four pieces of information. Requirements and the point value for these responses are outlined in the answer key. You may award full or partial credit for a student's written response to a question. For example, on a 4-point question, students may earn 0, 1, 2, 3, or 4 points for a response, which follows the method of most standardized tests.

Name _____

Date _____

Directions: Read “Max’s Big Adventure.” Then answer questions 1–6.

Max’s Big Adventure

Max put his papers away and said, “Mom, I finished my homework. Is it okay if I go and find myself a snack?”

Max’s mother was busy tidying up. “Just wait ’til I finish my chores, and I’ll get you something to nibble on,” she answered.

“Mom, I think I’m big enough to get my own snack,” Max protested. “I know how, and I promise I’ll be really, really careful.”

Mother stopped her work and looked up anxiously. “Oh, no, it’s much too dangerous in the daytime,” she said. “What if you are seen . . . or *caught*? I can’t allow it.”

“Mom, I’m not a baby mouse anymore! I’ve gone hunting with Dad every night this week! I know where to go and what to do. I’m hungry, and . . . and I’m *bored* in this mouse hole, and I’m big enough to find my own snack!”

This was the day Mother Mouse had dreaded. Deep inside, she knew it was time to let her son leave the safety of the mouse hole by himself. But first she had to warn him about the many dangers outside. “Watch out for the cat. Watch out for the dog. Listen for people’s footsteps. Don’t go near the garbage disposal. Travel along the walls, never out in the open. And don’t stay out a moment longer than you have to! Find a snack, and hurry right back to the mouse hole to eat it.”

For a minute, Max could hardly believe his own ears: Mom had actually said he could go out alone! The young mouse shivered with excitement, his hunger forgotten. This was the day he had been longing for. At last he would have some adventures!

The two mice peered out of the mouse hole into the people’s living room. The room was quiet and deserted. “The coast is clear,” breathed Mom. “Good luck, Max, and *be careful!*”



Max darted out of the mouse hole quickly before Mom could change her mind. He sprinted along the living room wall, turned the corner, and stopped at the door to the kitchen. He used his eyes, his ears, and his nose to check for people and pets, just as Father had taught him. All was quiet, so Max scampered along the wall toward the table. If he was lucky, no one had swept the floor after lunch, and a good snack would be easy to find.

The people must have had cookies for lunch. There were crumbs everywhere, and Max remembered his hunger. Greedily he started to eat, forgetting Mom's instructions to hurry home. He had just stuffed a fat chocolate chip into his mouth when he heard the front door creak.

Max froze and made himself as small as possible. As long as someone was in the living room, his way back to the mouse hole was blocked. What would happen if someone came into the kitchen? I should hide in the broom closet, thought Max. That's what Father said to do in times of trouble.

But Max was frightened, and his legs did not seem to be working properly. Instead of running to hide, he tried to make himself invisible. He squeezed his eyes shut, held his breath, and put his paws over his ears. People were talking in the living room, and one word caught Max's attention: mousetraps.

The woman asked, "Where did you put the mousetraps?"

"One is under the kitchen sink, one is just inside the back door, and one is in the broom closet," the man replied.

Max started to tremble. What if I had gone into the broom closet? he thought. I might have been caught in a trap! But I didn't, and I'm safe, and now it's up to me to get home and warn Dad about the traps.

A new, grown-up feeling came over Max, and he forgot his fear. He knew what he had to do: find a place to hide until it was safe to go home. Silently, the little mouse hurried along the wall and squeezed into the corner behind the wastebasket. Then he sat back to wait.

In a few minutes, the people came into the kitchen. "I'll make some coffee," the man said. Max hardly dared to breathe.



When the coffee was ready, the woman said, "Let's have our coffee out on the porch. But we'd better feed Tiger and Spotty first."

Max thought quickly. The people were going outside, but the dog and cat would be coming inside. He couldn't stay in the kitchen; the animals would be sure to find him. He would have to make a run for it.

Already the man had filled the dog's dish, and the woman was opening a can of cat food. Max stood up and got ready to run. As soon as the people picked up their cups and left the kitchen, he started. By the time he got to the kitchen door, the people were calling their pets and opening the front door. As Max sped along the living-room wall, the cat and dog ran into the house. They headed for the kitchen, just as Max was heading away from it.

He stayed near the wall, hoping the animals were too hungry to notice him. The dog raced around the corner and into the kitchen. But the cat spotted Max and changed direction. She streaked across the living room toward Max. He ran as fast as he could and made it to the mouse hole with no time to spare! He dived into the hole and lay flat on the floor to catch his breath. His heart was beating like mad, but he was safe!

When he had recovered, Max hugged Mother and Father. Then he told them both about the mousetraps and where they were.

For a long time after that, Max was not very interested in having any more adventures.

Questions 1-6: Choose the best answer to each question, or write your answer on the lines provided.

1. Why doesn't Mother want Max to get a snack?

- (A) She is busy doing her chores.
- (B) She wants to make some coffee first.
- (C) Max has a lot of homework to do.
- (D) Leaving the mouse hole is dangerous.

Name _____

Date _____

2. “This was the day Mother Mouse had dreaded.”

Which word is a synonym for dreaded?

- Ⓐ planned
- Ⓑ feared
- Ⓒ forgotten
- Ⓓ disliked

3. Why does Max want to leave the mouse hole? Give two reasons. (2 points)

4. What kind of passage is “Max’s Big Adventure”?

- Ⓐ fantasy
- Ⓑ realistic fiction
- Ⓒ folk tale
- Ⓓ informational article

Name _____

Date _____

5. What did Max do after the people came home? Write four things Max did. Write them in the order in which they happened. (4 points)

6. What is the theme, or lesson, of this passage?

- (A) Everyone should have some adventures.
- (B) Being clever is good, but being lucky is better.
- (C) Things don't always turn out the way you expect.
- (D) Small animals are often smarter than bigger animals.

Name _____

Date _____

Directions: Read "Brave Bessie Coleman." Then answer questions 1–6.

Brave Bessie Coleman

In 1995, U.S. post offices began selling a new stamp. On it was a picture of a young black woman. She was wearing a helmet and flying goggles. The woman looked strong and confident. Her name was Bessie Coleman, but most people knew her as "Brave Bessie."

Bessie Coleman was born in Texas in 1892. Bessie's mother, Susan, was the daughter of African-American slaves. Bessie's father, George, was part Cherokee. The Colemans had 13 children. They worked hard and did not have much money. Neither parent could read or write.



Growing up, Bessie worked to help support the family. She helped her mother earn money by washing other people's clothes. She spent many months every year picking cotton. Bessie did not mind working hard, but she did mind missing school. When the cotton needed picking, she could not go to school. She wanted to go, even though she had to walk four miles to get there.

In school, Bessie learned that she was good at math. She learned to add, subtract, multiply, and divide. However, the school had few books. Even pencils and paper were hard to get. A few times a year, a book wagon came to town. Then Bessie could borrow books. With borrowed books, she taught herself to read.

When Bessie was very young, her father left. He wanted to live with other Cherokees, so he moved to Oklahoma. Bessie missed her father. Also, the family's money troubles got worse.

In time, Bessie graduated from the local school. She had learned everything her teachers had taught her. Susan Coleman knew that Bessie could do anything she wanted to do in life. But she needed more education. Susan had saved some money from her washing jobs, so Bessie went off to college. Sadly, the money ran out quickly.

Name _____

Date _____



Bessie had to leave college and come home. Back in Texas, she earned money in any way she could. She washed clothes, cared for children, and cleaned houses.

Finally, at age 23, Bessie took a train to the big city of Chicago. There she would live with her older brothers and try to find work.

It was not easy for a black woman to find work in those days. But Bessie did not give up, and at last she got a job. She also met a man named Robert Abbott, who published a newspaper. Many black people read his paper, the *Chicago Defender*. The paper was full of stories about airplanes. Soldiers back from World War I told stories about flying, too. At that time, airplanes were still fairly new. Everyone seemed to be talking about flying. Bessie Coleman did more than talk. She decided to learn to fly.

It was a bold dream. Bessie was a woman, and she was black. Not many women had pilot licenses, and none of them was black. No flying school would agree to teach Bessie. Then her friend Robert Abbott told her about a flying school in France where Bessie could study. But first she had to save money for her trip, and she needed to learn to speak French.

Bessie studied French in night school. During the day she worked, saving as much money as she could. When she had enough money and could speak French fairly well, she was ready. In 1920, Bessie sailed across the ocean to France and was admitted to the flying school. She was 28 years old.



Seven months later, in 1921, Bessie got her pilot's license. She was the first African-American woman to do so. It made her famous. Newspapers told her story. Schools and churches invited her to speak. Coleman made many speeches. She talked about the importance of dreams. She talked about working hard to reach a goal. She said that with dreams and hard work, black people could do anything.

When she wasn't making speeches, Coleman performed in air shows around the country. People came from far away to see her



exciting shows. She did tricks like rolls, loops, and figure eights. People knew the tricks were dangerous. They started calling her “Brave Bessie.”

Bessie spent five years traveling to put on shows and speak about her life. Then Bessie had a new dream. She was saving money to open a school where black people could learn to fly.

By 1926, Bessie had earned enough money to buy her own airplane. It was not a new plane, but Bessie was thrilled to own it. She hired a mechanic to work on it. On the day before a big air show in Florida, he took the plane up for a test ride. Bessie was a passenger. Suddenly, the engine failed and the plane took a dive. Bessie Coleman fell from the open plane and died. The plane crashed, and the mechanic died, too.

Bessie’s funeral was held in Chicago. Thousands of people came to honor the brave young woman. Three years later, in 1929, the Bessie Coleman Aero Club opened. Bessie’s dream—a flying school—had come true.

Bessie Coleman knew the importance of dreams. She inspired many people and helped others believe in themselves. Every year on her birthday, people remember Bessie. On that day, African-American pilots make a special flight. They fly high over Chicago and right over Bessie’s grave, and they drop flowers in honor of Brave Bessie.

Questions 1–6: Choose the best answer to each question, or write your answer on the lines provided.

- 1. Why was it difficult for Bessie Coleman to become a pilot in the United States?**
 - (A) No flying school would admit a black woman.
 - (B) She did not complete her college education.
 - (C) Airplanes were still fairly new and hard to find.
 - (D) She was not strong enough to control a plane.

2. When did Bessie Coleman travel to France?

- Ⓐ just before she met Robert Abbott
- Ⓑ after she began performing in air shows
- Ⓒ as soon as she learned to speak French
- Ⓓ after she decided to open a flying school

3. The information in this passage is organized mainly by —

- Ⓐ comparison and contrast.
- Ⓑ problem and solution.
- Ⓒ cause and effect.
- Ⓓ chronological order.

4. Write two words that describe Bessie Coleman's character. Give evidence from the passage to support each word choice. (2 points)

a. Word: _____

Evidence: _____

b. Word: _____

Evidence: _____

5. Why did so many people admire Bessie Coleman?

- Ⓐ She overcame many obstacles to become a pilot.
- Ⓑ She grew up in Texas and moved to Chicago.
- Ⓒ She traveled to France by herself in 1920.
- Ⓓ She got a job in Chicago and took French classes.

6. Which would be the best place to find more information about Brave Bessie Coleman?

- Ⓐ a newspaper
- Ⓑ an encyclopedia
- Ⓒ an atlas
- Ⓓ a dictionary

Name _____ Date _____

Directions: Read "Plants and People." Then answer questions 1–6.

Plants and People



Plants are beautiful to look at. Did you know they are useful, too? There are many ways that plants help people. Of course, many plants are good to eat. Other plants are used to make medicines, cloth, and building materials. Plants provide energy to make heat and light, too.

Scientists have found another important way that plants can help people. You might be surprised to learn that plants are good for your health! It's true. Growing plants indoors can make homes, schools, and workplaces more healthful places for people to be.

To see how plants can be good for your health, think about where you spend your time. Even if you love to play outside, most likely you are indoors much of the time. You eat, sleep, work, and learn inside of buildings, not outside in fresh, clean air. Many modern buildings and homes are tightly sealed. This saves energy and cuts down on heating and cooling costs. However, there is a downside. Not much fresh air can make its way into a tightly closed building. The air is likely to be very dry, too. So, the indoor air may not be very good to breathe.

Also, many things inside buildings affect the air. Some of these things are furniture, rugs, and plastic. They give off chemicals that

can harm some people. Even common things, such as paper towels and garbage bags, put chemicals into the air. The chemicals can make eyes and noses itch. They can make throats burn. They can make breathing difficult. In some people, they may cause illness.

You can see that chemicals in the air are harmful. The problem is even worse in tightly sealed buildings. Some office buildings and schools have such bad air that people made up a name for them. They are called “sick buildings.”

When buildings are “sick,” they need to be fixed. The air must be improved so that people can stay healthy, work, and learn. Often, there is more than one thing that causes a building to have unhealthy air. Many things may need to be done to improve the air. But there is one thing that can help the air in any building. Can you guess what that might be? It is to bring plants into the building.

Plants can create a healthful environment for people. They do this in many ways. All plants produce oxygen, which we need to breathe. In turn, plants take in carbon dioxide. Plant leaves also give off water vapor. This adds moisture to indoor air. Moist air is easier to breathe and better for your skin.

But plants do even more than this. Plants make the environment cleaner. Indoor plants can take chemicals out of the air. NASA space scientists proved this fact. They were trying to make the air in spacecraft healthier. Spacecraft are tightly sealed, so it is hard to keep the air clean and healthy. Tests of spacecraft found more than 300 chemicals in the air!

Space scientists built a special building called a “biohome.” The biohome was sealed tightly. No air flowed in or out. At first it was a “sick building.” Some people who went into the biohome had trouble breathing. Others had burning eyes or throats. Tests found many chemicals in the air.

Then plants were put in the biohome. Several days later, the air was tested again. The amount of chemicals in the air was much

less. The air was cleaner and healthier. People had no problems breathing in the biohome. Thanks to the plants, it was no longer a “sick building.”

Plants really are amazing. They are nice to look at, they are useful, and they are good for our health, too.

