

FIFTH GRADE

MCA READING RESOURCES

The following resources are provided to parents and teachers as possible resources to help develop skills that will be a part of the MCA reading test. The resources are also available at the Pearson Parent Access website. More specific information about what skills individual students may need to work on is available by entering the learning locator from OLPA test scores.

Character and Visualizing

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

A Hoop, a Game Show, and a Good Idea

“I know you’ll find a way to help me out, Desirée,” said Desi’s mother as she turned back to the work on her desk. When Mom spoke in that tone of voice, Desi knew she meant what she said. Her mother, she knew, had a deadline to meet with her publisher, and she couldn’t stop working until their relatives actually arrived in an hour. But how was Desi to entertain her four little cousins on a rainy day?

Desi surveyed her cluttered room. A huge, striped hoop, five dusty sneakers, and colorful scarves sat in one corner. Wads of crumpled paper crowded her wastebasket, like so much popcorn, and her closet and shelves overflowed with toys and books. Old prizes from parties—cheap plastic rings, whistles, and so on—looked like crickets escaping from the tipped box nearby. An old box of cards with trivia questions and answers had spilled like a waterfall onto the carpet. Only her compact discs were carefully arranged on her desk by the CD player, like soldiers lined up for inspection. It was the one corner of the room Desi always kept neat, dusted, and organized.

“Maybe I can make an obstacle course in the basement,” thought Desi. “The hoop, scarves, and shoes will be handy for that. The plastic prizes will be useful too, but I’ll also need a timer.” Surely Desi could find one in an old game box! Now, how could she use those worn-out trivia cards? “Hmmm. I’ll set up my room as a TV game show. The kids can answer trivia questions and win play money. Perfect, but I’d better get busy! They’ll be here in an hour!”

1. Desi’s thoughts show that she is—
 - A. puzzled by her mother’s request.
 - B. good at solving problems.
 - C. easily upset by a change of plans.
 - D. a constant complainer.
2. Desi’s CDs are neatly arranged because—
 - F. she likes to keep her room neat.
 - G. she likes loud music.
 - H. the CDs are important to her.
 - J. her mother likes to see things neat and orderly.
3. The word *crickets* is used to describe how—
 - A. bugs could be heard outside.
 - B. the plastic prizes were all one color.
 - C. the prizes jumped around the room.
 - D. the prizes were scattered about.
4. The CDs were compared to soldiers to show—
 - F. how much Desi likes toy soldiers.
 - G. how neat and orderly they were.
 - H. the kinds of music recorded on them.
 - J. the similarity of their cover designs.
5. In the next hour, Desi will probably—
 - A. set up games for her cousins.
 - B. make lunch for her cousins.
 - C. reorganize her CD collection.
 - D. help her mom with her work.



Notes for Home: Your child identified a character’s traits and visualized the setting based on images from a passage. **Home Activity:** Take turns describing the bedrooms or favorite rooms of family members. Discuss how each room reveals something about that person.

Predicting

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

The Humble Princess

As the two knights entered the inn, they stopped short in the doorway. A ragged young woman was scrubbing the table. She looked up at the sight of the knights and spoke in a soft and sweet voice: "Please come and sit down. Come in and hear my story." The knights sat down. If this woman were in trouble, they were ready to help.

"Once I was a princess," began the woman. "I was beautiful to look at, but I wasn't nice. My parents spoiled me. They gave me everything I wanted, and it only made me greedy for more toys and more gowns. Soon I was famous for my rudeness and selfishness. I was very unkind to my servants. I never thought about their feelings at all.

"Hoping I could learn better manners, my parents went to my wise old uncle for advice. After some thought, he said, 'Make her wear old clothes and work for a living. That way, she will learn to put other people first and stop thinking so much about herself. Let her come back to you in two years. I think by then she will have learned her lesson.'

"They sent me away as he suggested. I have done all kinds of work and traveled many miles. I have learned my lesson! The two years are up and my parents expect me to return. May I ask you to take me back to the palace?"

The knights looked at one another, then the Red Knight spoke. "Your highness, we will! But we must first continue our search for the lost prince of our Kingdom. Will you help us?"

1. The princess used to be—
 - A. humble.
 - B. ugly.
 - C. rude.
 - D. a liar.
2. The princess's punishment is fitting because—
 - F. she wants to be a servant.
 - G. her parents are disappointed.
 - H. her uncle hates her.
 - J. she treated her servants badly.
3. Stories of this kind usually—
 - A. are in rhyme.
 - B. have lots of jokes.
 - C. describe characters who get away with bad behavior.
 - D. end happily.
4. How will the princess answer the Red Knight?
 - F. She will help him.
 - G. She will refuse to help him.
 - H. She will remain a servant.
 - J. She will lead him straight to the lost prince.
5. When the princess's parents see her again, they will be—
 - A. pleased.
 - B. disappointed.
 - C. angry.
 - D. upset.



Notes for Home: Your child read a story and predicted what would happen next. **Home Activity:** Watch a TV show with your child. At a break, challenge her or him to predict what will happen next. Compare your child's prediction with what actually happens.

Compare and Contrast/ Text Structure

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

Two Peas in a Pod

Neil and Nancy are brother and sister, but you wouldn't know it to look at them. Neil's face is serious. His eyes seem to see all the way into your thoughts. He is not especially tall, but broad-shouldered and strongly built. In contrast, Nancy is very tall and slender, with long arms and legs. Her eyes always twinkle. When you hear her laugh, you have to laugh too!

Underneath the surface, though, they are as alike as identical twins. When they make up their minds to do something, nothing stops them. They have different talents and interests, but similar ways of doing things.

All through the fall and winter, Nancy practiced daily to break the school's sprint racing record. Rain or shine, Nancy was out on the track, working to run faster each week. She competed with herself as much as with other runners. When the spring track meet was held, Nancy was the fastest runner on her team.

Neil was in charge of designing and building the sets for the December class play. Even when his crew all came down with the flu and he was on his own, Neil didn't give up. He got some friends to help, and he worked late into the night for several days to finish the sets on time. When the play was performed, everyone praised his work.

In their different ways, Nancy and Neil show the value of staying focused. Brother and sister work hard to achieve their goals.

1. Nancy and Neil—
 - A. are alike inside and out.
 - B. look like brother and sister.
 - C. don't act alike.
 - D. don't look alike.
2. Neil and Nancy are both—
 - F. hard-working.
 - G. talkative.
 - H. unfocused.
 - J. solemn.
3. Neil and Nancy—
 - A. never have setbacks.
 - B. work hard to get what they want.
 - C. change their goals when problems arise.
 - D. focus only on their setbacks.
4. The title and the second paragraph tell that Nancy and Neil—
 - F. are very similar, despite appearances.
 - G. are identical twins.
 - H. make up their minds easily.
 - J. are more different than alike.
5. The passage is organized to show how Neil and Nancy are—
 - A. related.
 - B. different.
 - C. alike.
 - D. different in some ways and similar in other ways.



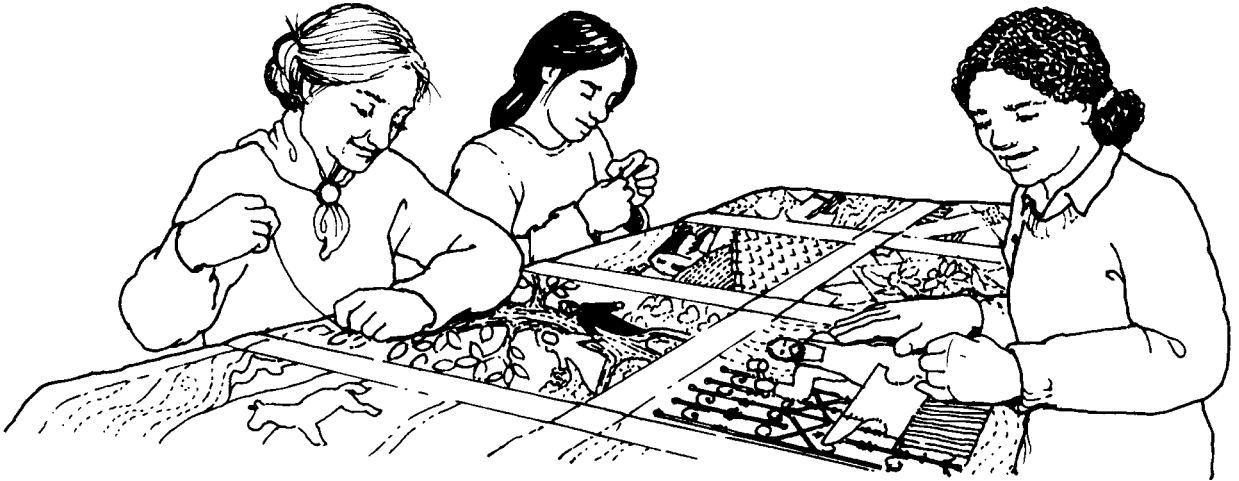
Notes for Home: Your child has read a story, compared and contrasted characters, and described the story's organization. **Home Activity:** Read a short story to your child. Challenge him or her to identify similarities and differences among the characters.