Questions 1–6: Choose the best answer to each question, or write your answer on the lines provided.

1. Which sentence is an opinion?

- Ⓐ Not much fresh air can make its way into a tightly closed building.
- Ⓑ Often, there is more than one thing that causes a building to have unhealthy air.
- Ⓒ All plants produce oxygen.
- Ⓓ Plants really are amazing.

2. What causes a building to become “sick”?

- Ⓐ low heating and cooling costs
- Ⓑ too many people working in one place
- Ⓒ chemicals in the air
- Ⓓ too many plants in the building

3. The author wrote this passage mainly to —

- Ⓐ give information about plants and buildings.
- Ⓑ encourage people to buy more plants.
- Ⓒ tell an entertaining story about plants.
- Ⓓ describe the work that scientists do.

Name _____

Date _____

4. Describe two ways that plants help to create a healthful environment. (2 points)

5. Why did space scientists build the biohome?

- Ⓐ to find ways to improve the air inside spacecraft
- Ⓑ to provide a place for astronauts to live
- Ⓒ to have a clean place for growing healthy plants
- Ⓓ to learn more about sick buildings

6. Which statement *best* tells how the author of this passage feels about plants?

- Ⓐ Plants might be good for people in some cases.
- Ⓑ Some people may get itchy eyes or throats from plants.
- Ⓒ People need plants mainly because of their beauty.
- Ⓓ Plants are nice to look at and good for our health.

Name _____

Date _____

Directions: Read “The Clever Little Tailor.” Then answer questions 1–8.

The Clever Little Tailor

A long time ago, there was a little man who longed for adventure. The man was a tailor, and he worked hard. Day after day, he stitched and sewed to make shirts, coats, and pants. It was a quiet life, and he daydreamed as he worked.

One sunny day, the tailor sat by his open door to eat a lunch of cheese and bread with jam. Before he took even one bite, a swarm of flies landed on the sweet, sticky jam, spoiling the tailor’s meal. Angrily, he snapped a cloth at them. When he pulled the cloth away, there on his bread were no less than seven dead flies.

Instantly, the tailor took heart, shouting, “Look what I’ve done! I’ve killed seven at one blow! The world shall hear of this.”

So he stitched the words “SEVEN AT ONE BLOW” on the cloth and tied it around his chest. Then, taking the cheese with him, he went out the door.

The first thing he saw was a bird trapped in a bush. The tailor freed the bird and put it in his pocket along with the cheese. Then, crying “Seven at one blow!” he set off down the road.

Deep in the forest he met a giant. “I’m off to seek adventures,” said the tailor. “Why don’t you join up with me?”

“How dare you even look at me!” the giant roared.

But the little tailor pointed to his chest, saying, “I killed seven at one blow, and I’m not afraid of just one giant!”

The giant, thinking the tailor had killed seven like him, decided to test the little man’s strength. Picking up a stone, he squeezed it so hard that water ran from it. “Let’s see you do that!” the giant taunted.





The tailor laughed. "That's too easy for me," he cried. Taking the cheese from his pocket, he squeezed it till milk ran from it. "Now who's the strong one?" he asked.

The giant was impressed, though he tried not to show it. "Well, little man, let's see you do this!" He took another stone and threw it so high that it disappeared from sight before it fell back to Earth.

"That wasn't too bad for a first try, but what do you think of this? My stone will go so high it will never come back!" the tailor said. From his pocket, he took the bird and threw it into the air. Sure enough, this "stone" did not fall back to Earth.



Looking about for a way to get the better of the tailor, the giant spotted a fallen tree. "If you're so strong, let's see if you can carry this tree up the mountain!" he said.

"Not a problem!" the tailor gaily replied. "I'll take the heavy end with all the branches. All you have to do is carry the trunk."

The giant agreed and lifted up the mighty trunk. The clever tailor leaped up into the branches and had a fine ride while the giant struggled to carry both him and the tree. Before long, the giant began to puff and pant, while the man whistled merrily. At last the giant could stand it no more and gasped, "That's far enough! Let's put it down here."

Quickly, the tailor hopped down from the branches, saying, "I could have carried this twig all day!"

Then the giant, exhausted, lay down and went to sleep, and the tailor went on his way.

After a time, he came to the palace of the king. By then it was night, and the tailor was tired, so he lay down to sleep outside the palace. In the morning, the king's guards found him and brought him to the king. "Seven at one blow!" the king said. "Maybe you're the one who can rid the kingdom of the ogres in the wood."

"Excuse me, Your Majesty, but how many ogres are there?" the tailor was bold enough to ask.



“Alas, there are two,” the king replied. “No one has been able to drive them away. If you can free the kingdom from these beasts, three bags of gold and half of the kingdom shall be yours. But I warn you, it will not be easy. Many others have tried and failed.”

“Only two ogres! No sooner said than done,” the tailor cried. “For one that can boast of seven at one blow, two will be child’s play. I’ll do it today and claim my half of the kingdom tomorrow.”

With directions from the king’s guard, the tailor soon found the ogres in the wood. They were lying on their backs, snoring, under a big tree. After filling his pockets with stones, the tailor quietly climbed the tree. Ping! He dropped a stone on one of the ogres. Ping! He dropped another, bigger stone.

The ogre woke up filled with anger at his companion. “Why are you hitting me?” he roared.

“I’m not hitting you! You’re dreaming,” came the reply, and both ogres went back to sleep.

Then the tailor chose a heavier stone and dropped it on the second ogre.

The angry beast woke with a roar and punched the other. In no time the two were arguing, then fighting. Then one began to run, and the other began to chase. Off they ran, shouting and hitting, to a place far beyond the kingdom.

The tailor, meanwhile, climbed down from the tree and went off to claim his reward.

In later years, he married and had seven sons and seven daughters. He became a beloved king of his new land, which he ruled wisely and well.

Questions 1–8: Choose the best answer to each question, or write your answer on the lines provided.

1. What made the tailor suddenly decide to go on an adventure?

- (A) He had nothing to eat for lunch.
- (B) He heard about the king’s problem.
- (C) He met a giant on the road.
- (D) He killed seven flies at once.

2. “‘Let’s see you do that!’ the giant taunted.”

What does the word taunted mean?

- (A) looked at; observed
- (B) said angrily
- (C) made fun of; dared
- (D) whispered quietly

3. The tailor squeezed milk out of the cheese and impressed the giant. What conclusion can be drawn from this?

- (A) The tailor was really strong.
- (B) The giant thought the tailor was squeezing a stone.
- (C) The tailor wanted to be like the giant.
- (D) The giant feared that the tailor was going to kill him.

4. Which two words best describe the tailor’s character?

- (A) clever and bold
- (B) angry and upset
- (C) quiet and lonely
- (D) handsome and young

Name _____

Date _____

5. What tricks did the tailor use? Complete the chart below using information from the passage. (4 points)

The Tailor's Tricks	Who Was Fooled	How the Trick Worked

6. The tailor says that driving away two ogres will be “child’s play.” What does the tailor mean?

- Ⓐ The ogres will act like little children.
- Ⓑ He will ask a child to help him.
- Ⓒ Children often pretend to be ogres.
- Ⓓ It will be an easy thing for him to do.

7. How can you tell that this passage is a folk tale?

- Ⓐ One of the characters is a giant.
- Ⓑ The tailor killed seven flies.
- Ⓒ It takes place in a dark forest.
- Ⓓ There is a king in the story.

8. Describe two ways the tailor’s life changed from the beginning of this story to the end. (2 points)

Name _____ Date _____

Directions: Read "Petrified Forest National Park." Then answer questions 1–8.

Petrified Forest National Park

The United States is a beautiful country with many special places. One of my favorite places is in Arizona. This place belongs to all of us because it is a national park. The park is called the Petrified Forest.

Trees of Stone

There is a lot to see in the park. Most visitors want to see the petrified wood first. This "wood" isn't wood anymore. It *used to* be wood. Millions of years ago, it was the wood of giant trees. The trees lived during the time when dinosaurs roamed the land. Some of the trees were almost nine feet across and at least 200 feet tall. But long ago, something killed these huge trees. It could have been wind or water or insects; we don't really know.

We do know that many of the dying trees fell into water or mud. Some trees rotted away. Others were covered up, so they did not rot. They were covered with sand and ash from volcanoes. Over time, something amazing happened. The trees turned into fossils. They changed from living wood into quartz stone. Today, if you visit the forest, you can see giant slices of tree trunks that are petrified. They have hardened into stone.

The petrified trees are brightly colored. This is due to iron and other minerals in the quartz. Some of the colors are yellow, purple, and red. In fact, the southern part of the park is called the Rainbow Forest.



The Colorful Desert

The northern end of the park is colorful, too. This area is part of the Painted Desert. It is not really painted, but the layers of rock are many different colors: red, blue, pink, green, purple, and gray. Here you can see miles of strange but beautiful rock formations. There are high, flat-topped mesas and bumpy hills called badlands. There are also steep-sided buttes that look like sculptures. It is an unusual landscape indeed.

Getting Around the Park

The park covers more than 220,000 acres. Visitors may drive through the park. There are numerous spots to stop and view the sights. To see even more, many people hike one of the trails, following trail maps from the Visitors' Center. However, much of the park is far from any trail, so cross-country hiking is popular. For this kind of hiking, you do not need a trail. If you like adventure, you may want to try it. The park has clear air and easy-to-spot landmarks. This makes it a good place for new cross-country hikers.

More Visitor Favorites

Sharp-eyed visitors can see fossils all over the park. Many are from the Triassic Period. That means they are about 200 million years old.

You'll see live plants and animals in the park, too. There are wildflowers, cacti, and moss. There are prairie dogs, bobcats, bull snakes, and more.

Newspaper Rock should not be missed. This huge rock is covered with petroglyphs. These pictures and symbols were carved or scratched into rock by people of long ago. Some petroglyphs in the park are 2,000 years old.

You can learn about early people at the park museum. It has more than 200,000 items for you to look at. Come visit the park soon.

Questions 1–8: Choose the best answer to each question, or write your answer on the lines provided.

1. What is the main idea of this passage?

- Ⓐ Trees in the Rainbow Forest are yellow, purple, and red.
- Ⓑ Long ago, some trees turned to stone.
- Ⓒ Petrified Forest National Park is a great place to visit.
- Ⓓ The Painted Desert is in Arizona.

2. Give four details that support the main idea. (4 points)

a. _____

b. _____

c. _____

d. _____

3. Which of these events happened last?

- Ⓐ Ash and sand covered the trees.
- Ⓑ The trees hardened into stone.
- Ⓒ Insects or wind killed the trees.
- Ⓓ The trees fell into water.

Name _____

Date _____

4. How are petrified trees different from other trees? Give two ways. (2 points)

5. Which statement is an opinion?

- Ⓐ The trees lived when dinosaurs roamed the land.
- Ⓑ There are bumpy hills called badlands.
- Ⓒ The park covers more than 220,000 acres.
- Ⓓ Newspaper Rock should not be missed.

6. The root word *petro* means “rock.” What does the word **petroglyph probably mean?**

- Ⓐ brightly colored
- Ⓑ a drawing or carving on a rock
- Ⓒ located in a desert
- Ⓓ a large piece of red rock

Name _____

Date _____

- 7. If the author wanted to tell about ancient tools and pots on display at the park, in which part of the passage would this information belong?**
- Ⓐ Trees of Stone
 - Ⓑ The Colorful Desert
 - Ⓒ Getting Around the Park
 - Ⓓ More Visitor Favorites
- 8. A family wants to plan a trip to visit the park. What would be the best source of information on how to get to the park and when it is open?**
- Ⓐ a Web site
 - Ⓑ a history of the United States
 - Ⓒ an atlas
 - Ⓓ an encyclopedia

Name _____

Date _____

Directions: Read “Missy Gerstein: Mystery Girl.” Then answer questions 1–8.

Missy Gerstein: Mystery Girl

On the first day of summer, we went to the library. Mom asked me to find some books for my little brother Luke before I looked for books for myself.

The librarian heard Mom talking to me. “I’ve got just the thing for you,” she said, and handed me a book. It was called *Encyclopedia Brown, Boy Detective*.

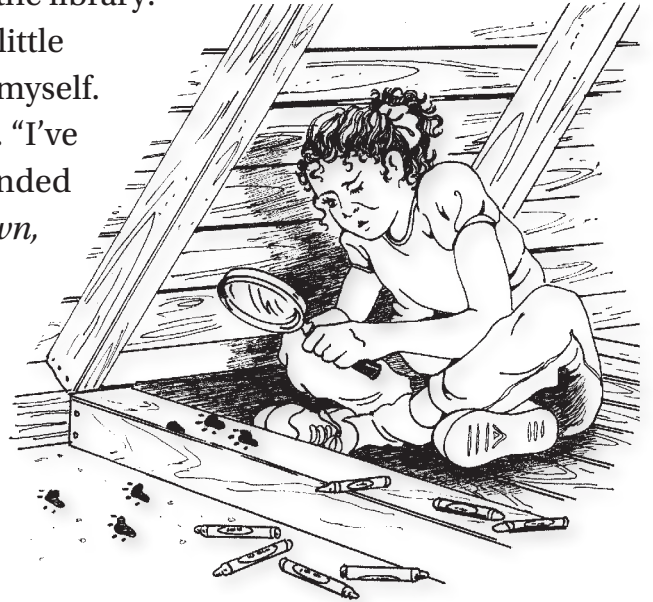
Now, I, Missy Gerstein, am not a boy. But the book looked good, and I decided to read it anyway.

The book had lots of chapters and in each chapter, the boy solved a mystery. He was good at solving mysteries for two reasons. First, he was smart. You could tell he was smart because he knew a lot of facts. Also, he noticed things that other people didn’t, and this came in handy all the time.

The second reason he solved a lot of mysteries was because his father was the police chief. So Encyclopedia got involved in a lot of things most kids wouldn’t even know about.

I figured I could solve mysteries just like Encyclopedia. After all, I’m pretty smart, too. Also, my initials are M.G. **Missy Gerstein: Mystery Girl!** How perfect was that? So I decided to open a detective agency. The next day, I made some signs and hung them up around my neighborhood. Then I waited for someone to call me.