Name _____

Pictures and Captions

Pictures and captions can provide information about the characters and events in a story or information about the subject in nonfiction writing.

Directions: Use the picture and the caption to answer the questions that follow.



Quilt-making is a popular form of American folk art. Historically, quilting served as a way for women to get together in a “quilting bee.” A quilt is generally made from a series of cloth patches sewn together to form a design. Story quilts include images that tell a story.

1. What does the picture show? _____

2. What is a quilting bee? _____

3. How is a quilt generally constructed? _____

4. How are “story quilts” different from other quilts? _____

5. Would this picture and caption be useful for a research essay on American folk art? Explain.

Name _____

Directions: Study the picture and caption from a story. Then answer the questions that follow.



John Thomas worked hard into the night. He could picture the snake in his mind and wouldn't rest until he got it right.

6. What do you learn about the character from looking at the picture? _____

7. What do you learn about the character from reading the caption? _____

8. Use what you have learned about the character to write your own caption for the picture.

9. How can you use a picture and a caption to draw conclusions about a character?

10. Why is it important to read captions carefully? _____



Notes for Home: Your child answered questions about pictures and captions. **Home Activity:** Look through a magazine or nonfiction book with your child to find pictures with captions. Discuss what you learn from these pictures and captions.

Take Notes/Highlight

Taking notes about or **highlighting** key information in a text can help you understand and remember the text better. It can also help you organize information to study for a test or to include in a research report. There is no one right way to take notes. You might make a list, an outline, a story map, a word web, a table, or write a summary. When you highlight, you can circle, underline, or mark with special pens the important details in what you have read.

Directions: Read the passage and then read the questions that follow. Highlight details in the passage that will help you answer the questions, and then answer the questions.

Music has been around for thousands of years—perhaps as long as 30,000 years. Archaeologists—scientists who research and study objects from long ago—have found musical instruments that date back this long. In fact, it is possible that making music may even have developed before people learned to talk. It is believed that early music was used for religious purposes, as well as for entertainment, dance, and telling stories. Most cultures have developed musical instruments and specific musical traditions and styles.

In Europe, the first songs were really simple chants. Dots were written down, above or below a line, to remind the singer if the next note was higher or lower. It was not until the 1700s that the tradition of writing music notes on lined paper was developed.

In China, writings have been found dating back over 2500 years that refer to musical performances. In fact, much of the music in some cultures is

the same today as it was centuries ago. The Japanese *gagaku* of the 8th century is a style of music that still exists today. The Chinese *guenzhen* of the 16th century is another style that can still be heard today in its original form. In fact, much of the music that we listen to today has components picked up from classical pieces of centuries before.

The many cultures of Africa also have a rich musical history. Traditionally, African music has been associated with drums, but it has also included a variety of instruments, such as bells, rattles, gongs, and even xylophones. A guitar-like instrument, called the *lamellaphone*, or “thumb piano” is made up of metal or bamboo strips strung across a board or box. The strips are plucked with the fingers. These rhythmic instruments give African music a sound of its own.



Name _____

Tyree's Song

1. Which specific continents or countries are discussed in the article? _____

2. How long ago were some of the earliest musical instruments made?

3. For what purposes has music been used? _____

4. Which facts would be useful in a report about written music? _____

5. What are two styles of Asian music that can still be heard today? _____

6. What are the names of the instruments that are used in African music?

7. How is this article organized? _____

8. Suppose you wanted to make a table to organize the information in this passage. Describe what your table might look like. What heads might your table have?

9. When you take notes, why is it important to write the names of the sources you have read?

10. Why is it important to think about your questions of inquiry before you begin taking notes?



Notes for Home: Your child read a nonfiction passage and highlighted key details to help him or her answer questions about it. **Home Activity:** Read a magazine or newspaper article with your child. Ask your child to highlight or take notes about important details in the article.

Research and Study Skills: Take Notes/Highlight

Interpret Information/Draw Conclusions

To interpret information and draw conclusions about it, you need to decide what the information means and whether it suits your research purposes.

Directions: Read the passage. Next, complete the web by telling what you learned from reading the passage. Then answer the questions that follow the web.

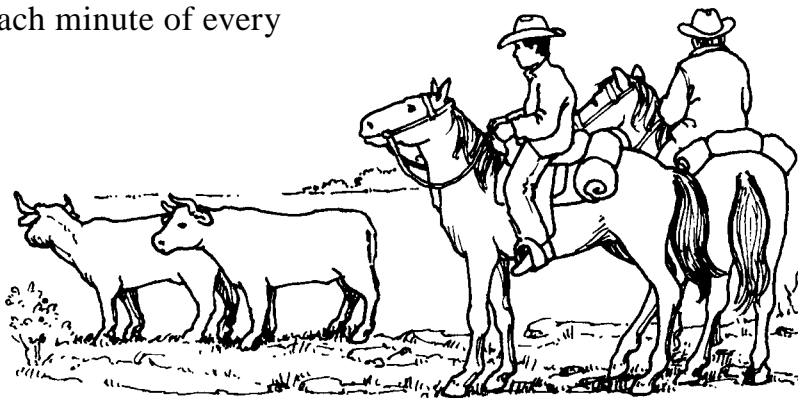
The True Life of the Cowboy

Imagine working up to 20 hours a day in grueling weather with unpredictable animals. Now imagine you only got paid about \$25 to \$40 a month! Even back then, this wasn't a lot of money. This was what a cowboy's life was really like.

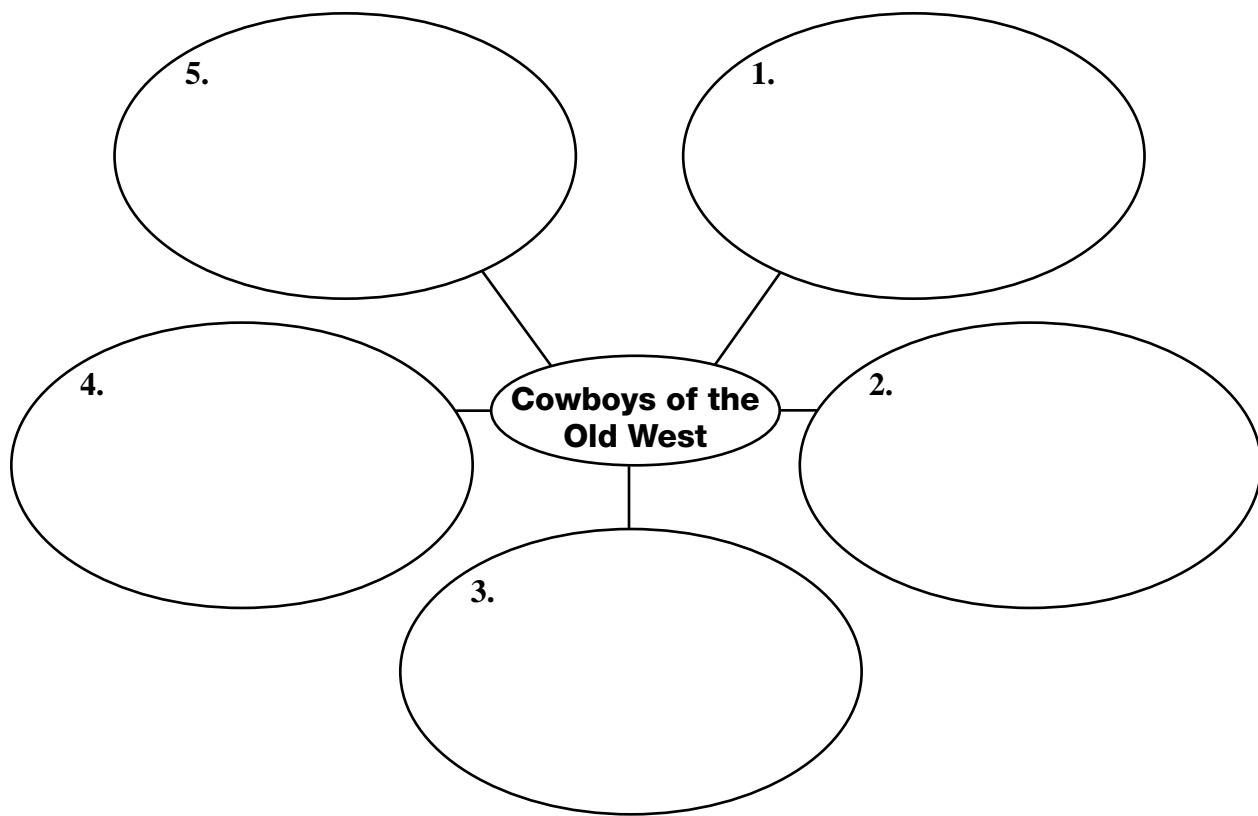
Cowboys have become almost legendary in American history as bold, heroic figures who led glamorous lives in the Old West. However, the cowboy's life was anything but glamorous. Besides being poorly paid, the work they did was very strenuous and very difficult, not to mention dirty and dangerous. A cowboy's job was to take a herd of cattle from one place to another, usually from Texas into either Kansas, Nebraska, or Wyoming. Each minute of every