By late afternoon, no one had called. “Why doesn’t anyone call?” I asked Mom. “I just know there are mysteries that need solving.”



Mom didn't have an answer, but she did agree to take me back to the library. I got some more books about Encyclopedia Brown. I figured I might as well read while I waited for the phone to ring. I might get some good tips from Encyclopedia, too.

Three days went by, and I read three more books in the series. Encyclopedia solved every case, but guess what? I was pretty good at solving his cases, too. I could definitely be a detective; all I needed were some cases!

I went out in the shade and read another book while I waited for calls. After that, Mom asked me to read Luke a story. I was reading to Luke when Dad got home.

"Hi, guys!" he called. "I'm surprised Pearl isn't outside with you. Where is she?"

We looked around for Pearl, our gray cat, but she was nowhere to be seen. Luke started calling, "Kitty, Kitty," but got no response. So we all went inside to get Pearl's dinner. She always comes running when she hears the can opener.

Luke picked a can of tuna-flavored cat food, and I opened the can. The can opener made a loud noise, as usual, but Pearl did not run in and rub against my leg. That was really strange for Pearl. She must be sound asleep somewhere, I decided.

Dinnertime came, and there was still no sign of Pearl. We tried to remember when and where we had seen her last. Dad saw her sitting by a window before he went to work, and I let her outside when I came downstairs for breakfast. Mom saw her run out from under the car before we went to the library. Luke just said, "Where's Kitty?" in a very sad voice.

That's when Mom said, "Well, Missy, here's your first case. What's happened to Pearl? Where can she be? Can you solve the mystery?"

Now I was excited. I finally had a mystery to investigate. It was an important one, too, and I got to work on it right after dinner. First I made a list of all the places I should look: attic, basement, garage, trees. Next I listed all the neighbors I should check with: Kim,

Mr. Summers, Mrs. Yamakawa, Mrs. Boone. Then I crossed Kim off the list because her family left on a camping trip that day. I was supposed to water her dad's plants later in the week.

After some thought, I wrote "signs" on my list. I expected to find Pearl very quickly, but if I didn't, I would make "lost cat" signs. I could put signs all around the neighborhood. Now my list had "places," "people," and "signs." I chewed on my pencil, wondering what else I should write. I thought about Encyclopedia Brown. What would he do?

Then Dad made a good suggestion. "You could call the police. They have an animal officer who deals with wild animals, like skunks and raccoons. He'll keep an eye out for lost pets, too, and people who find stray pets often report them to him."

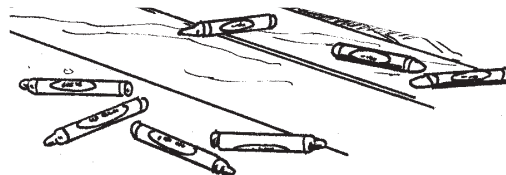
That could be helpful, I thought. I wondered if I was brave enough to call the police station. It would be so easy for Encyclopedia Brown! Well, if I was going to be a detective, I could do it, too. I added "police" to my list, and then I got to work.

First I looked in the attic; next I went to the basement; and after that I opened the garage door and called, "Pearl!" But there was no little gray cat in any of those places.

Luke came along when I talked to the neighbors. We visited Mrs. Yamakawa first. She gave us milk and cookies, but she couldn't tell us where Pearl was. Mr. Summers couldn't help either, but he promised to look out for Pearl. Mrs. Boone wasn't home. "We'll come back tomorrow," I told Luke. "Let's look in the trees. Maybe Pearl is stuck in a tree. Maybe she went up too high and can't get down by herself."

We stood under each of the trees in our yard and looked carefully at every branch. I called Pearl's name, and Luke helped by calling, "Kitty! Kitty!" Half an hour later, we were certain that Pearl was not stuck in a tree.

By now it was Luke's bedtime. Pearl had been missing for many hours, and I was getting very worried. I spent the evening making



“lost cat” signs. In the morning, I could post the signs. Then I could go back to Mrs. Boone’s house, and after that I could call the animal officer. I hoped I would not need to do any of these things. I hoped that Pearl would turn up in the morning. At that point I didn’t care so much about being a detective anymore, I just wanted Pearl to come home.

In the morning, I ran downstairs and nervously opened the door, but Pearl wasn’t on our doorstep. Mom made me sit down and eat breakfast. While I ate, I reviewed my list: people, places, signs, police. Was I forgetting anything? I looked at the list of names and wished my friend Kim wasn’t away camping. Kim loved Pearl, and I could sure use her help. Even Encyclopedia Brown got help from his friends. Suddenly, I gasped. What if Pearl had gone into Kim’s house? She did that a lot. Maybe she was trapped inside! I grabbed the key to Kim’s house. Thank goodness Kim’s dad had houseplants!

Pearl was very happy to see me. I brought her home and gave her food and water. Mystery Girl’s first case was successfully solved.

Questions 1-8: Choose the best answer to each question, or write your answer on the lines provided.

1. What kind of passage is this?

- Ⓐ biography
- Ⓑ folk tale
- Ⓒ realistic fiction
- Ⓓ fantasy

2. Who is telling the story?

- Ⓐ Encyclopedia Brown
- Ⓑ Missy
- Ⓒ Pearl, the cat
- Ⓓ Luke

Name _____

Date _____

3. When did Missy decide to become a detective?

- Ⓐ when she found out her cat was missing
- Ⓑ after she visited some of her neighbors
- Ⓒ before reading about Encyclopedia Brown
- Ⓓ after she went to the library

4. How did Missy solve the case? Write a summary telling what she did. (4 points)

5. “He deals with wild animals, like skunks and raccoons.”

What word is an antonym for wild?

- Ⓐ tame
- Ⓑ fierce
- Ⓒ sneaky
- Ⓓ lost

Name _____

Date _____

6. Why was Missy glad that Kim's dad had plants? (2 points)

7. If this story continued, what would Missy most likely do next?

- (A) She would look for more mysteries to solve.
- (B) She would get a new cat for a pet.
- (C) She would call Encyclopedia Brown for help.
- (D) She would take down the signs around the neighborhood.

8. Why did the author write this passage?

- (A) to show how to find a lost pet
- (B) to give information about detectives
- (C) to tell an entertaining story
- (D) to help people become detectives

Name _____

Date _____

Directions: Read "Insect Invasion." Then answer questions 1–8.

Insect Invasion

Insects are all around us. Sometimes we notice them. We may stop to watch a lovely butterfly that flutters by. When mosquitoes buzz around, we may swat them away. But most of the time we do not give much thought to insects.

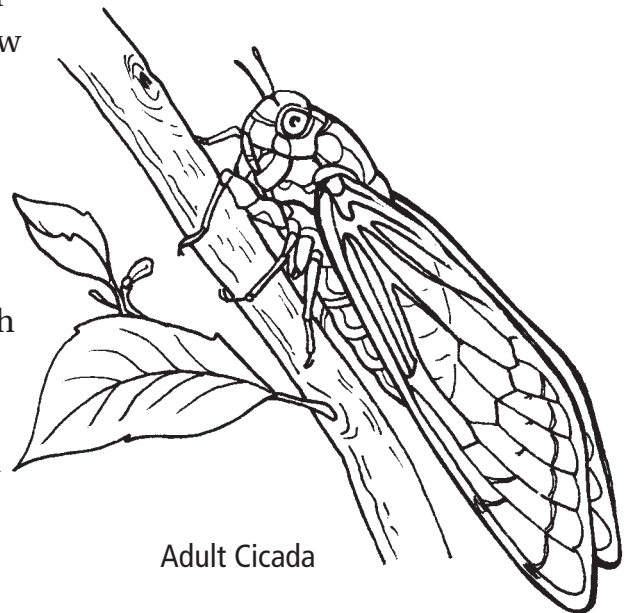
One insect, however, is impossible to ignore. It's called the 17-year cicada. As this bug's name suggests, its life cycle lasts 17 years. These cicadas spend most of their long lives under the ground. But when they finally come out, they do it in a very big—and very loud—way.

From Egg to Insect

Like other insects, the 17-year cicada starts life as an egg. The adult female lays up to 600 eggs at one time. She lays them in a nest that she makes in a tree branch.

About seven weeks later, young cicadas hatch from the eggs. They are called nymphs. The nymphs are small and wingless. They fall from the nest to the ground. Then they start digging down into it. They dig down about a foot before they stop. The nymphs spend the next 17 years underground. They feed on sap from tree roots. In this time, they grow to be about an inch long.

Finally, when 17 years have passed, the nymphs crawl out of their holes. Once they reach the ground, they start to climb. They climb up trees, fences, or houses until they find a good spot to latch on and rest. Within hours, the nymphs shed their outer skins. The insect that emerges from the old skin is a full-grown adult. It is nearly two inches long. Unlike the nymph, the adult cicada has a pair of wings.



Adult Cicada

All Together Now!

It is the short life of adult cicadas that gets all the attention. Why? They appear all at once—on exactly the same day. In places where this happens, people go to bed one night with no cicadas in sight. The next morning, adult cicadas are *everywhere*. They cover lawns, bushes, and trees. They cover roads and sidewalks. The air is filled with cicadas, too, as they fly about looking for mates.

One more thing makes the adult cicadas impossible to miss. They make a loud, shrill buzzing that never lets up. The sound is a combination of the males' mating call and the females' response. A single male cicada is as loud as a food blender, so it's easy to imagine the racket that thousands of cicadas can make together.

While it lasts, the cicada invasion is really unpleasant. Outdoor events such as baseball games, picnics, and field trips have to be put on hold. Even a trip outside to get the mail can be dreadful. Cicadas are slow, clumsy fliers, and they often bump into people. On the way to your mailbox, you might get hit by 100 cicadas!

Luckily, the cicada invasion doesn't last too long. The adult cicadas live only about 30 days. They die soon after mating. Then the noise stops. The bodies of the adult cicadas slowly break down and become part of the soil. Life returns to normal. Everyone forgets about the cicadas—until 17 years go by. Then the next invasion begins.

Questions 1–8: Choose the best answer to each question, or write your answer on the lines provided.

1. Which statement best expresses the main idea of this passage?

- (A) There are all kinds of insects all around us.
- (B) It is impossible to ignore a cicada invasion.
- (C) The cicada nymphs live under the ground.
- (D) The cicada invasion doesn't last very long.

2. Read this sentence from the passage.

“The nymphs are small and wingless.”

What does wingless mean?

- (A) like wings
- (B) having wings
- (C) without wings
- (D) full of wings

3. Which sentence states an opinion?

- (A) The cicada's life cycle lasts 17 years.
- (B) The nymphs crawl out of their holes.
- (C) The adult cicada is nearly two inches long.
- (D) The cicada invasion is truly unpleasant.

4. Which of these places would people most likely stay away from during a cicada invasion?

- (A) a playground
- (B) a supermarket
- (C) a movie theater
- (D) a library

Name _____

Date _____

- 5. Give two reasons why the adult cicadas get so much attention. (2 points)**

- 6. The information in the section called “From Egg to Insect” is organized mainly by —**

- Ⓐ problem and solution.
- Ⓑ steps in a process.
- Ⓒ cause and effect.
- Ⓓ compare and contrast.

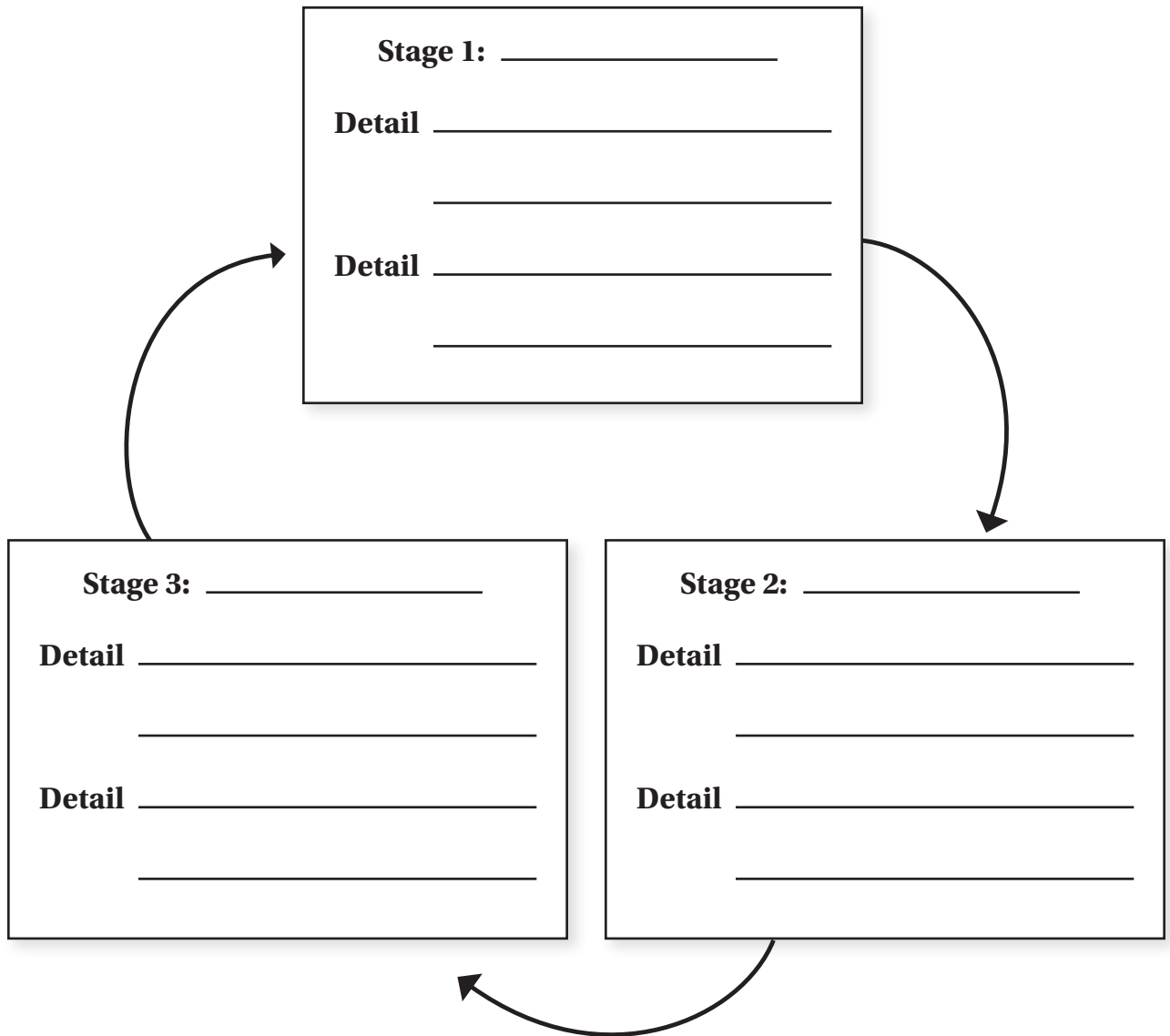
- 7. The author would most likely agree that 17-year cicadas are —**

- Ⓐ beautiful to see.
- Ⓑ fascinating to study.
- Ⓒ fun to talk about.
- Ⓓ awful to be around.

Name _____

Date _____

- 8. Complete the chart below to describe the life cycle of the 17-year cicada. Write the name of each stage of life in the box. Then write two details about each stage. (4 points)**



Name _____

Date _____

Directions: Read "Westward on the Oregon Trail." Then answer questions 1–8.

Westward on the Oregon Trail

These days, moving to a new home isn't too hard. Most families just pack up their belongings and load them into a big moving truck. Before long, the family and the truck arrive at the new home. Then the unpacking begins. From start to finish, the move may take just a few days.

In the 1800s, families that moved to the western part of the country had a much harder time. Many of these pioneers traveled on the Oregon Trail by covered wagon. The trail was 2,000 miles long. The journey was tiring. It was often dangerous. Worst of all, it seemed endless. Most families covered less than 15 miles each day. At that rate, their trip could take five to six months!



Getting Ready to Head West

People moved west for all kinds of reasons. Some hoped to live in a wide-open space. They did not want any neighbors to crowd them. Others wanted a share of the West's farmland, forests, and even gold. Still others wanted to claim the land for the United States. They did not want the British or Spanish to take it instead.

Whatever their reason for moving, families usually traveled in groups. They felt safer and less lonely this way. Being in a group also meant there was help if something went wrong. The pioneers knew that arguments were likely to break out during the long, tough trip. For that reason, they set down rules and picked leaders before the trip began.

Getting ready to hit the trail was costly. Each family had to have a wagon and animals to pull it. They had to buy six months' worth of food and supplies. The cost could reach a thousand dollars. Food

for the trip included flour, sugar, dried fruit, rice, beans, and coffee. Each family also packed pots and pans, tin plates, and tents. They brought blankets, candles, tools, soap, and a wash tub. Along with oxen or mules to pull the wagon, the family usually brought a milk cow.

On the Trail

Most of the pioneers gathered in Independence, Missouri, to begin their journey on the Oregon Trail. They left in spring or early summer. They had to finish the trip before the harsh winter set in.

Each day on the trail began very early with breakfast cooked over a campfire. After the meal, tents were packed up. Animals were hitched to the wagon. Then the day's travel began. Since a family's wagon was filled with supplies, almost everyone had to walk beside it. After about five hours, the group stopped for a quick lunch. Then they set off again for five more hours on the trail before stopping for the night.

Troubles of Every Kind

The pioneers faced problems nearly every step of the way. River crossings were especially hard. When the water was deep, the pioneers had to stop and build a flat boat. Then they loaded their wagon onto it and floated across. In shallow waters, the mules or oxen pulled the wagon through the water. Accidents were common, however. Sadly, many people and animals drowned during river crossings.

Bad weather was another challenge for pioneers. They faced high winds, hail, and soaking rains. They endured terrible desert heat. Lightning and grass fires were other dangers on the trail. Some pioneers did not leave early enough in the season or took too long to cross the mountains. Then they faced snowstorms and bitter cold.

Finally, pioneers were often struck down by sickness. Some illnesses spread quickly among the group. Without any kind of medical help, many died. Those who survived had little choice: They had to bury their loved ones any way they could and then move on.

End of the Trail

While the Oregon Trail was in use, more than 80,000 pioneers followed it to their new homes in the West. In 1869, however, the first cross-country railroad was completed. Not surprisingly, the number of people who traveled the Oregon Trail quickly dropped off after that.

Questions 1-8: Choose the best answer to each question, or write your answer on the lines provided.

1. What is the main idea of this passage?

- (A) Traveling west on the Oregon Trail was expensive because people had to buy supplies.
- (B) Pioneers who traveled west on the Oregon Trail had a long and difficult journey.
- (C) Thousands of people traveled west by wagon because it was safer than traveling by train.
- (D) Pioneer families walked and rode for ten hours a day to travel about 15 miles.

2. Read this sentence from the passage.

“Most pioneer families covered less than 15 miles a day.”

What does covered mean in this sentence?

- (A) hidden or concealed
- (B) reported on an event
- (C) traveled
- (D) took someone’s place

3. Pioneer families usually traveled in groups along the Oregon Trail so that they could —

- (A) save money on supplies.
- (B) avoid having arguments.
- (C) reach their new homes faster.
- (D) get help if they needed it.

4. You can tell that pioneers who completed the journey west along the Oregon Trail had to be —

- (A) friendly and carefree. (C) foolish and confused.
- (B) spoiled and selfish. (D) determined and strong.

5. How did the pioneers cross the rivers they encountered? Explain two ways they got across. (2 points)

6. Which sentence best summarizes the section called “Troubles of Every Kind”?

- (A) Difficult river crossings, bad weather, and illness were some of the problems that pioneers faced as they traveled the Oregon Trail.
- (B) Whether they were crossing a river or a desert, something always went wrong for the pioneers on the Oregon Trail.
- (C) Pioneers’ deaths on the Oregon Trail were mostly due to drowning or illness, not bad weather.
- (D) Few pioneers would have died along the Oregon Trail if medical help had been available when people got sick or hurt.

7. Why do you think the number of people traveling the Oregon Trail dropped off quickly after 1869? (2 points)

Name _____ Date _____

Directions: Read "Block City." Then answer questions 1–7.

Block City

What are you able to build with your blocks?

Castles and palaces, temples and docks.
Rain may keep raining, and others go roam,
But I can be happy and building at home.

Let the sofa be mountains, the carpet be sea,
There I'll establish a city for me:
A church and a mill and a palace beside,
And a harbor as well where my vessels may ride.

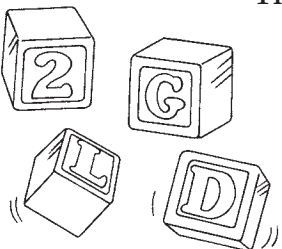
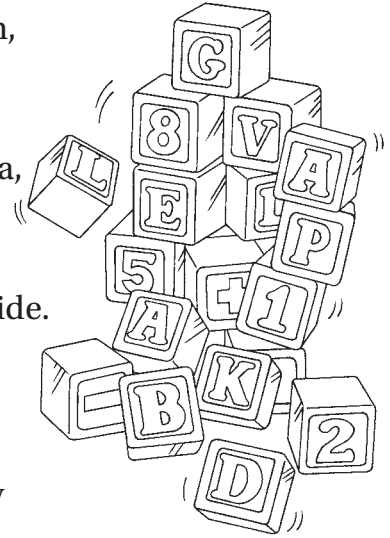
Great is the palace with pillar and wall,
A sort of a tower on the top of it all,
And steps coming down in an orderly way
To where my toy vessels lie safe in the bay.

This one is sailing and that one is moored:
Hark to the song of the sailors on board!
And see on the steps of my palace, the kings
Coming and going with presents and things.

Now I have done with it, down let it go!
All in a moment the town is laid low.
Block upon block lying scattered and free,
What is there left of my town by the sea?

Yet as I saw it, I see it again,
The church and the palace, the ships and the men,
And as long as I live and where'er I may be,
I'll always remember my town by the sea.

—Robert Louis Stevenson



Name _____

Date _____

Questions 1-7: Choose the best answer to each question, or write your answer on the lines provided.

1. What is the speaker doing in this poem?

- Ⓐ playing with blocks
- Ⓑ sailing on the ocean
- Ⓒ visiting a new city
- Ⓓ walking in the rain

2. Who is the speaker in this poem?

- Ⓐ a king
- Ⓑ a sailor
- Ⓒ a child
- Ⓓ a carpenter

3. Where do the events of this poem take place?

- Ⓐ on an island
- Ⓑ in a toy shop
- Ⓒ near a church
- Ⓓ inside a house

**4. “Let the sofa be mountains, the carpet be sea,
There I’ll establish a city for me:”**

Use your own words to explain what the speaker means in these lines of the poem. (2 points)

5. “To where my toy vessels lie safe in the bay.”**In this poem, what is a vessel?**

- Ⓐ a guard
- Ⓑ a ship
- Ⓒ a fish
- Ⓓ a building

6. How do you know that this passage is a poem?

- Ⓐ It tells a story.
- Ⓑ It uses rhyming words.
- Ⓒ It has information about castles.
- Ⓓ It uses statements and questions.

7. Which sentence best explains what happens at the end of the poem?

- Ⓐ A king steps aboard a ship waiting in a harbor.
- Ⓑ A terrible storm destroys a town by the sea.
- Ⓒ A ship sails toward a beautiful castle.
- Ⓓ A make-believe city of blocks tumbles down.

Name _____

Date _____

Directions: Read "Watermelon War." Then answer questions 1–8.

Watermelon War

All summer, Chet Murphy and Lou Sadowski were locked in a tense competition. Their parents named it the Watermelon War. They watched it play out for ten long weeks. Then suddenly, the Watermelon War ended in an unexpected way.

Until the Watermelon War started, Chet and Lou got along fine. They often talked and joked over the fence between their yards. Chet practiced tricks on his bike, and Lou tended his garden. Every fall, Chet helped Lou rake up the leaves from the huge oak in the Sadowskis' backyard. Lou always repaid Chet with a jar of homemade salsa. He made it with tomatoes from his garden.

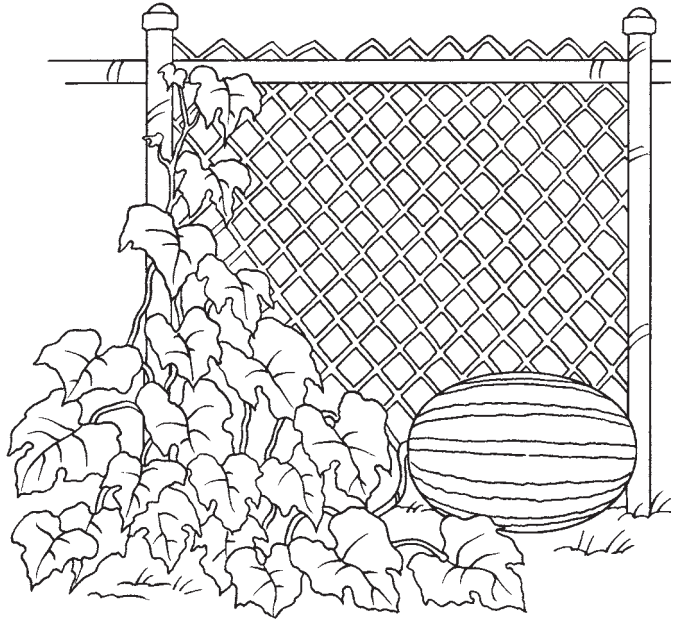
The trouble started on a June morning. Chet was in his driveway pumping air into his bicycle tires. Meanwhile, Lou was getting his garden ready for planting. As he dug his trowel into the soil, Chet's face appeared over the fence.

"Hey, Lou," Chet began, "you'd better grow some great tomatoes this summer. I've got a craving for your salsa."

Lou grinned and shook his head. "Sorry, Chet, I'm switching to watermelons this year."

"Why watermelons?" asked Chet.

Lou pulled a folded-up newspaper article from his pocket and passed it over the fence. Chet unfolded it and read the heading. It said, "Gardeners' Club Holds Watermelon Contest." As Chet skimmed the article, one detail caught his eye. "A \$300 Grand Prize goes to the person who grows the biggest watermelon by September 1st."



“Three hundred dollars!” Chet exclaimed. “That could get *me* to grow watermelons.”

“I’m more interested in the challenge than the prize,” Lou replied. “I know how to grow tomatoes. Now I want to learn something new.”

Soon Chet was speeding toward Marv’s Garden Center on his bike. He bought a package of watermelon seeds and then rode back home. A few minutes later, Chet was digging in a corner of his yard. He was turning it into a watermelon patch.

From his side of the fence, Lou heard Chet’s spade slicing into the ground. Lou wondered if he should laugh at Chet or feel sorry for him. Chet didn’t know anything about gardening. He could never win the contest. Still, Lou decided, if Chet wanted his help, Lou would give it.

As the days passed, however, it became obvious that Chet did not want help. When Lou offered tips, Chet waved him off. Instead, he borrowed gardening books from the library. He did research on the Internet, too. Chet was determined to win the contest. But he didn’t want to share the credit—or the prize money—with Lou. Once Lou realized how much Chet wanted to win, his attitude about the contest changed. Lou decided that he wanted to win, too.

As the days stretched into weeks, leafy watermelon plants sprouted in each boy’s garden. Before long, flowers blossomed on the vines and then fell off. In their place, small, green fruits began to grow. Slowly and steadily, the watermelons grew larger.

Chet and Lou often tended their patches at the same time, but they no longer chatted over the fence. The boys’ silence bothered their parents. They worried that, no matter how the contest turned out, hard feelings between the boys would linger.

Then the Watermelon War took a surprising turn. It was a hot day in late August. Chet and Lou were tending their watermelons. Then the sky suddenly darkened and the wind kicked up. Thunder

boomed in the distance. Rain started falling as the boys scurried into their houses.