hour of every day cowboys needed to stay constantly alert in order to avoid disaster. They had to guard the cattle from predators—both animal and human. They also had to prevent, if possible, cattle stampedes. They had to round up any stray cattle, as well as take care of the ones already in their possession.

The era of the cowboy spanned about 25 years from 1865–1890. With the expansion of the railroad, these underpaid workers were no longer needed to do long cattle drives. However, “cowboys” continue to live on through the many western stories written about them and the TV shows and movies made about them.



Name _____



6. Does the passage contain mostly statements of fact or opinion? _____

7. What is the main idea of the passage? _____

8. Why were cowboys not needed for cattle drives after the expansion of the railroad? _____

9. Would the information in this passage be useful for a research report on the work that cowboys did? Explain. _____

10. Would the information in this passage help you answer the question: "What is life like for cowboys on ranches today?" Explain. _____



Notes for Home Your child read a nonfiction passage, interpreted information in it, and drew conclusions about it. **Home Activity:** Challenge your child to read a newspaper article and tell you the main idea of the article.

Research and Study Skills: Interpret Information/Draw Conclusions

Cause and Effect

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

The Monster, the Maze, and the Fall

King Minos of Crete asked the architect Daedalus to build a maze. The maze was to be a prison for the Minotaur, a fierce monster who was half human and half bull. Minos wanted a maze from which the monster would never be able to escape. Daedalus created a maze, so full of twists and turns that the Minotaur could never find his way out.

Minos' daughter Ariadne had fallen in love with the hero Theseus. When Minos threatened to feed Theseus to the Minotaur, Ariadne thought of a way to save his life. She told Theseus to fasten a thread to the maze's entrance. If he kept hold of the thread's other end, he would be able to find his way out. Theseus killed the Minotaur and escaped from the maze.

King Minos was so angry about Theseus's escape that he imprisoned Daedalus and his son Icarus in a tower. Daedalus made wings of wood, wax, and feathers for himself and his son so that they could fly away from their prison. Daedalus warned Icarus not to fly too close to the sun. If the wax melted, the feathers would fall from the frames.

Icarus enjoyed flying so much that he forgot his father's warning. He flew too close to the sun. The wax on his wings melted, and he fell into the sea. Grief-stricken, Daedalus recovered his son's body and buried it on a nearby island.

1. The Minotaur cannot escape because—
 - A. the maze is too complicated.
 - B. it is part animal.
 - C. it will be killed if it escapes.
 - D. Ariadne refuses to help it.

2. Because Daedalus is an excellent architect—
 - F. he is put in prison.
 - G. he traps King Minos.
 - H. he is asked by the King to build a flying machine.
 - J. he is asked by the King to build an escape-proof maze.
3. Thanks to the help of Ariadne—
 - A. Icarus escapes.
 - B. Daedalus escapes.
 - C. Theseus escapes.
 - D. King Minos kills Theseus.
4. Daedalus makes wings in order to—
 - F. escape the tower.
 - G. teach his son to fly.
 - H. kill the monster.
 - J. challenge the king.
5. Icarus is killed because—
 - A. he flies into the sea.
 - B. he forgets his father's warning.
 - C. the wings don't work very well.
 - D. the king is angry with him.



Notes for Home: Your child read a story and identified the causes and effects of its events.

Home Activity: Read a myth or folk tale with your child. Encourage him or her to tell what happens in the story (effects) and why these events happen (causes).

Graphic Sources and Steps in a Process

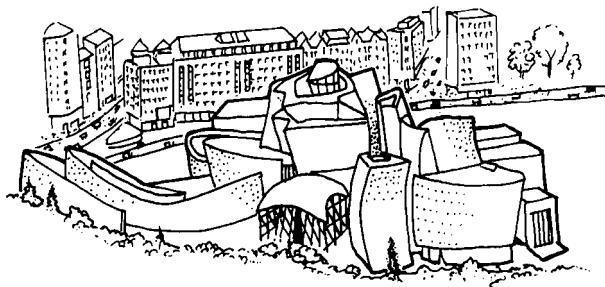
Directions: Read the passage and look at the picture. Then read each question about the passage and picture. Choose the best answer to each question. Mark the letter for the answer you have chosen.

Building a Flower

Imagine a “Metallic Flower” rising into the sky in a field of old factories. Such a flower has grown into a reality in the form of Frank Gehry’s Guggenheim Museum in Bilbao, Spain. The building’s most striking feature is an immense roof constructed of curving, twisting metal that reminds people of a flower.

This building is a result of a process that began with an international competition. The competition invited leading architects to design a building that would blend with the Bilbao skyline and be different from all other buildings in the world. While Frank Gehry’s winning design reminds some people of the unusual shape of New York City’s Guggenheim Museum, it has elements all its own.

The roof’s unusual sculpted curving shape required careful planning. First, Mr. Gehry built a wood and paper model of the museum. Next, he entered mathematical data about the curves of the model’s walls and roof into a computer. Mr. Gehry said afterwards that the computer was essential to turning his designs into reality.



Roof of Guggenheim Museum in Bilbao, Spain

- The first step in building the museum was to—
 - invite Frank Gehry to design it.
 - build the roof.
 - use a computer to begin the design.
 - hold an international competition.
- The picture helps you understand—
 - the shape of the roof.
 - the location of the museum.
 - how the computer software works.
 - how Gehry’s design was different from other designs.
- Which picture would be of further help in understanding the article?
 - a portrait of Frank Gehry
 - a portrait of Solomon R. Guggenheim
 - a picture of the Guggenheim Museum in New York City
 - a picture of the city of Bilbao
- What was the first step in moving from the design on paper to the actual building?
 - looking at the Guggenheim Museum in New York
 - assigning the job to Frank Gehry
 - entering mathematical data about the curves of the walls and roof
 - building a model of the design
- Before Mr. Gehry was able to use the computer for help, he had to—
 - win the competition.
 - enter mathematical data about the curve of the roof and walls into the computer.
 - invent a new computer program.
 - name the roof “Metallic Flower.”



Notes for Home: Your child analyzed a passage and a picture and identified the steps in a process. **Home Activity:** Describe a house or a room to your child. Encourage him or her to draw a picture of the house or room, based on your description.

Paraphrasing

Directions: Read the passage. Then read each question about the passage.

Choose the best answer to each question. Mark the letter for the answer you have chosen.

The Time Machine

For centuries, people have been fascinated by the idea of time travel. Many stories from past centuries are about this concept.

Before people thought about traveling in space, they used the idea of an enchanted sleep as a way to get a person from one time period to another. In the French fairy tale “Sleeping Beauty,” princess Briar Rose pricks her finger on a spindle and falls asleep. Generations pass. The prince who finally awakens her was born over a century after Briar Rose—and yet they seem to be about the same age!

A *Connecticut Yankee in King Arthur’s Court* is a funny 19th century story of time travel by Mark Twain. In this story, an ordinary young man is knocked unconscious in a fight and awakens in Camelot in the year 528. His knowledge of everyday modern objects like forks and bicycles cause Arthur’s knights and ladies to marvel.

More recent time-travel stories have involved complicated machines that literally transport people through time. In the popular film *Back to the Future*, a high school student suddenly finds himself going to class with his own mother and father. In the film, the time travel machine uses radioactive materials, lightning, and garbage as sources of fuel.

1. Which of the following is a paraphrase of the article’s main idea?
 - A. Time travel has been a popular subject of stories for centuries.
 - B. Some time machines need lightning to travel.
 - C. An enchanted sleep is one way of traveling through time.
 - D. A Yankee once traveled to Camelot.

2. Which of the following best paraphrases the main idea of the second paragraph?
 - F. Briar Rose pricks her finger and falls asleep.
 - G. Many young men want to wake her up.
 - H. The prince is 100 years younger than Briar Rose.
 - J. In old stories, people travel through time by sleeping through it.
3. Which of the following best paraphrases the main idea of the third paragraph?
 - A. The Yankee tells Arthur about forks.
 - B. Mark Twain wrote a funny story about time travel.
 - C. In the year 528, Arthur was king of Great Britain.
 - D. Everyone in Camelot learns how to ride a bicycle.
4. Which of the following best paraphrases the main idea of the last paragraph?
 - F. Recent time-travel stories use complicated machines to transport people through time.
 - G. Characters no longer sleep through time anymore.
 - H. *Back To The Future* was a popular film about time travel.
 - J. Time machines can let you meet your parents as teenagers.
5. Which of the following is **not** a paraphrase of something in the article?
 - A. Time-travel stories are popular.
 - B. One day, a young American wakes up in King Arthur’s court.
 - C. Rip Van Winkle sleeps for many years.
 - D. Briar Rose falls asleep when she pricks her finger.



Notes for Home: Your child read a passage and identified paraphrases of statements in the passage. **Home Activity:** Tell your child a story about time travel. Have your child retell the story in his or her own words.

Character

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

The Lonely Critic

Anne and Teresa smiled and laughed as they left the movie theater. Joe walked close behind them. He had a serious expression as he rushed to keep up with Anne, Teresa, and their other friends.

"I really liked it," said Anne to the others as they walked outside.

"So did I," added Teresa. "It was so funny and entertaining."

"Didn't you love it when the dog got into the driver's seat?" commented another friend. One or two others in the group nodded their heads in agreement.

"Well," Joe said loudly, "I can't believe any of you liked it. The script was an absolute embarrassment. The acting was awful. The camera work was terrible, and the director doesn't know the first thing about filmmaking."

The others looked at each other and rolled their eyes.

"Joe thinks he knows everything," Anne whispered to Teresa.

"I'll say," Teresa whispered back.

"Who wants to grab some pizza and talk about the movie?" Joe asked. "There are a lot more things I could tell you about filmmaking."

"No thanks, we've got to get home," said Anne and Teresa at the same time. "It's getting late." One by one the others said they had to be up early in the morning.

Joe shrugged. "Suit yourselves," he said.

1. From what he says, Joe seems to—
 - A. value his own opinion highly.
 - B. value his friends' opinions.
 - C. want to learn about movies.
 - D. want to talk about himself.
2. You can tell from what Anne and Teresa say about Joe that he is—
 - F. well liked.
 - G. a film expert.
 - H. good company.
 - J. a know-it-all.
3. Which is **not** a clue to Joe's character?
 - A. His friends roll their eyes.
 - B. His friends turn down his invitation.
 - C. His friends liked the movie.
 - D. His friends whisper about him.
4. Joe might best be described as—
 - F. good-natured.
 - G. critical.
 - H. emotional.
 - J. kind.
5. What is missing from the story that would help you know more about Joe?
 - A. his actions.
 - B. his friends' actions.
 - C. his thoughts.
 - D. his words.



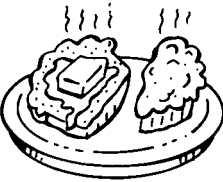
Notes for Home: Your child read a story and drew conclusions about the characters. **Home Activity:** Take turns describing people you know by what they say and do, as well as by what others say about them. Then, take turns trying to guess who is being described.

Name _____

Advertisement/Order Form

An **advertisement** is an announcement that tries to persuade readers, viewers, or listeners to do something, buy something, or feel a particular way about something. An **order form** is a chart that allows a person to respond to an advertisement or catalog.

Directions: Read the advertisement and order form below. Then answer the questions on the next page.



Momma's Marvelous Muffins

Can't seem to wake up? One taste of Momma's Marvelous Muffins will wake you up and make you smile!


Just ask the basketball star, Harriet Hoopster. She eats Momma's Muffins every single morning, and her team has not lost a game all year.

Momma's Marvelous Muffins come in six delicious flavors: outrageous orange, raisin razzmatazz, strawberry surprise, peanut butter perfection, lemon zip, and blueberry bonanza.

Every bite is loaded with great flavor.

Order your muffins by phone, fax, mail, or in person.

Call 1-888-555-2020 today, or use the handy order form below.



Visit our web site at www.marvmuffins.com for more information.

1. Ship to:

Name _____

Address _____

Phone Number _____

2. Method of payment

_____ check

_____ credit card

Card number: _____

3. Muffins ordered (order in boxes of six each)

ITEM	Quantity	Price per box	Cost
Outrageous Orange		\$12.00	
Raisin Razzmatazz		\$12.00	
Strawberry Surprise		\$12.00	
Peanut Butter Perfection		\$10.00	
Lemon Zip		\$10.00	
Blueberry Bonanza		\$14.00	

Mail to Momma's Marvelous Muffins,
15390 Delicious Drive, Bakerville, MD 20888.

Or fax your completed
order form to 1-888-555-2025.



Subtotal

Add shipping and handling.

\$10-\$24 \$1.50

\$25-\$49 \$2.50

over \$50 \$3.50

Subtotal, shipping and handling

TOTAL

Name _____

1. What information in this advertisement are statements of fact? _____

2. What information in this advertisement are statements of opinion? _____

3. What exaggerated claim does this advertisement make? _____

4. What conclusion does the advertiser want you to draw about Harriet Hoopster's team's winning record?

5. If you order muffins by mail, how can you pay for them? _____

6. How many muffins come in a box? _____

7. What is the price of a box of Lemon Zip muffins? _____

8. What would the shipping and handling costs be on an order worth \$34.00? How do you know?

9. How can you send the order form to the company? _____

10. Suppose your class decided to order two boxes of Outrageous Orange, one box of Strawberry Surprise, and three boxes of Blueberry Bonanza muffins. Fill out the order form. Then write the total amount you must pay on the line below.



Notes for Home: Your child read and interpreted an advertisement and filled out an order form.

Home Activity: Look through magazines with your child. Talk about the ways the advertisers try to sell their merchandise. Then study an order form together and help your child fill it out.

Research and Study Skills: Advertisement/Order Form

Compare and Contrast

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

Resolving Conflict

Maggie and Beth both tend to have many conflicts with their friends. They handle these conflicts differently, however. Maggie tries to resolve problems by sitting down and talking with her friends. Beth, on the other hand, tends to dwell on the misunderstandings.

When Maggie has a disagreement with her friends, she listens to them and they listen to her. They come to understand each other's point of view and work out a resolution to their problem. Maggie's friendships don't seem to suffer from the fact that there are conflicts.

Beth refuses to sit down and talk out the differences honestly with the person with whom she disagrees. As a result, the conflicts between Beth and her friends never get resolved. The fights go on and on.

When the girls have conflicts with their parents, they use the same approaches as they do with their friends. Last week, for instance, both girls had trouble with their parents over their math grades.

Maggie agreed to sit down with her parents and talk about her math grade. She explained that she just didn't understand the new material and was too embarrassed to ask her teacher for extra help. Then she let her parents talk.

Beth, however, simply got angry when her parents brought up the subject of her math grade. She threw her math book on the floor, stormed out of the kitchen, slammed the door of her room, and sulked.

1. From the first paragraph, we learn that Maggie and Beth both
 - A. settle conflicts by talking.
 - B. dwell on conflicts.
 - C. tend to argue with friends.
 - D. have a lot of friends.
2. In the first paragraph, the author shows contrast with the clue words—
 - F. however, on the other hand.
 - G. both, conflicts.
 - H. resolve, dwell.
 - J. sitting down, talking.
3. In the fourth paragraph, the author shows comparison with the clue word—
 - A. for instance.
 - B. both.
 - C. when.
 - D. conflicts.
4. In the fourth and fifth paragraphs, the author contrasts—
 - F. the girls' grades in math.
 - G. how the girls deal with their parents.
 - H. the reactions of the girls' parents.
 - J. the difficulty of growing up.
5. Overall, the girls are—
 - A. exactly alike.
 - B. completely different.
 - C. alike in the way they handle conflicts.
 - D. different in the way they handle conflicts.