CRACK! THUD! A gust of wind snapped a large branch from the Sadowskis' oak tree. As it crashed to the ground, the branch fell across Lou's garden. It flattened every single watermelon.

Lou watched the destruction from a window. He felt sick with disappointment. His hard work and hopes had come to nothing. Lou shut himself in his bedroom. At dinnertime, he refused to eat.

The doorbell rang a while later. Lou could hear his mother greeting Chet. Then she called out, "Lou, Chet has brought something for you."

When Lou reached the door, he saw Chet holding a huge watermelon. "Hey, Lou," Chet laughed, "I need your help eating this watermelon. It's the biggest one in my patch."

"Why would you eat it now?" asked Lou. "The contest isn't over."

"When I saw what happened to your patch," Chet explained, "the contest didn't matter so much anymore. It's not as important as staying friends with you."

Trying not to smile too much, Mrs. Sadowski took the watermelon from Chet. She cut it into slices and arranged them on a platter.

Questions 1–8: Choose the best answer to each question, or write your answer on the lines provided.

1. Where does most of this story take place?

- Ⓐ in Chet's house
- Ⓑ at Marv's Garden Center
- Ⓒ in Lou's bedroom
- Ⓓ in the boys' backyards

2. Why does Lou decide to grow watermelons in his garden?

- (A) He knows Chet will enjoy eating them.
- (B) He has had bad luck growing tomatoes.
- (C) He wants to learn how to grow something new.
- (D) He wants to win a watermelon contest.

3. Describe two events that happened just after Chet rode his bike to Marv’s Garden Center. (2 points)

4. “They worried that, no matter how the contest turned out, hard feelings between the boys would linger.”

What does linger mean?

- (A) stop
- (B) remain
- (C) change
- (D) begin

5. How did Lou’s watermelon patch get damaged? (2 points)

Name _____

Date _____

6. What will most likely happen next?

- Ⓐ Chet will pick another watermelon.
- Ⓑ Lou and Chet will eat the watermelon.
- Ⓒ Lou will give Chet some more salsa.
- Ⓓ Chet and Lou will clean up Lou's garden.

7. How does Chet seem to change from the beginning of the story to the end? Give at least three details from the story to support your answer. (4 points)

8. The author's main purpose in this passage is to —

- Ⓐ tell an entertaining story about two friends.
- Ⓑ persuade young people to take up gardening.
- Ⓒ show how hard it is to win a contest.
- Ⓓ give information about how watermelons grow.

Name _____

Date _____

Directions: Read "Rachel Carson." Then answer questions 1–10.

Rachel Carson

An environmentalist is someone who works to protect our world from pollution. Rachel Carson was one of the first environmentalists. She made people stop and think about the need to take care of our planet. Many people today are following in her footsteps.



A Writer From the Start

Rachel Carson was born in 1907. She grew up in Springdale, Pennsylvania.

As a child, Rachel was often alone. Her brother and sister were much older than she was. They were not good playmates for her.

Fortunately, Rachel liked having time to herself. She explored the woods and fields near her home. Rachel found adventure in the pages of good books. Most of all, she loved writing stories and poems. She dreamed of being a writer when she grew up.

Happily, Rachel did not have to wait that long to see her writing in print. At the age of ten, Rachel sent a story to a children's magazine called *St. Nicholas*. The editors liked Rachel's story and published it. Even better, they gave Rachel a special writing prize. She was thrilled.

A Choice to Make

Rachel kept writing and working hard in school. Then, in 1925, she started college. Rachel loved her college English classes. Much to her surprise, Rachel also enjoyed the science class she had to take. As Rachel studied biology—the science of living things—a fascinating world opened up to her. Rachel began to feel torn. Was she really meant to be a writer, or would she be happier as a scientist?

After much thought, Rachel chose science. Then she finished her education and set off to find work. In 1935, Rachel took a job at the U.S. Bureau of Fisheries. That agency was set up to protect fish and other wildlife. Though Rachel was a trained scientist, her writing skills got her the job. Her boss needed someone to put complicated scientific ideas into plain English. No one could do that job better than Rachel.

Writing About the Ocean

Even when Rachel wasn't working, she loved writing about scientific ideas. In her spare time, she began writing books. At first she focused on ocean life. She published *Under the Sea Wind* in 1941. Ten years later, her next book appeared. *The Sea Around Us* won awards and sold many copies. The money she earned from it allowed Rachel to quit her job and write books full-time. In 1955, Rachel finished her third book, *The Edge of the Sea*.

Warning the World About Pesticides

Around this time, Rachel's attention shifted. She worried about how people were harming nature. Forests were cut down to make room for towns and highways. Factories polluted the water and the air. Most of all, Rachel worried about the growing use of pesticides.

Farmers sprayed pesticides in their fields. They used them to kill insects that ate their crops. Towns sprayed them to kill mosquitoes and other bugs that bothered people. But pesticides also killed helpful insects. They killed birds and other small animals. Rachel feared what the future would be like if things didn't change. She worried that one day, the sounds of birds and crickets would become silence. She wanted to warn the world about the misuse of pesticides. So Rachel wrote a book called *Silent Spring*.



When the book came out in 1962, it caused a stir all around the world. Many people said that Rachel was wrong about pesticides. But President John Kennedy listened. He asked scientists to study Rachel's claims. When they did, the scientists agreed with her. Before long, new laws were passed to cut down on pesticide use. Scientists started looking for safer ways to control insects.

A Better Future

These changes made Rachel Carson proud. They gave her hope for the future. Sadly, Rachel knew she would not be part of that future. She was seriously ill, and her health quickly grew worse. In 1964, she died.

Rachel Carson showed that one person can make a difference in the world. Her life has inspired many people. Some study environmental problems and find ways to solve them. Others work as teachers and speakers who tell us how to care for the planet. All of them are carrying on the work that Rachel started.



Questions 1-10: Choose the best answer to each question, or write your answer on the lines provided.

1. What kind of passage is this?

- Ⓐ science fiction
- Ⓑ mystery
- Ⓒ historical fiction
- Ⓓ biography

2. What is the main idea of this passage?

- Ⓐ As a child, Rachel Carson dreamed of becoming a writer, but she grew up to become a scientist instead.
- Ⓑ As one of the first environmentalists, Rachel Carson used her love of writing and science to warn the world that we must stop harming nature.
- Ⓒ Before Rachel Carson wrote *Silent Spring*, most people didn't care about the environment.
- Ⓓ An environmentalist is someone who studies problems such as pollution or teaches others how to take care of the planet.

3. How did having her story published in *St. Nicholas* magazine probably make Rachel feel about her dream of being a writer? (2 points)

4. “Rachel began to feel torn. Was she really meant to be a writer, or would she be happier as a scientist?”

What does the phrase began to feel torn mean here?

- (A) She had a difficult decision to make.
- (B) She was injured during her studies.
- (C) She was separated from her family.
- (D) She wanted to tear up her writing.

5. Which sentence states an opinion?

- (A) Rachel studied biology in college.
- (B) She decided to become a scientist.
- (C) She took a job at the U.S. Bureau of Fisheries.
- (D) No one could do that job better than Rachel.

6. “Her boss needed someone to put complicated scientific ideas into plain English.”

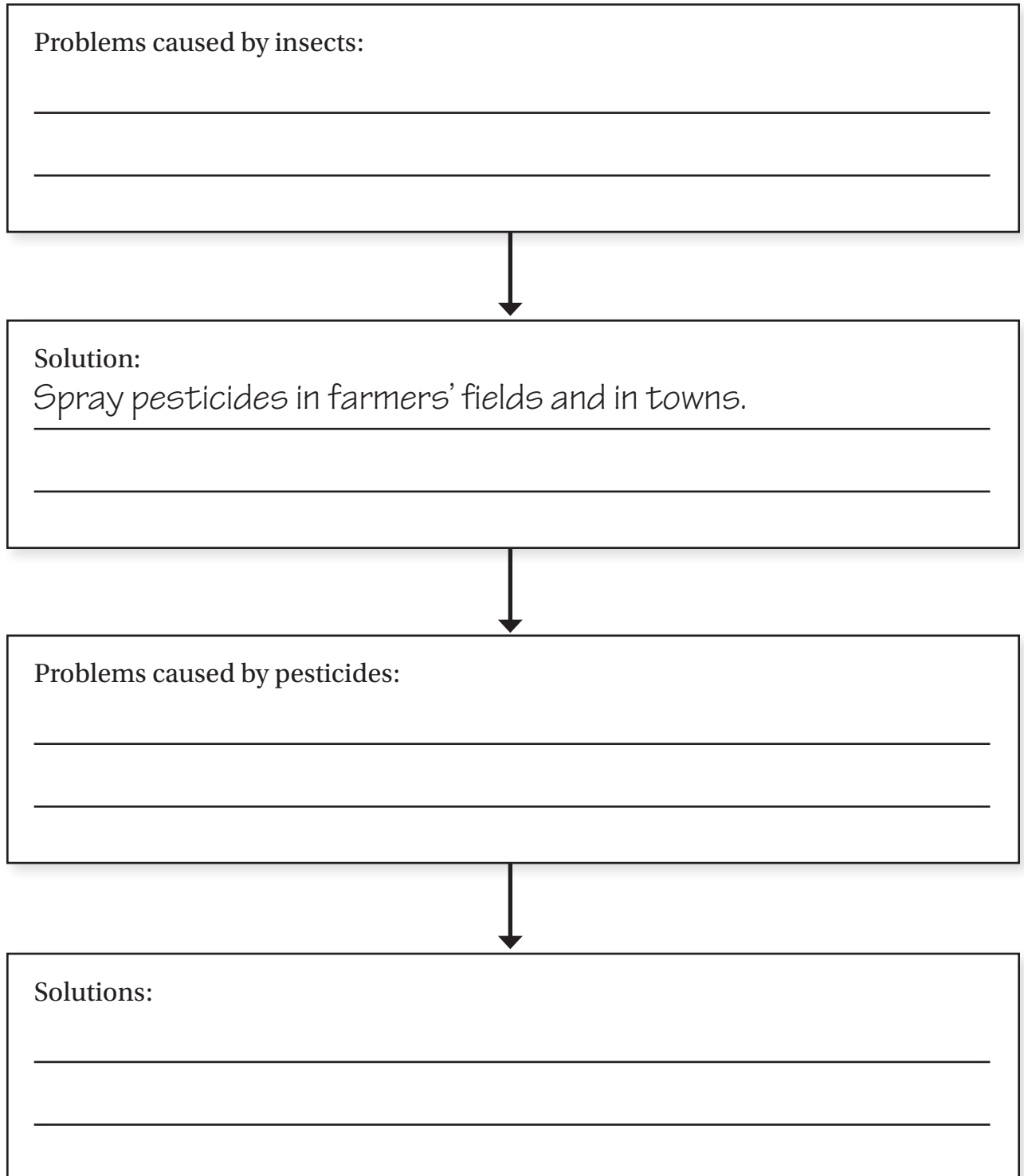
What does complicated mean?

- (A) wrong or incorrect
- (B) clever and funny
- (C) hard to understand
- (D) not exciting; dull

7. What happened just after Rachel wrote *The Sea Around Us*?

- (A) Rachel became seriously ill.
- (B) Rachel quit her job and began to write full-time.
- (C) Rachel started worrying about the way people used pesticides.
- (D) Rachel decided to become an environmentalist.

8. Complete the chart with details from the passage. (4 points)



Name _____

Date _____

- 9. What was the most important book Rachel Carson wrote? Use evidence from the passage to support your answer. (2 points)**

- 10. Which word would the author of this passage most likely use to describe the work of environmentalists?**

- Ⓐ enjoyable
- Ⓑ useless
- Ⓒ important
- Ⓓ boring

Name _____

Date _____

Directions: Read "Where Giants Once Roamed." Then answer questions 1–10.

Where Giants Once Roamed

Patagonia is a part of South America. It covers most of the continent's southern tip. Hardly anyone lives in Patagonia. It's easy to see why. Most of the region is flat and treeless. Its climate is cold and dry. Small villages are scattered across the land. But in most places, there are more sheep than people. The sheep feed on vast stretches of grass.

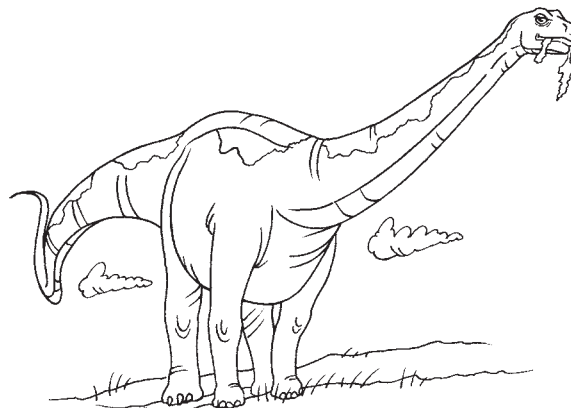
Prehistoric Patagonia

Yet Patagonia was not always such a dull and empty place. Around 90 million years ago, it was warm. It got plenty of rain. This climate was perfect for many kinds of plants and animals. There were forests of tall trees. Ferns, grasses, and flowering plants grew everywhere. Insects and mammals lived on the forest floor or in the ground beneath it.

Huge dinosaurs also roamed the land. In fact, the bones of the largest dinosaurs ever discovered were found in Patagonia. An even more exciting find was a huge nest of dinosaur eggs. These finds have made Patagonia a hot spot for dinosaur digs. Scientists hope that this region holds even more bones and dinosaur eggs.

Giant Plant Eaters

With all its plants and trees, Patagonia was a great place for plant-eating dinosaurs. Even the hugest plant eaters could find plenty to eat. Scientists think that the biggest plant eaters munched the leaves



at the tops of tall trees. Smaller plant eaters could not reach as high. They ate leaves from lower branches.

The three largest dinosaur skeletons in the world are plant eaters from Patagonia. None of the skeletons is complete. But scientists have enough bones from these giants to deduce what they looked like. All of them had long necks and tails. They all walked on four feet. Their size was truly amazing. They make today’s largest animals—whales and elephants—look downright tiny. The chart below gives some more details about Patagonia’s “Big Three.”

	BIG . . .	BIGGER . . .	BIGGEST!
DINOSAUR	Futalognkosaurus dukei	Argentinosaurus	Puertasaurus reuili
DATE DISCOVERED	2000	1989	2001
PARTS FOUND	bones of neck back hips tail	bones of hips back ribs shin	bones of neck back tail
SIZE	105 feet long	115 feet long	115 – 131 feet long

A Fierce Meat Eater

Patagonia is also the place where the skeleton of the largest meat-eating dinosaur was uncovered. Even its name, *Giganotosaurus*, sounds huge! This creature was as long as a tractor trailer. That is about half as long as the biggest plant eaters. However, *Giganotosaurus* could probably outrun the plant eaters. Its big, jagged teeth made it a deadly attacker.

Hatching Ground

So far, Patagonia's coolest discovery isn't a skeleton. It's a huge dinosaur nesting ground. At first, the scientists who found the site did not realize what it was. From a distance, the nesting ground looked like a flat stretch of land scattered with rocks. As it turned out, the "rocks" were dinosaur eggs. And there were thousands of them!

Scientists have learned a lot from studying the unhatched eggs. They were most likely laid by a plant-eating dinosaur called *Titanosaur*. The eggs were laid about 80 million years ago. If they had hatched, the dinosaur babies would have been about 15 inches long. When full-grown, they would have been 45 feet long.

More to Come

These exciting dinosaur finds stirred up interest in Patagonia. Now dinosaur scientists from around the world are hard at work there. Each one hopes to make a great find. There is a lot of digging going on in Patagonia. Another amazing dinosaur discovery may be just around the corner.

Questions 1-10: Choose the best answer to each question, or write your answer on the lines provided.

1. Which is the best summary of the passage?

- (A) In prehistoric times, Patagonia was filled with plants and animals. The largest dinosaurs ever discovered have been found there.
- (B) Patagonia has a cold, dry climate, but it was once warm and rainy. Very few dinosaurs or other animals lived there.
- (C) Patagonia has a few small villages, and sheep graze on the grass that grows there. About 90 million years ago, dinosaurs lived there.
- (D) Patagonia is a dull and empty place. Scientists have found the bones of several huge dinosaurs in Patagonia.

2. Which sentence states an opinion?

- (A) Patagonia covers the southern tip of South America.
- (B) It's easy to understand why hardly anyone lives there.
- (C) Small villages are scattered across Patagonia.
- (D) Sheep graze on the scrub grass that grows there.

3. According to the passage, why were there many kinds of plants and animals in prehistoric Patagonia?

- (A) Most of the region was flat and treeless.
- (B) A nest of dinosaur eggs was found there.
- (C) People were outnumbered by the sheep.
- (D) It had a warm, rainy climate.

Name _____

Date _____

4. What was the largest plant-eating dinosaur discovered in Patagonia, and how big was it? (2 points)

5. How was *Giganotosaurus* different from other dinosaurs found in Patagonia?

- (A) It was the longest dinosaur.
- (B) It was a meat eater.
- (C) It had a long neck and tail.
- (D) It was a plant eater.

6. “But scientists have enough bones from these giants to deduce what they looked like.”

What does the word deduce mean in this sentence?

- (A) figure out
- (B) remember
- (C) wonder
- (D) match

7. Which detail from “A Fierce Meat Eater” supports the idea that *Giganotosaurus* ate other animals?

- (A) Even its name sounds huge.
- (B) This creature was as long as a tractor trailer.
- (C) *Giganotosaurus* could probably outrun the plant eaters.
- (D) Its big, jagged teeth made it a deadly attacker.

8. “Scientists have learned a lot from studying the unhatched eggs.”

What does unhatched mean?

- (A) after hatching
- (B) already hatched
- (C) hatched again
- (D) not hatched

9. To read about dinosaurs that have been discovered in other parts of the world, which of these would be the best reference source?

- (A) a dictionary
- (B) an atlas
- (C) an encyclopedia
- (D) a thesaurus

10. Are dinosaur scientists likely to make more exciting dinosaur discoveries in Patagonia? Give at least two details from the passage to support your answer. (2 points)

Name _____

Date _____

Directions: Read "The Man, the Snake, and the Fox." Then answer questions 1–8.

The Man, the Snake, and the Fox

Long ago, a traveler was making his way along a mountain trail. As he passed a large boulder, he heard a voice call out to him.

"Please, sir," the voice said. "I have been trapped under this rock for many days. Please push it aside and set me free."

The man looked under the boulder and then jumped back. The trapped creature was a snake with beady eyes, a forked tongue, and a pair of sharp fangs.

"I will not free you, Snake," the man declared. "If I do, you will surely have me for supper."

"No, sir, I will not harm a hair on your head," replied the snake smoothly. "I give you my word of honor."

Feeling somewhat reassured, the man braced himself against the boulder and pushed it with all the power he could muster. When the boulder rolled a few inches, the snake lashed out at the man. He coiled himself around the man's ankles and prepared to make a meal of him.

The snake's trickery enraged the man. "Your word of honor is worthless," he cried. "You should be ashamed of yourself for trapping me this way."

"I am so hungry that my honor counts for nothing," laughed the snake as he tightened his hold.



Desperate to save his own life, the man decided that he should try to strike a bargain with the snake. "Let us find three creatures," he suggested. "We'll ask each one if you have the right to eat me. If all three say you have the right, you may eat me. But if any of them says no, then you must let me go."

The snake agreed to the bargain and started off with the man to find three creatures. The first they encountered was a lame old mare. She was stumbling across a mountain meadow, searching among the bushes for patches of sweet clover. The man explained his plight to the mare and asked if the snake had the right to eat him. Right away, the mare snorted and nodded her head up and down.

"Yes, I say, after the way my master has treated me!" the mare exclaimed. "For years I pulled my master's plow through his fields and carried him on my back wherever he traveled. How has he thanked me for all my hard work? Now that I am old, he has driven me from his pasture to find my own food. So go ahead, Snake, have this man for your supper."

"I will soon enough," grinned the snake.

"Not so fast," the man pointed out. "We must still question two other creatures."

Next the snake and the man encountered a skinny old hound who sat licking a meatless bone. The man explained his plight to the hound and asked if the snake had the right to eat him. Right away, the hound howled with bitter laughter.

"Yes, I say, after the way my master has treated me!" the hound exclaimed. "For years I was his loyal hunting companion. But now that I am toothless and nearly blind, my master has replaced me with another dog. All I get to eat are the young hound's cast-aside bones after he has gnawed the meat from them. So go ahead, Snake, have this man for your supper."

Again the snake grinned at the man and said, "I'm even hungrier than before."

Frightened, the man replied, “We must keep to our bargain and question another creature.”

Before long, the snake and the man encountered a fox resting in its den. The man explained his plight to the fox and asked if the snake had the right to eat him. The fox said nothing for a moment as he considered the question carefully. Then the fox declared, “Before I can give you my answer, I must see for myself exactly how the snake was trapped under the rock and how the man set him free.”

So the snake, the man, and the fox returned to the spot where the boulder sat. The snake slithered back under the rock and became stuck there once again.

“Are you certain that you are once again trapped and helpless under the rock in the same way you were before?” the fox called to the snake.

“Yes, very certain,” answered the snake.

“Fine, then,” the fox replied. “There you will stay. That is the fate you deserve for breaking your word to this man who set you free.”

Questions 1–8: Choose the best answer to each question, or write your answer on the lines provided.

1. What was the man doing at the beginning of the story?

- Ⓐ looking for snakes
- Ⓑ walking along a mountain trail
- Ⓒ plowing a field
- Ⓓ hunting foxes with his hound

2. How did the man feel when he first saw the snake under the boulder?

- Ⓐ afraid
- Ⓑ embarrassed
- Ⓒ relieved
- Ⓓ disappointed

Name _____

Date _____

3. How can you tell that this story is a folk tale?

- Ⓐ It takes place in the mountains in a foreign country.
- Ⓑ It includes a description of the setting and dialogue between characters.
- Ⓒ It tells what happens to a man who takes a long journey.
- Ⓓ It has animal characters that talk and act like people.

4. What are two ways that the mare and the hound in this story are alike? (2 points)

5. “I am so hungry that my honor counts for nothing,” laughed the snake as he tightened his hold.”

Which word is an antonym for tightened?

- Ⓐ strengthened
- Ⓑ shifted
- Ⓒ gripped
- Ⓓ loosened

Name _____

Date _____

6. Why did the fox want to see how the snake was trapped under the rock? Use information from the passage to support your answer. (2 points)

7. What lesson does this story teach?

- A No one likes a liar.
- B Patience always pays.
- C It is important to trust others.
- D Growing old can be wonderful.

8. What happens in this story? Write a summary of the story and its main events. (4 points)

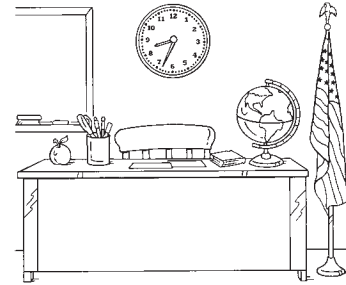
Name _____

Date _____

Directions: Read “The Substitute” and “Starting School.” Then answer questions 1–6.

The Substitute

Our teacher, Ms. Ames, isn’t at her desk
though the clock on the wall says it’s 8:34.
So we’re waiting to hear a substitute’s steps
click-clack down the hall to the classroom door.



We’re anxious to know who’s going to teach us
in place of our gentle and smiling Ms. Ames,
who is always prepared and never short-tempered,
who knows the routine and has learned all our names.

Maybe we’ll have what’s-his-name—you remember?
The one with the glasses and dark, bushy hair,
who gave us ten worksheets to do before recess
and hushed every whisper with a silent glare.

Or maybe Ms. Martin—now she’s not a mean one.
But whenever she subs, our class is a zoo!
Though she tries to keep order, the kids just ignore her.
So she shows us a movie—what else can she do?

Maybe, just maybe, there’s a great substitute,
who can perfectly balance the work and the fun.
If we had a sub who matched that description,
we’d be helpful and calm and get our work done.

Click Clack! At last we hear steps in the hallway,
and twenty-five heads turn to see who’ll walk in.
Then twenty-five sighs of relief fill the classroom.
“I’m sorry I’m late!” Ms. Ames says with a grin.

—Janet Callahan

Starting School

It's the day before the first day of school.
I think about the summer gone by.
I picture a balloon
that floats freely, lightly,
in no particular direction
until it loses all its air.

My brother Max bubbles with energy.
Tomorrow he will go
off to kindergarten.
He's proud to be a big kid
with a backpack and a lunch bag
to carry onto the school bus.

For the hundredth time, he asks me to tell him
what school will be like.
He looks a bit worried now,
so I tell him about snack time.
I mention the see-saw and the slide
and pizza for lunch every Friday.

My brother's troubled face brightens again.
I think about the year ahead.
I picture a rowboat
moving across the water.
Max sits beside me in the boat
and we row steadily together.

—*Janet Callahan*



Questions 1–6: Choose the best answer to each question, or write your answer on the lines provided.

- 1. How does the speaker in “The Substitute” feel about Ms. Ames? Give three details from the poem to support your answer. (4 points)**

- 2. Which of these lines from “The Substitute” contains a metaphor?**

- (A) Or maybe Ms. Martin—now she’s not a mean one.
- (B) But whenever she subs, our class is a zoo!
- (C) Though she tries to keep order, the kids just ignore her.
- (D) So she shows us a movie—what else can she do?

- 3. Which phrase from “The Substitute” helps you imagine a sound?**

- (A) Our teacher, Ms. Ames . . .
- (B) Click-clack down the hall . . .
- (C) The one with the glasses . . .
- (D) . . . ten worksheets to do . . .

Name _____

Date _____

4. In “Starting School,” what does the speaker compare to a balloon that has lost its air?

- Ⓐ a school bus filled with children
- Ⓑ a young boy’s face
- Ⓒ a summer that has ended
- Ⓓ a school playground

5. How do Max’s feelings change in “Starting School”? Explain how Max feels at the beginning, in the middle, and at the end of the poem. (2 points)

6. Explain one way “The Substitute” and “Starting School” are alike and one way they are different. (2 points)

Name _____

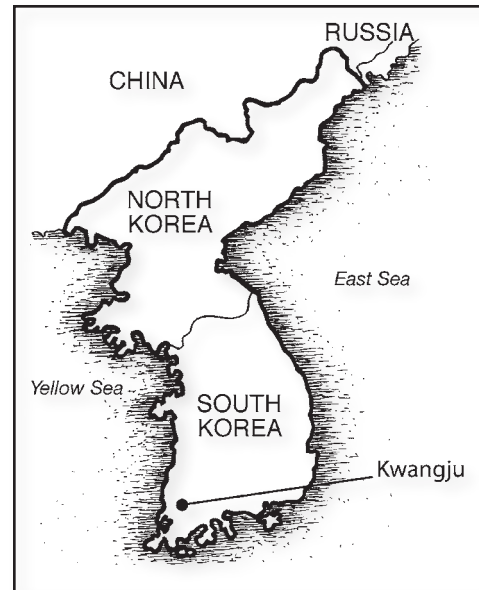
Date _____

Directions: Read the article “Life in Korea.” Then answer questions 1–10.

Life in Korea

Ten-year-old Pak Mi-Sun lives in South Korea near the city of Kwangju. She lives with her family in a house made of wood and stone. Her family is quite large. She has only one brother, named Jang-Ho. But she lives with her parents, her grandmother and grandfather, one uncle, and two aunts. These are members of her “extended” family.

Korea is a fascinating place. It has mountains and beaches. It has forests and hills. It is cold in the winter and hot in the summer. All of Korea used to be one country. But now it is divided. About 22 million people live in North Korea. Almost 50 million people live in South Korea. People in both places share much of the same history. Many come from the same families.



Family Life in Korea

In Korea, most people have two names. The first name is the family name. The second is the person’s name. Most family names have only one syllable, such as Kim, Pak, or Lee. Most personal names have two syllables. For Pak Mi-Sun, “Pak” is the name of her family. Mi-Sun is her first name. Her brother’s full name is Pak Jang-Ho.