Notes for Home: Your child read a story and identified comparisons and contrasts in the text.
Home Activity: Have your child compare and contrast the ways that different family members or friends settle conflicts.

Paraphrasing

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

Strange Planet

Maria, the nation's newest astronaut, journeyed to the planet Backwards. No one had ever explored the territory before. Maria was overwhelmed by what she found there.

On this planet, everything appeared upside down and backwards from the way it appeared on Earth. The planet had a ground of clouds and a sky of grass. The trees grew with their leaves down and their roots up. When it rained, the rain actually traveled upward.

The people of Backwards had their faces on the backs of their heads. They greeted Maria with a "good-bye." And when they were ready to leave, they said "hello."

"This planet certainly deserves its name," Maria said to herself. She couldn't wait to get back to Earth, where everything and everyone was right side up and forward!

1. Which of the following best paraphrases the first two sentences in the first paragraph?
 - A. Astronaut Maria wasn't sure she wanted to go to Backwards.
 - B. Astronaut Maria was sent to the planet Backwards.
 - C. Astronaut Maria was the first to explore the planet Backwards.
 - D. Maria, the nation's newest astronaut, journeyed to the planet Backwards.
2. Which of the following best paraphrases the second and third sentences in the second paragraph?
 - F. Clouds and grass were reversed, and trees grew upside down.
 - G. The sky was grass, and the ground was clouds.
 - H. Leaves grew down, and roots grew up on trees.
 - J. The trees had no roots, and the leaves grew underground.
3. Which of the following best paraphrases the third paragraph?
 - A. People had backward heads, feet, and arms.
 - B. People had backward heads and said "good-bye" first and "hello" last.
 - C. The people of Backwards had their faces on the backs of their heads.
 - D. People had backward heads and said "hello" last.
4. Which of the following best paraphrases the last paragraph?
 - F. Maria was frightened by the planet Backwards.
 - G. Maria couldn't wait to get back to Earth and return to a normal life.
 - H. Maria was ready to leave Backwards and return to Earth.
 - J. Maria found Backwards deserving of its name and was eager to return to a right side up and forward Earth.
5. Which of the following best paraphrases the whole story?
 - A. Maria traveled to Backwards and never returned to Earth.
 - B. Maria loved being an astronaut.
 - C. The people of Backwards do everything in reverse.
 - D. Astronaut Maria explored Backwards, a planet where everything is backwards or upside down.



Notes for Home: Your child identified statements that best paraphrase a story. **Home Activity:** Say a pair of sentences to your child, such as *It would be fun to take a vacation. We could go camping.* Challenge your child to restate the same idea in a single sentence.

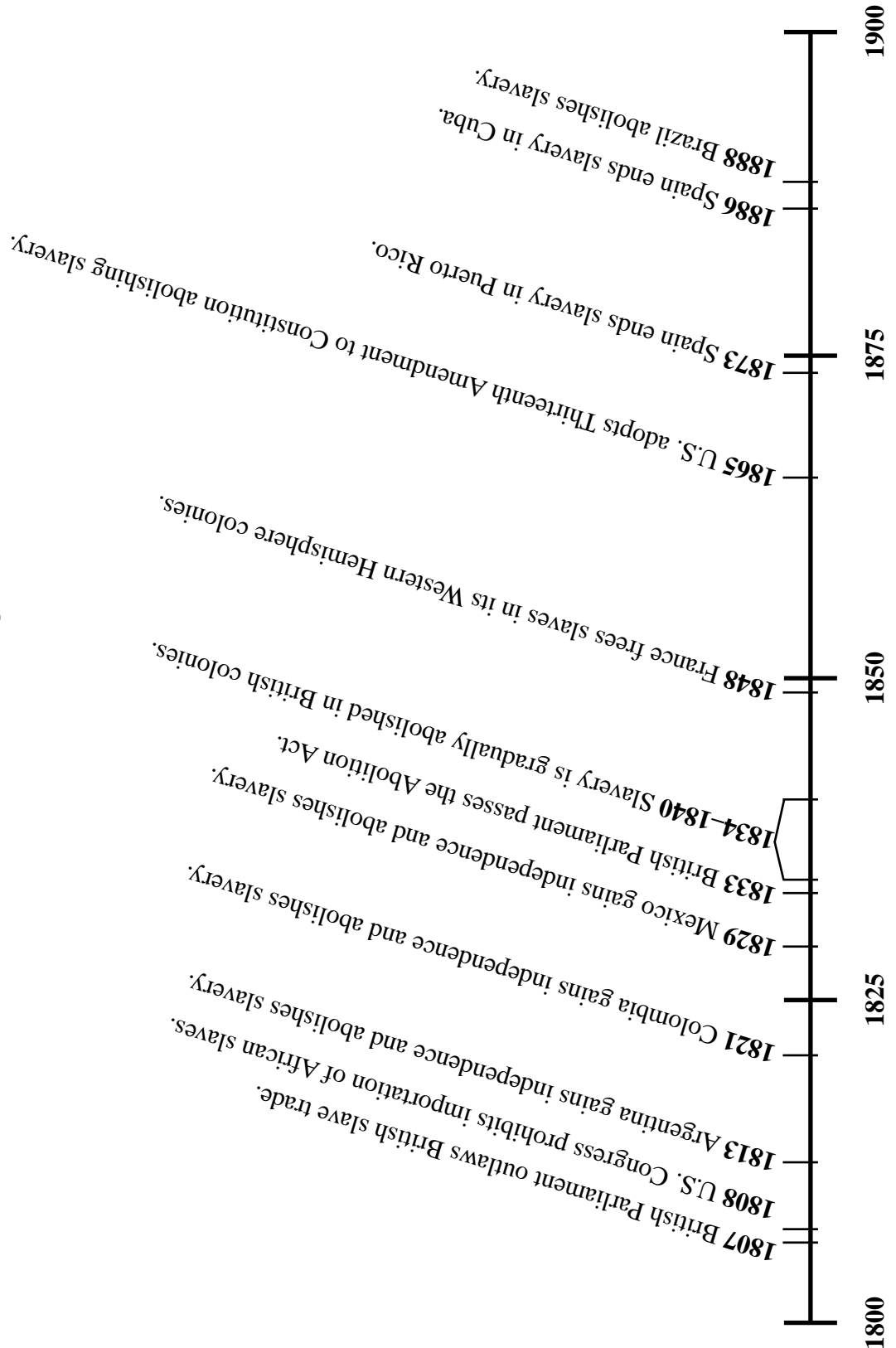
Name _____

Time Line

A **time line** is a line divided into years or other periods of time. The line is labeled with events that show when events happened or will happen in time order.

The Decline of Slavery 1800–1900

Directions: The time line below shows when slavery was abolished, or outlawed, in various parts of the world. Use it to answer the questions on the next page.



Name _____

1. How many years does the time line show? _____
2. How many years does each of the four sections of the time line represent? _____
3. When did it become illegal to import slaves into the United States? _____
4. When was slavery abolished in Brazil? _____
5. What happened in 1865? _____
6. When did the British Parliament pass the Abolition Act? _____
7. When did France end slavery in its Western Hemisphere colonies? _____
8. What happened between 1834 and 1840? _____
9. Who ended its slave trade first, Great Britain or the United States? _____
10. How many years passed between the abolition of slave importation and the abolition of slavery in the United States? _____
11. Which nation—Britain, Spain, or France—was the last to end slavery in its colonies? _____
12. Summarize the events that took place between 1810 and 1830. _____
13. President Lincoln signed the Emancipation Proclamation in January 1863. This document freed all slaves in the Confederate states. Between which two events would you place this event on the time line? _____
14. Do you think a time line is a useful way to present this information about slavery? Explain. _____
15. If you were to make a time line showing five upcoming events in your future, what would they be? Give a date and and list each event in time order. _____



Notes for Home: Your child read and interpreted a time line showing when slavery ended in various countries. **Home Activity:** With your child, list several important events in your child's life and include the years. Then help your child create a time line of the events.

Research and Study Skills: Time Line

Making Judgments

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

Forward March!

Jack and Paul were going all the way to Washington to march in the parade with their friends Sally and Roberto. They would travel down by train the day before. Jack had been thinking about it all week. He and Paul were good friends, and they would have a great time at the parade.