In the past, family life in Korea followed strict rules. The father was the head of the family. He had to provide food, clothing, and shelter for the family. He also had to approve any marriages in the family. The oldest son in a family had a special duty to carry on the family name. For this reason, every family wanted to have at least one son. In Mi-Sun’s family, Jang-Ho is the only son. He would carry on the family name.

Today, some of these family traditions are still in effect. But some have changed. For example, many young couples now live by themselves when they marry. They do not live with the extended family. Today, many families have fewer children than in the past. And the role of women in the family has also changed. Many wives and daughters now share the job of providing food and shelter for the family.

Daily Life

Mi-Sun and her family live in a small town. It is in the hills near Kwangju, which is a very busy place. More than one million people live in the city. It is an important travel hub for trains, airplanes, and roads. It is also a center for agriculture and business. It has rice mills, textile mills, and a factory for making automobiles.

Mi-Sun's father and her uncle both work at the auto factory. Her mother works at a rice mill. She helps turn the rice from the fields into rice products you can eat.

Mi-Sun and her brother go to school six days a week. They learn to read and write Korean. They study math and science. They learn about their own country and about other parts of the world.

History

The settlement of Korea began about 4,300 years ago with King Tan-Gun. At that time, people lived in family groups, or clans. According to legend, Tan-Gun was the child of the sun god and a woman from the bear clan. He founded the kingdom of Choson, which means "Land of the Morning Calm." It lasted for many centuries.

After that, people formed city-states in different parts of Korea. These lasted for a few hundred years. Then, in about 668, the kingdom of Silla became strong. It took over the other city-states. It brought all of them together under one government. The kingdom of Silla lasted for a long time. Then other rulers took over, but the kingdom stayed together.

In the 1800s, things began to change. Three other nations all wanted to rule the country. China, Japan, and Russia competed for trade in Korea. They wanted to control its government. But Korea stayed independent until 1910. In that year, Japan invaded and colonized Korea.

Korea was a colony of Japan until the end of World War II in 1945. When Japan lost the war, both the United States and Russia moved into Korea. Each took over a part of the country from Japan. But they could not agree on who would rule Korea. So the two parts of Korea became separate countries: North Korea and South Korea.

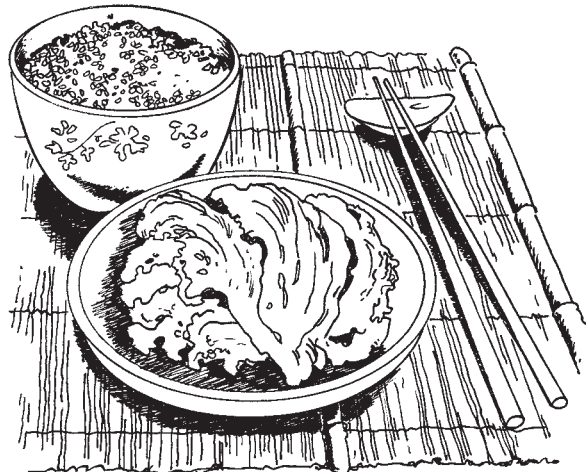
Since 1948, the two Koreas have changed in some ways. In South Korea, the people choose their leaders. They live a life of freedom. In North Korea, the people do not choose their leaders. They have no freedom at all.

South Korea is friendly to the United States and other countries. It is an important trading partner. Americans buy many products made in South Korea, such as cars and TV's. North Korea is not friendly to the United States. It has little trade with other countries.

Korean Culture

Even though Korea is divided, the people of the South and the North have much in common. They speak the same language. They share much of the same culture.

At dinner, for example, most Koreans eat the same foods. Rice is the most important food. People eat rice with greens and vegetables. They may have rice with meat or fish. They also eat seafood and soybeans. But the most popular food in Korea is *kimchi*. It is a spicy salad made from cabbage. In the past, every family made *kimchi* at the beginning of winter. They could not grow vegetables in the winter. So they made enough *kimchi* to last until spring. Today, *kimchi* is served with almost every meal.



Another thing that all Koreans share is the *hanbok*. This is a traditional costume for men and women. It is very colorful and quite beautiful. The men wear special jackets and pants. The women wear special jackets with skirts. Today, many people in South Korea wear Western-style clothing, such as suits and ties. But on special occasions, like a wedding or New Year's Day, they dress in the *hanbok*.

If you have a chance to visit Korea, you may see people dressed in the *hanbok*. You may also get to taste some real *kimchi*. When you meet people in Korea, be sure to bow. That is a sign of respect. And remember to take off your shoes before entering someone's home. Most of the people in Korea are very polite and considerate of others. Visitors should be the same.

Questions 1–10: Choose the best answer to each question, or write your answer on the lines provided.

1. What would be another good title for this article?

- (A) "The Life of Pak Mi-Sun"
- (B) "How to Make *Kimchi*"
- (C) "Korea: A Divided Country"
- (D) "The Kingdom of Tan-Gun"

2. According to the map, the city of Kwangju is closest to —

- (A) the Yellow Sea.
- (B) China.
- (C) the Korean Sea.
- (D) Japan.

3. In the past, who was the head of the family in Korea?

- (A) the mother
- (B) the father
- (C) the grandmother
- (D) the grandfather

Name _____

Date _____

4. How are people's names in Korea different from names in the United States?

- (A) Names in Korea have a lot more syllables.
- (B) Every child in a Korean family has three names.
- (C) In Korean names, the family name comes first.
- (D) All of the people in Korea have the same last name.

5. In the history of Korea, why was the kingdom of Silla important?

- (A) It passed a law saying that everyone had to speak Korean.
- (B) It allowed the people to choose their own leaders.
- (C) It separated the northern and southern parts of Korea.
- (D) It brought the country together under one government.

6. How did Korea become divided into two countries? Summarize the events that happened. (4 points)

7. Read this sentence from the passage.

“In that year, Japan invaded and colonized Korea.”

What is the meaning of colonized in this sentence?

- Ⓐ without a colony
- Ⓑ made into a colony
- Ⓒ like a colony
- Ⓓ one who leads a colony

8. In Korea, people are most likely to dress in the *hanbok* when they are —

- Ⓐ going to work.
- Ⓑ traveling to other countries.
- Ⓒ going to a wedding.
- Ⓓ making spicy cabbage salad.

9. Which sentence states an opinion?

- Ⓐ People eat rice with greens and vegetables.
- Ⓑ They also eat seafood and soybeans.
- Ⓒ The *hanbok* is a traditional costume for men and women.
- Ⓓ It is very colorful and quite beautiful.

10. To find the names of cities in South Korea and where they are located, you should look in —

- Ⓐ an atlas.
- Ⓑ a dictionary.
- Ⓒ a newspaper.
- Ⓓ a thesaurus.

Name _____ Date _____

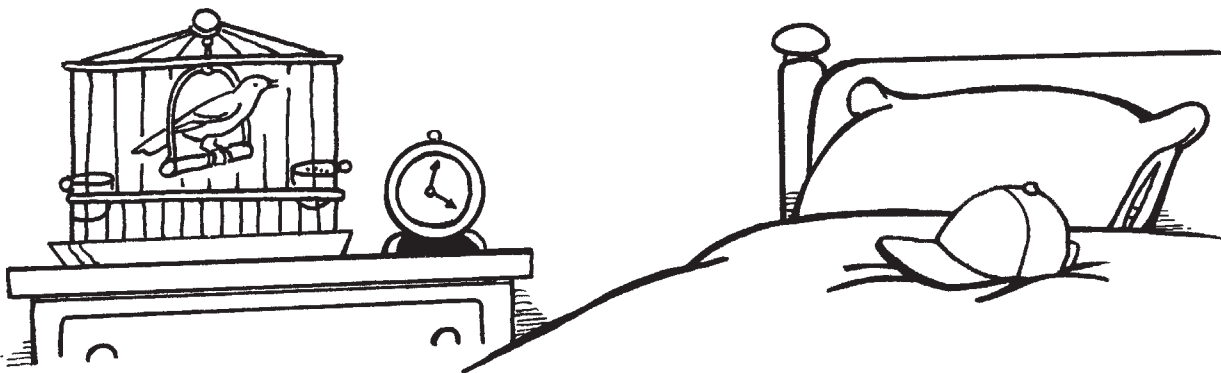
Directions: Read "Surprises." Then answer questions 1–8.

Surprises

For just a few days when he was ten years old, Lin Peng had a pet canary. The lovely yellow bird was a birthday surprise from his mother. She brought the canary into Lin's room on the night before his birthday. While he was sleeping, she placed it on his night table. When Lin woke the next morning, he saw a box-shaped object draped with a blue silk scarf. Lin yanked away the scarf to see what it concealed. The canary, which was a bit startled, chirped and fluttered its wings. Lin gasped with delight.

Lin's mother had chosen the perfect gift. The canary fascinated Lin. He spent hours watching it flit about its cage. He borrowed *Your Pet Canary* from the library and read every page. He fed his pet the finest bird food. He gave it fresh water twice each day. The canary rewarded Lin by singing its beautiful song. Lin was sure he would never grow tired of it.

Still, one thing troubled Lin about the canary. He couldn't help thinking of it as a prisoner in its cage. He saw how much it loved to flutter from perch to perch. The canary would be even happier, Lin decided, if it could fly around inside the house. So one day while his mother was out shopping, Lin lifted the canary from its cage. He put it on his shoulder. "Go ahead," he said encouragingly. "Spread your wings and fly."



The canary sat for a moment and looked around. Then it took off, flying from Lin's shoulder to the sofa and then to a lampshade. After resting there briefly, the canary took off down the hallway toward the kitchen. Lin laughed as he followed. He got to the kitchen just in time to see his mother, her arms filled with grocery bags, struggling to get through the open door.

Lin rushed forward to grab the bags from his mother. "Quick, Mom! Shut the door! Don't let the bird out!" he shouted. But it was too late. The canary flew over their heads and sailed outside. It landed in a bush just a few steps from the door.

As slowly and calmly as he could, Lin crept out the door toward the bush. He reached out with his hands. "Come on, little birdie, come back inside with us," Lin murmured softly.

The canary was almost within his grasp. Then it suddenly soared up high into the hemlock tree and vanished among its feathery branches. Mom soon followed Lin outside, and the two of them stood beneath the tree, hoping to spot the canary. But after almost an hour, they gave up and went inside.

For the next few weeks, Lin kept searching for the canary. Each day after school, he walked around his neighborhood. He scanned the sky, the trees, and the ground, looking for a flash of yellow.

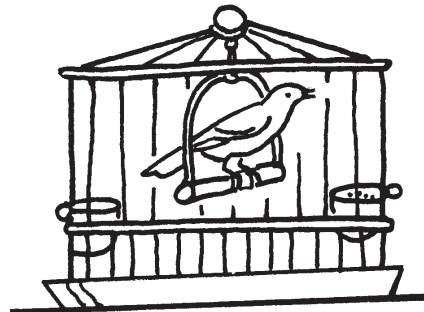
At last the day came when Lin admitted to himself that the bird was gone forever. So he dumped out his piggy bank. He filled his pockets with pennies and set off for the town square on his bike. There he tossed his pennies, one by one, into a fountain. With each toss, he made a wish. He wished aloud that his dear canary had found a good home.

Two years passed. The guilt that Lin felt about losing the canary slowly faded away. In fact, he had almost forgotten about the canary. Then came the day in class when Renda Masud stirred his memories.

In class that day, Ms. Paloma had asked the students to write an essay. It was supposed to tell about an amazing event in their lives. Most of the students had to ponder the topic before they started writing, but Renda began immediately. When it was time for the students to read their essays aloud, Ms. Paloma called on Renda first.

“Two years ago,” Renda began, “the most amazing thing happened to me. I was sitting on our back porch reading a book. Suddenly, out of nowhere, a beautiful canary appeared. It settled on the porch railing. I watched it for a few moments. Then I got up slowly and opened the door to the house. The canary flew inside. That’s how Goldie became my pet.”

Lin’s jaw dropped open. He could hardly believe what he was hearing. Then he thought back to the fountain in the town square. Lin remembered the pennies he had tossed into the water. And he realized that his wish had come true.



Questions 1–8: Choose the best answer to each question, or write your answer on the lines provided.

1. What can you tell about Lin in this story?

- Ⓐ He had wanted a pet canary for a long time.
- Ⓑ He had a habit of losing things.
- Ⓒ He cared a lot about his pet canary.
- Ⓓ He often blamed others for his mistakes.

2. Why did Lin take the canary out of its cage?

- Ⓐ He wanted Renda to have it.
- Ⓑ He hoped to surprise his mother.
- Ⓒ He needed to clean the cage.
- Ⓓ He wanted it to have some freedom.

3. Who is Renda Masud?

- Ⓐ Lin's next-door neighbor
- Ⓑ Lin's classmate
- Ⓒ Lin's best friend
- Ⓓ Lin's teacher

4. Read this sentence from the story.

“Most of the students had to ponder the topic before they started writing, but Renda began immediately.”

What does ponder mean?

- Ⓐ finish
- Ⓑ think about
- Ⓒ forget
- Ⓓ talk about

Name _____

Date _____

- 5. Describe two of the surprises that happen in this story. (2 points)**

- 6. Which words best describe how Lin feels at the end of the story?**

- (A) frightened and angry
- (B) happy and proud
- (C) amazed and relieved
- (D) sad and hopeless

- 7. The author's main purpose in writing "Surprises" is to —**

- (A) persuade people not to keep birds as pets.
- (B) describe how a canary looks and sounds.
- (C) explain how to take care of a canary.
- (D) tell an entertaining story about a boy and his pet.

Name _____

Date _____

8. Complete the story map below using details from "Surprises." (4 points)

Title: "Surprises"	
Main Characters _____ _____	
Where the Action Takes Place	
Beginning: _____ _____	End: _____ _____
Main Problem in the Story _____ _____ _____ _____	
How the Problem Is Solved _____ _____ _____ _____	

Answer Key

Passage 1: Max's Big Adventure

1. D (Identify causes and effects)
2. B (Identify synonyms and antonyms)
3. Response should give two reasons. (2 points) Examples:
 - He wanted to get a snack, or something to eat.
 - He wanted to have an adventure.(Analyze characters' feelings, traits, and motives)
4. A (Recognize literary genres and their characteristics)
5. Response should describe four things Max did, in correct order. (4 points) Examples:
 - He found a hiding place behind the wastebasket.
 - He waited (or listened) to see what the people were going to do.
 - He made a plan (or thought about what to do).
 - He ran to the mouse hole.(Analyze plot)
6. C (Identify theme)

Passage 2: Brave Bessie Coleman

1. A (Draw conclusions)
2. C (Identify sequence of events)
3. D (Analyze text structure and organization)
4. Response should include two appropriate words describing Coleman and supporting evidence from the passage. (2 points) Examples:
 - brave—She did dangerous tricks in her airplane.
 - determined—She did not give up looking for a job or trying to enter flying school.
 - smart—She learned to fly; she taught herself to read.(Evaluate evidence or information and make judgments)
5. A (Identify main idea and supporting details)
6. B (Choose reference sources to locate information)

Passage 3: Plants and People

1. D (Distinguish fact and opinion)
2. C (Identify causes and effects)
3. A (Evaluate author's purpose and point of view)
4. Response should describe at least two ways. (2 points) Examples:
 - Plants produce oxygen, take in carbon dioxide, add moisture to dry indoor air, and remove harmful chemicals from the air.(Identify main idea and supporting details)
5. A (Make inferences)
6. D (Evaluate author's purpose and point of view)

Passage 4: The Clever Little Tailor

1. D (Analyze plot)
2. C (Use context clues to determine word meaning)
3. B (Draw conclusions)
4. A (Analyze characters' feelings, traits, and motives)
5. Response should describe four tricks, who was tricked, and how the trick worked. (4 points)
 - Squeezing a stone until milk came out; The giant; The tailor squeezed cheese instead of a stone.
 - Throwing a stone into the sky so high it would not fall back to earth; The giant; The tailor threw a bird instead of a stone.
 - Carrying a tree with the giant; The giant; The tailor just pretended to carry the tree, but he was really letting the giant do all the work.
 - Getting the two ogres angry at each other; The two ogres; The tailor dropped stones from above, and each ogre thought the other one was hitting him.(Analyze plot)
6. D (Interpret figurative language, including idioms)
7. A (Recognize literary genres and their characteristics)
8. Response should include two ways the tailor's life changed. (2 points) Examples:
 - The tailor's life was no longer quiet.
 - He gave up his job as a tailor and became a king.
 - He moved to a different place.(Compare and contrast information and ideas)

Passage 5: Petrified Forest National Park

1. C (Identify main idea and supporting details)
2. Response should include four details from the passage that support the main idea. (4 points) Examples:
 - You can see colorful petrified trees, the Painted Desert, animals, or petroglyphs.
 - You can find fossils.
 - You can visit a museum.
 - You can go hiking.(Identify main idea and supporting details)
3. B (Identify sequence of events)
4. Response should include two details. (2 points) Examples:
 - They are stone.
 - They are brightly colored.
 - They are not wood.
 - They are not living.(Compare and contrast information and ideas)
5. D (Distinguish fact and opinion)
6. B (Use knowledge of root words and affixes to determine word meaning)
7. D (Use text features to gather information)
8. A (Choose reference sources to locate information)

Passage 6: Missy Gerstein: Mystery Girl

1. C (Recognize literary genres and their characteristics)
2. B (Identify narrative point of view)
3. D (Identify sequence of events)
4. Response should tell at least four things Missy did. (4 points) Examples:
 - She made a list of things to do.
 - She searched the house and talked to the neighbors.
 - She looked in trees and made signs.
 - The next morning, she reviewed her list and thought of Kim.
 - Then she checked Kim's house and found the cat.(Summarize)
5. A (Identify synonyms and antonyms)

6. Response should include two details. (2 points)
 - Missy could get into Kim’s house because she had the key.
 - She had the key to Kim’s house because she was supposed to water the plants.(Make inferences)
7. A (Make predictions)
8. C (Evaluate author’s purpose and point of view)

Passage 7: Insect Invasion

1. B (Identify main ideas and supporting details)
2. C (Use knowledge of root words and affixes to determine word meaning)
3. D (Distinguish fact and opinion)
4. A (Evaluate evidence or information and make judgments)
5. Response should include two reasons. (2 points) Examples:
 - The adult cicadas appear all at once, and everything is covered with them.
 - They also make an incredibly loud sound that never lets up.(Summarize information)
6. B (Analyze text structure and organization)
7. D (Evaluate author’s purpose and point of view)
8. Response should name the stages and include at least one detail per stage. (4 points) Examples:

Stage 1: Egg

Details: The female cicada lays up to 600 eggs.
The eggs are laid in a nest in a tree branch.

Stage 2: Nymph

Details: Nymphs hatch from the eggs in about seven weeks.
The nymphs burrow into the ground and stay there for 17 years.

Stage 3: Adult

Details: The nymph crawls out of the ground.
An adult cicada emerges from the outer skin of the nymph.
The adults live about 30 days and die soon after mating.

(Identify sequence of events)

Passage 8: Westward on the Oregon Trail

1. B (Identify main idea and supporting details)
2. C (Use context clues to determine word meaning)
3. D (Identify causes and effects)
4. D (Evaluate evidence or information and make judgments)
5. Responses should include two ways the pioneers crossed rivers. (2 points) Examples:
 - For deep rivers, they built flat boats and ferried their wagons across.
 - For shallow rivers, the mules or oxen pulled the wagons across.(Identify main idea and supporting details)
6. A (Summarize information)
7. Response should include two details. (2 points) Examples:
 - The cross-country railroad was completed in 1869.
 - After that, people who moved west traveled by train rather than wagon, which was much longer and more dangerous.(Draw conclusions)

Passage 9: Block City

1. A (Analyze plot)
2. C (Identify narrative point of view)
3. D (Identify setting)
4. Response should include two details. (2 points) Examples:
 - The speaker arranges the blocks to make an imaginary city.
 - He or she pretends that the sofa is a mountain range and the carpet is the sea surrounding the city.(Interpret figurative language, including idioms)
5. B (Use context clues to determine word meaning)
6. B (Recognize literary genres and their characteristics)
7. D (Make inferences)

Passage 10: Watermelon War

1. D (Identify setting)
2. C (Analyze characters' feelings, traits, and motives)

3. Response should include two events. (2 points) Examples:
 - Chet buys some watermelon seeds.
 - He digs up the soil in his yard.
 - He makes a garden.
 - He plants the seeds.(Identify sequence of events)
4. B (Use context clues to determine word meaning)
5. Response should include two details. (2 points) Examples:
 - A gust of wind snapped a large branch off a tree.
 - The branch fell on the watermelon patch and flattened the melons.(Identify causes and effects)
6. B (Make predictions)
7. Response should describe how Chet changes and include at least three details from the story. (4 points) Examples:
 - In the beginning, Chet does not care about gardening. He just wants some salsa.
 - In the middle, he seems greedy because he wants to win the contest by himself and not share the prize money with Lou.
 - At the end, he seems generous since sharing his melon with Lou is more important than winning the contest.(Analyze characters' feelings, traits, and motives)
8. A (Evaluate author's purpose and point of view)

Passage 11: Rachel Carson

1. D (Recognize literary genres and their characteristics)
2. B (Identify main idea and supporting details)
3. Response should include two details. (2 points) Examples:
 - Rachel probably felt excited that her story was accepted.
 - She probably felt encouraged or more confident about being a writer.(Make inferences)
4. A (Interpret figurative language, including idioms)
5. D (Distinguish fact and opinion)
6. C (Use context clues to determine word meaning)
7. B (Identify sequence of events)

8. Response should include two or three problems and one or two solutions. (4 points) Examples:
- Problems caused by insects: Insects ate farmers' crops. Mosquitoes bothered people.
 - Problems caused by pesticides: Pesticides killed helpful insects. Pesticides killed birds and other small animals.
 - Solutions: New laws cut down on pesticide use. Scientists looked for safer ways to control insects.
- (Analyze text structure and organization: problem-solution)
9. Response should name one of Carson's books and give supporting evidence. (2 points) Example:
- *Silent Spring* was Carson's most important book because it helped warn people about the dangers of pesticides and change the way they were used.
- (Evaluate evidence or information and make judgments)
10. C (Evaluate author's purpose and point of view)

Passage 12: Where Giants Once Roamed

1. A (Summarize information)
2. B (Distinguish fact and opinion)
3. D (Identify cause and effect)
4. Response should include two details. (2 points)
- The biggest plant-eating dinosaur was the Puertasaurus reuili.
 - It was 115–131 feet long.
- (Use text features and graphic features to gather information)
5. B (Compare and contrast information and ideas)
6. A (Use context clues to determine word meaning)
7. D (Identify main idea and supporting details)
8. D (Use knowledge of root words and affixes to determine word meaning)
9. C (Choose reference sources to locate information)
10. Response should indicate “yes” or “no” and give at least two supporting details from the passage. (2 points) Example:
- Yes, since Patagonia was a perfect place for prehistoric life, and the biggest dinosaurs ever found were discovered there.
- (Evaluate evidence or information and make judgments)

Passage 13: The Man, the Snake, and the Fox

1. B (Analyze plot)
2. A (Analyze characters' feelings, traits, and motives)
3. D (Recognize literary genres and their characteristics)
4. Response should give two ways they are alike. (2 points) Examples:
 - Both have been mistreated by their masters.
 - Both have been cast aside as old and useless.
 - Both think the snake should eat the man.(Compare and contrast information and ideas)
5. D (Identify synonyms and antonyms)
6. Response should include two details. (2 points) Examples:
 - The fox had already decided to help the man escape from the snake.
 - He asked to see how the snake was trapped under the rock so that he could trap it there again.(Draw conclusions)
7. A (Identify theme)
8. Response should provide a reasonably complete summary of the story with at least four events. (4 points) Example:
 - A man walking in the mountains frees a snake from under a boulder. The snake grabs the man and plans to eat him. An old mare and a hound encourage the snake to do so. But a fox helps the man escape by trapping the snake again under the rock.(Summarize information)

Passage 14: "The Substitute" and "Starting School"

1. Response should include a description of how the speaker feels and give at least three supporting details from the poem. (4 points) Examples:
 - The speaker likes Ms. Ames.
 - The speaker says that Ms. Ames is gentle and smiling; she is always prepared; she is never short-tempered. The students are all relieved when she enters the room.(Analyze characters' feelings, traits, and motives)
2. B (Interpret figurative language, including idioms)
3. B (Recognize literary devices)
4. C (Recognize literary devices)

5. Response should include at least two descriptions. (2 points)

Examples:

- In the beginning, Max feels excited.
- In the middle, he feels nervous or worried.
- At the end, he feels reassured.

(Draw conclusions)

6. Response should include at least one similarity and one difference. (2 points) Examples:

- Similarities: Both poems are about school. Both are told from a child's or student's point of view.
- Differences: "The Substitute" is funny, but "Starting School" is more serious. "The Substitute" focuses on a teacher; "Starting School" focuses on a little boy.

(Compare and contrast information and ideas)

Passage 15: Life in Korea

1. C (Identify main idea and supporting details)
2. A (Use text features and graphic features to gather information)
3. B (Identify main idea and supporting details)
4. C (Compare and contrast information and ideas)
5. D (Evaluate evidence or information and make judgments)
6. Response should include four details. (4 points) Examples:
 - Japan took over Korea (in 1910).
 - Japan was defeated in WWII.
 - The U.S. and Russia took over parts of Korea from Japan.
 - Those two parts became separate countries.(Summarize information)
7. B (Use knowledge of root words and affixes to determine meaning)
8. C (Draw conclusions)
9. D (Distinguish fact and opinion)
10. A (Choose reference sources to locate information)

Passage 16: Surprises

1. C (Analyze characters' feelings, traits, and motives)
2. D (Identify causes and effects)
3. B (Make inferences)
4. B (Use context clues to determine word meaning)
5. Response should describe at least two surprises in the story. (2 points)
Examples:

- Lin is surprised when his mother gives him a canary.
- Lin is surprised when his mother opens the door and his canary escapes.
- Renda is surprised when a canary flies into her house.
- Lin is surprised when he hears that his canary now belongs to Renda.

(Summarize information)

6. C (Analyze characters' feelings, traits, and motives)
7. D (Evaluate author's purpose and point of view)
8. Response should identify all of the main characters and the settings, and include at least two main events (the problem and the solution). (4 points)

- Main Characters—Lin, his mother, and Renda
- Where the Action Takes Place—Beginning: Lin's house; End: school classroom
- Main Problem in the Story—Lin's canary escapes from his house. Though he searches for weeks, he never finds it. He makes a wish that the canary has found a good home.
- How the Problem Is Solved—In English class, Renda reads an essay describing how a canary flew into her house one day, around the time Lin's canary escaped. The canary has been Renda's pet ever since.

(Analyze plot)

Student Scoring Record

Student Name _____ Grade _____

Teacher Name _____ Class _____

Directions: Write the total number of points the student earned on each passage. To calculate the percent score, divide the number of points earned by the total number of points. Then multiply by 100. For example, a student who earns 6 out of 8 points has a score of 75% ($6 \div 8 = 0.75 \times 100 = 75\%$).

Passages	Number of Points/Total	Percent (%)
1. Max's Big Adventure	10	
2. Brave Bessie Coleman	7	
3. Plants and People	7	
4. The Clever Little Tailor	12	
5. Petrified Forest National Park	12	
6. Missy Gerstein: Mystery Girl	12	
7. Insect Invasion	12	
8. Westward on the Oregon Trail	9	
9. "Block City"	8	
10. Watermelon War	13	
11. Rachel Carson	15	
12. Where Giants Once Roamed	12	
13. The Man, the Snake, and the Fox	13	
14. "The Substitute" and "Starting School"	11	
15. Life in Korea	13	
16. Surprises	12	