The night before, Jack and Paul got together to pack their bags. Paul noticed that Jack didn't pack an umbrella.

"Aren't you taking your umbrella, Jack? I read that it may rain tomorrow."

"I can't be bothered with an umbrella," objected Jack. "My pack is heavy enough already. Besides, why would it rain? The weather has been great all week."

Paul said nothing. He went back to his packing.

Jack watched as Paul stuffed a sweater into his pack. "Why are you taking that? Your pack will be so heavy you won't want to go anywhere! Besides, it's warm out."

"Sally travels on those trains all the time, and she says they're always cold," Paul explained. "They always have the air conditioning on full blast."

"Oh, what does she know?" scoffed Jack. "Sally always thinks it's cold. Bring that sweater if you want to, but I'm not taking one."

Paul grinned at his friend and zipped his full pack. "All set?" he asked. "We should get some sleep if we want to be awake in time for our train tomorrow!"

1. Jack thinks he won't need an umbrella because—
 - A. it's too big to fit into his backpack.
 - B. he has no room for it.
 - C. he doesn't believe it will rain.
 - D. Paul has an umbrella.
2. Jack should take an umbrella because—
 - F. Paul tells him to.
 - G. Paul read a forecast that predicted rain.
 - H. they can sell it later.
 - J. it will balance the weight of his pack.
3. Paul takes a sweater because—
 - A. Sally told him it would snow.
 - B. he likes to wear sweaters.
 - C. he thinks it will amuse Jack.
 - D. Sally told him the train would be cold.
4. Which character do you think is best prepared for whatever may happen?
 - F. Jack
 - G. Paul
 - H. Sally
 - J. Roberto
5. Which character do you think is least prepared for whatever may happen?
 - A. Jack
 - B. Paul
 - C. Sally
 - D. Roberto



Notes for Home: Your child read a story and made judgments about the characters and their actions. **Home Activity:** Talk with your child about some of the decisions he or she made recently. Together, discuss your opinion of each decision.

Author's Viewpoint

Directions: Read the passage. Then read each question about the passage. Choose the best answer to each question. Mark the letter for the answer you have chosen.

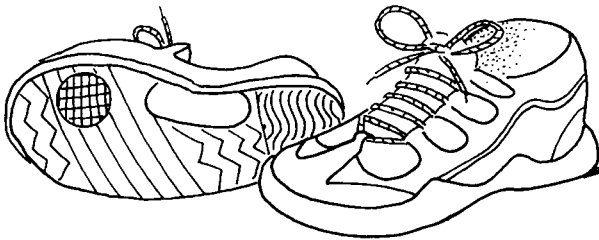
Run for Your Life

Couch potatoes of the world, listen carefully. There's a very good chance that you are ruining your health sitting right there on the couch. Throw down those television remote controls and lace up your sneakers! It's time to get moving!

As a whole, American children and young people are not getting nearly enough exercise. For American adults, the situation is even worse. Many Americans do not exercise on a regular basis. (Getting up to go to the refrigerator for a soda doesn't count!)

An inactive lifestyle is dangerous at any age. It puts a person at higher risk for serious health problems. Heart disease, diabetes, and other serious diseases become more likely for people who are not active.

How can you get on the road to good health? Start by getting some regular exercise. You might choose running, jogging, walking, bicycling, gardening, or aerobics. They are all good ways to get "heart smart"! You might actually find out that you enjoy getting healthier by exercising.



1. The first paragraph suggests the author will try to—
 - A. describe.
 - B. explain.
 - C. tell a story.
 - D. persuade.
2. Which of the following words reveals how the author feels about the subject of this article?
 - F. couch potatoes
 - G. remote controls
 - H. gardening
 - J. aerobics
3. The author's opening implies that—
 - A. people should never watch television.
 - B. people who watch television are more relaxed.
 - C. people who watch too much television don't exercise enough.
 - D. couch potatoes have diabetes.
4. In this article the author—
 - F. criticizes Americans who are in poor health.
 - G. links exercise and health.
 - H. describes aerobic exercises that will make you healthier.
 - J. recommends consulting a doctor as soon as possible.
5. The author is strongly—
 - A. in favor of regular exercise.
 - B. in favor of lace-up sneakers.
 - C. in favor of an inactive lifestyle.
 - D. against exercise.



Notes for Home: Your child read a passage and identified the author's viewpoint. **Home Activity:** Read an editorial or a letter to the editor with your child. Together, identify the author's viewpoint and look at how well the author's opinions are supported.

Setting/Compare and Contrast

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

A Taste of Independence

“Mom, can we go shopping?” Becky asked. She and her twin sister, Angela, were vacationing with their parents. At 12 years old, they had never gone shopping alone. Becky and Angela thought vacation time was a good time to start.

“All right,” their mother said, “but be back for dinner.” She was a little uncertain about letting the girls go by themselves, but she knew they were careful.

Three hours later, the girls hadn’t returned. Dinner was long past. Becky and Angela’s mother began to worry that she had made a mistake. She got in the car to look for them. Their father walked to the boardwalk on foot. He searched every video arcade, T-shirt shop, and ice cream parlor. Neon signs danced before his eyes. The din of voices and video games filled his head. He grew very worried. Where were his daughters?

Then he spotted the girls, far out on the sand. He breathed a sigh of relief. He walked out to them. There, unlike on the boardwalk, it was peaceful. The beach was deserted. Only the pounding surf and screaming gulls could be heard.

The girls waved to their dad and then ran up to him. They were surprised that he had come looking for them.

“We’re sorry, Dad,” Angela explained. “We had no idea it was so late. We finished shopping and came to the beach.”

“After this we’ll have to have more specific rules for going out alone,” their father replied.

1. This story is set in a—
 - A. mountain village.
 - B. seaside town.
 - C. big city.
 - D. suburban mall.
2. This story takes place—
 - F. in the present day.
 - G. in the 1930s.
 - H. a century ago.
 - J. in the distant past.
3. What clue word signals a contrast in the fourth paragraph?
 - A. then
 - B. only
 - C. there
 - D. unlike
4. What is the writer contrasting in the fourth paragraph?
 - F. Angela and Becky
 - G. the boardwalk and the beach
 - H. the mother and father
 - J. the afternoon and the evening
5. As the setting changes from the boardwalk to the beach, the father’s mood changes from—
 - A. worried to angry.
 - B. happy to sad.
 - C. worried to relieved.
 - D. angry to calm.



Notes for Home: Your child read a story and analyzed its setting and looked for comparisons and contrasts. **Home Activity:** Invite your child to compare and contrast two rooms in your home. Ask him or her to tell how these settings are alike and different.

Author's Purpose and Text Structure

Directions: Read the passage. Then read each question about the passage. Choose the best answer to each question. Mark the letter for the answer you have chosen.

Fighting the Floodwaters

The city of New Orleans has always had a problem with flooding. The city's location is part of the reason. New Orleans lies between two great bodies of water, the Mississippi River on the south and Lake Pontchartrain on the north. When the Mississippi River rises from heavy rainfall to the north, the extra water naturally tries to spread out into the city. There is danger to the city from the river during heavy rains. Hurricanes traveling along the Gulf Coast also bring a threat of flooding in the city.

Another reason New Orleans often has water problems is that the city itself is like a saucer in a way. Its edges are higher than its middle. The middle dips below sea level. When a hurricane hits or when the river floods, there is always a chance that the city will fill with water.

The Orleans Levee Board was created to address the problem of flooding. The Levee Board taxes citizens and uses the money to build high banks along the river called *levees* and floodwalls.

Over the years, millions of dollars have been spent on hurricane and flood protection. Today the city is safeguarded by a complex system of levees, floodwalls, and floodgates. The longest of the levees and floodwalls are along the Mississippi River and Lake Pontchartrain.

1. This text is—
 - A. fiction.
 - B. nonfiction.
 - C. poetry.
 - D. drama.
2. This passage—
 - F. describes a terrible flood.
 - G. argues that levees are useful.
 - H. provides flood statistics.
 - J. describes a way to solve a flooding problem.
3. The organization of this text is best described as—
 - A. cause and effect.
 - B. problem and solution.
 - C. comparison and contrast.
 - D. sequence of events.
4. This passage is—
 - F. funny.
 - G. emotional.
 - H. informative.
 - J. persuasive.
5. What do you think is the author's purpose for writing?
 - A. to entertain
 - B. to express
 - C. to persuade
 - D. to inform



Notes for Home: Your child read a passage and identified the author's purpose and the organization of the text. **Home Activity:** Work with your child to analyze a newspaper article. Study the way the article is organized and evaluate the author's purpose.

Making Judgments

Directions: Read the passage. Then read each question about the passage. Choose the best answer to each question. Mark the letter for the answer you have chosen.

Letters to the Editor

The Problem of Palmer's Pond

To the Editor,

The issue about what to do with Palmer's Pond has arisen once more. Some people think we should allow motorboats on Palmer's Pond. But independent studies have shown that oil from the boats would put fish in danger. So we should keep motorboats *out* of the pond.

We should also be wary of the plan to build a hotel near the pond. A hotel would destroy the quiet that we love. For the same reason, we should not build a new beach. No matter what the mayor's study says, we don't need a new beach yet.

My family has lived on Palmer's Pond for 120 years. I know what the pond needs. To save the pond, we need to keep it the same.

Sincerely,

Gillian Boswell

- When the author says that motorboats should be kept off the pond, she—
 - does not support her opinion.
 - uses an independent study to support her opinion.
 - is only stating facts.
 - is ignoring facts.
- The author's opinion about a new hotel is—
 - supported by a study.
 - supported by facts.
 - not supported.
 - contradicted by other statements in the article.
- When the author says that a new beach should not be built, she—
 - uses a study to support her opinion.
 - seems free of bias.
 - lists facts.
 - ignores a study.
- Which statement shows that the author might **not** be a fair judge of plans for the pond?
 - She ignores the mayor's study.
 - She ignores an independent study.
 - She doesn't want motorboats.
 - Her family has lived on the pond for 120 years.
- Because the author wants the pond to stay the same, she probably—
 - will not consider anything that might change it.
 - considers all opposing opinions carefully.
 - gives a balanced account of the situation.
 - supports all of her opinions.



Notes for Home: Your child made judgments about the statements in a letter and how well the arguments are supported. **Home Activity:** With your child, read an editorial column. Discuss how well the author presents and supports his or her opinions.

Sequence

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

On the Map

When Tom and Stephanie looked at the map, they thought they had an easy hike. But they soon found out that a map doesn't show everything.

On the second day of the hike, Tom wanted to change the route they had planned. He and Stephanie looked at the map and found a shortcut. The trees were beautiful, and they saw several animals. But the shortcut was so hilly that their packs began to feel heavy. They got rid of everything they didn't want to carry. Unfortunately, this included one of their water bottles.

By the third day, they had drunk all the water from the bottle they had kept. Looking at the map, Stephanie found a detour that would take her and Tom past a stream, where they could refill their bottle. When they got there, they made a terrible discovery—the stream was dry! In the end, they had to radio the rangers for help.

"I'm sorry, Stephanie," said Tom. "If I hadn't wanted to change the hike, we would have followed a flat path near a strong stream."

"We both made mistakes," said Stephanie. "I'll never get rid of a heavy water bottle again!"

1. What was the first mistake Tom and Stephanie made?
 - A. They took a shortcut that they were unfamiliar with.
 - B. They decided to go on a hike.
 - C. They went to a stream.
 - D. They got lost.

2. Which of these events happened first?
 - F. Tom took a detour to go to a stream.
 - G. Tom and Stephanie got rid of everything they didn't want to carry.
 - H. They went to a dry stream.
 - J. They radioed for help.
3. If Stephanie had not thrown out her water bottle, they might have—
 - A. avoided the first shortcut.
 - B. been unable to radio for help.
 - C. been able to climb the hills.
 - D. avoided the detour to the dry stream.
4. The last thing that Tom and Stephanie did was to—
 - F. talk about how they might have avoided their mistakes.
 - G. go to a dry stream.
 - H. radio for help.
 - J. get rid of a water bottle.
5. If they had stayed on their original course, they probably would not have—
 - A. needed help.
 - B. needed a map.
 - C. gotten tired.
 - D. argued.



Notes for Home: Your child read a story and answered questions about the order of events.

Home Activity: Have your child think of a favorite story and list a few important events. Ask your child to explain how the story would have been different if one event had not happened.

Setting and Steps in a Process

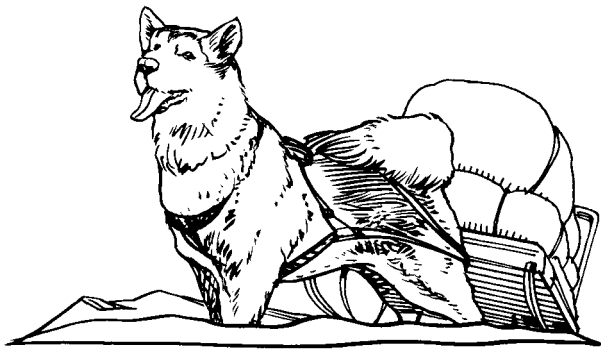
Directions: Read the passage. Then read each question about the passage. Choose the best answer to each question. Mark the letter for the answer you have chosen.

A Cold Journey

Roald Amundsen left Norway secretly. He wanted to beat the British explorer Robert Scott to the South Pole. No explorer had traveled so far.

Amundsen and his team reached the edge of Antarctica in January. They took a few trips inland to set up supplies of food and fuel. Then they waited for spring to arrive so they could travel.

In October, spring arrived. Amundsen's team began its trip through Antarctica to the South Pole. The trip was painstaking. They ran out of the food they had brought. In order to survive, they had to kill and eat the weaker sled dogs. But on December 14, 1911, Amundsen and his team became the first people to reach the South Pole. Soon Amundsen was famous throughout the world.



1. Most of this story is set—
 - A. in Norway.
 - B. in Britain.
 - C. in Antarctica.
 - D. all over the world.

2. How would this story be different if Robert Scott had already reached the South Pole?
 - F. Amundsen would not have left secretly.
 - G. Amundsen could have traveled in January.
 - H. Amundsen could have gotten food from Scott.
 - J. Amundsen would have been as famous as Scott.
3. What did Amundsen do first?
 - A. He set up camp at the edge of Antarctica.
 - B. He left Norway secretly.
 - C. He set up supplies.
 - D. He began his trip through the Antarctic.
4. Before Amundsen left the edge of the Antarctic, he—
 - F. killed weaker sled dogs.
 - G. set up supplies of food and fuel.
 - H. met with Robert Scott.
 - J. traveled to the South Pole.
5. How does the Antarctic setting affect Amundsen's actions?
 - A. Dogs have to be killed and eaten when food runs out.
 - B. He has to get more dogs to keep traveling.
 - C. He has to send far away for help.
 - D. He has to travel alone.



Notes for Home: Your child identified the time and place in which a story takes place, and the order in which story events happened. **Home Activity:** Have your child choose a favorite story. With your child, identify the time and place in which the story takes place.

Paraphrasing

Directions: Read the passage. Then read each question about the passage. Choose the best answer to each question. Mark the letter for the answer you have chosen.

The Crow Family

The crow family is a group of large black birds. Crows, jays, jackdaws, magpies, ravens, and rooks are all members of this family.

The common crow has glossy black feathers and a strong bill with a sharp point. Crows have strong feet that are good for walking. Male and female crows look very much alike, but the female is a little bit smaller.

Crows are highly intelligent. A crow can be a good pet if the owner obtains the crow when the crow is young. Most people recognize a crow's harsh cry, "Caw! Caw!" The crow can make many other noises. Sometimes people can teach crows to speak a few words.

Crows are attracted by shiny objects. They pick up stray coins, lost earrings, and any other small shiny things they find. Crows will keep these small treasures forever. They always have places where they hide their growing collections. They are famous for their habit of hoarding things.

Crows are found all over the world, except in New Zealand. The common crow is seen in many parts of North America. In recent years, crows have even become more common in big cities like New York City.

1. Which of the following statements accurately paraphrases information in the passage?
 - A. There is only one kind of crow.
 - B. Magpies, ravens, rooks are the only kinds of crows.
 - C. There are many kinds of crows.
 - D. No crows make good pets.

2. Which of the following statements accurately paraphrases information in the passage?
 - F. Crows can't walk.
 - G. Male and female crows are the same size.
 - H. The common crow has black feathers.
 - J. The crow's bill isn't pointed.
3. A crow—
 - A. can't be a good pet.
 - B. can make a good pet if disciplined.
 - C. can be trained to be a pet at any age.
 - D. can be a good pet if you get it when it is young.
4. A crow—
 - F. can sometimes have a large vocabulary.
 - G. can sometimes learn to say a few words.
 - H. cannot imitate sounds.
 - J. makes one noise.
5. The common crow—
 - A. lives everywhere but New Zealand.
 - B. lives everywhere but North America.
 - C. lives only in New Zealand.
 - D. lives only in North America.



Notes for Home: Your child chose statements that paraphrased information in a nonfiction article. **Home Activity:** With your child, read a few paragraphs of a newspaper or magazine article. Have your child restate each paragraph in his or her own words.

Cause and Effect

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

The Lucky Return

Steve couldn't wait to grow old enough to take care of his cousin's dog! Steve's cousin Sandy had a beautiful dog named Rex. Steve often visited Sandy because he enjoyed caring for and playing with her dog.

Imagine Steve's joy when Sandy asked him to care for Rex for an entire weekend. The first day that Steve was caring for Rex it was raining lightly, but Steve decided to take Rex outside to play.

Steve walked several blocks to a nearby park. Suddenly, the rain shower turned into a heavy rain and the wind began to blow.

As Steve was leaving the park with Rex, another dog ran in front of them. Rex surprised Steve by lunging after the large dog. Steve's hand was so wet from the rain that he couldn't hold the leash. Rex bolted after the other dog and the two animals ran swiftly through the park. Steve ran as fast as he could, but the dogs got farther and farther away.

When he realized that he couldn't catch Rex, Steve sat down, right in a puddle of rain, and began to cry. He was afraid that he had lost Sandy's beautiful dog forever.

As he was crying, Steve heard a familiar bark and looked up to see Rex running toward him. Steve gave Rex a big hug as Rex licked his face. "Please forgive me, Rex. I'll never take you out in bad weather again."

As the rain began to stop, Steve started to walk Rex home. This time he held the leash firmly with both hands.

1. Steve often visited Sandy because—
 - A. she is his cousin.
 - B. his parents were away a lot.
 - C. he enjoyed caring for her cat.
 - D. he enjoyed playing with her dog.
2. Steve was unable to hold the leash because—
 - F. the wind was blowing.
 - G. he was scared.
 - H. his hand was wet and slippery.
 - J. he couldn't see in the rain.
3. Steve begins to cry because—
 - A. he didn't want to care for Rex.
 - B. he sat in a rain puddle.
 - C. he was afraid that he had lost Rex for good.
 - D. he was afraid of the other dog.
4. Which of the following is **not** an effect of losing Rex?
 - F. Steve promises not to take Rex out in bad weather again.
 - G. The rainstorm makes it difficult for Steve to hold the leash.
 - H. Steve cries.
 - J. Steve sits in a rain puddle.
5. Steve might not have lost Rex if—
 - A. the weather had been nice.
 - B. the park wasn't so far away.
 - C. he had not sat in the puddle.
 - D. he had not cried.



Notes for Home: Your child used details to identify causes and effects in a story. **Home Activity:** Help your child identify some of the things she or he does to get good results, such as practicing for sports, setting aside enough time for homework, or studying for a test.

Making Judgments and Plot

Directions: Read the story. Then read each question about the story. Choose the best answer to the question. Mark the letter for the answer you have chosen.

Undercover Artist

No one paid much attention to the new kid, Max. Who would? He didn't talk much. At lunch, Max just about disappeared. Some of his new classmates thought he was homesick. Others just thought he was boring.

One morning a cartoon of Mr. Foley's sixth grade class appeared on the chalkboard. You could easily identify people in it. The artist had caught the personalities of everyone in the class. It showed Joey gazing out the window. Kathy was waving her hand to answer a question. Keisha was shown taking lots of notes. It captured Mr. Foley perfectly with his glasses on top of his head and chalk marks all over his suit.

Almost everybody laughed and praised the drawing. Mr. Foley didn't erase it. Max said nothing. He didn't seem very interested.

By lunch time, the class was dying to discover who the mystery artist was. No one in the sixth grade had such talent.

Then Rosa remembered that Max always doodled while the rest of the class talked and joked. She went to look over Max's shoulder. Sure enough, he was deep into a funny drawing of their last baseball game.

"I guess the cat's out of the bag now," said Max.

"It sure is," said Lou, "and we're glad. We need you on the class newspaper!"

1. The rising action of this story begins when—
 - A. we first read about Max.
 - B. the cartoon appears on the board.
 - C. the class is at lunch.
 - D. the newspaper comes out.
2. The climax of the story occurs when—
 - F. Lou says, "We need you on the class newspaper!"
 - G. Max just about disappears at lunch.
 - H. the class sees the drawing on the chalkboard.
 - J. the class realizes that Max is the artist.
3. At first, the class assumed Max was
 - A. very talented.
 - B. an athlete.
 - C. very involved in schoolwork.
 - D. uninteresting or homesick.
4. By the story's end, the class
 - F. thinks Rosa is very smart.
 - G. wants to frame a picture by Max.
 - H. wants to print the next issue of the newspaper.
 - J. has new ideas about Max.
5. Max was quiet because—
 - A. he didn't like his classmates.
 - B. he was always busy drawing.
 - C. he didn't know the answers.
 - D. he was doing his homework.



Notes for Home: Your child read a story and used its details to identify important characters and events and to make judgments about them. **Home Activity:** Ask your child to outline the main events of a story you both know. Talk together about your judgments of the main characters.

Main Idea and Supporting Details

Directions: Read the passage. Then read each question about the passage. Choose the best answer to each question. Mark the letter for the answer you have chosen.

A Sport Unlike Any Other

Baseball is a sport unlike any other. It is a team sport that depends largely on individual effort. The pitcher must make his pitch and get it in the spot he wants to hit—until he releases the ball, his teammates can do nothing to help him. Teammates back one another up on all plays, but each fielder has to catch the balls within his reach and make accurate throws to get runners out. Each player is responsible for covering his own territory.

In no other sport does the defense hold the ball. The idea of basketball, football, and hockey is to take the ball (or puck) away from the opponent; the two teams fight for possession of the ball throughout the game. In baseball, the point is to cross home plate more often than the other team.

When the first batter comes up in a game, he is his team's only active player, against the nine active players in the field for the other team. In no other sport are the sides designed to be uneven at all times. The greatest number of active players on the offensive team is four—if the bases are loaded and a man is up to bat.

Professional baseball teams play a 162-game season—more than twice as many games as basketball teams, and more than ten times as many as football. The season lasts for six months, with a game almost every day.

1. What is the main idea of the passage?
 - A. Baseball is the best sport.
 - B. Baseball is just like any other sport.
 - C. Baseball is unlike any other sport.
 - D. Baseball is duller than any other sport.

2. The main idea of the first paragraph is that—
 - F. the pitcher's teammates cannot help him until he throws the ball.
 - G. baseball depends on individual effort.
 - H. outfielders cover a lot of territory.
 - J. fielders have to make accurate throws.
3. The main idea of the second paragraph is—
 - A. that football is similar to basketball.
 - B. that baseball is not a battle for possession of the ball.
 - C. that hockey is played with a puck.
 - D. that a football has a shape all its own.
4. The main idea of the third paragraph is—
 - F. that there are never more than four offensive players at one time.
 - G. that there can never be more than three runners on base.
 - H. that the first batter faces nine opponents.
 - J. that in baseball, the sides are never even.
5. Which of the following is **not** a supporting detail of the last paragraph?
 - A. Baseball is the most popular sport.
 - B. Professional basketball has fewer games in a season than baseball.
 - C. Teams play every day for six months.
 - D. Professional baseball has a 162-game season.



Notes for Home: Your child has identified the main ideas of a passage and the details that support those ideas. **Home Activity:** Review a magazine advertisement with your child. Challenge him or her to identify the main idea and supporting details.

Title _____

Story Elements

This story is about _____

(name the characters)

This story takes place _____

(where and when)

The action begins when _____

Then, _____

Next, _____

After that, _____

The story ends when _____

Theme _____

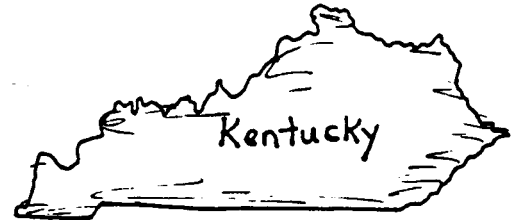




Who Am I? Worksheet

- Name of Character:
- Describe the character's physical appearance.
(Describe hair, eye, skin, clothes, unusual features, and anything else that makes the character unique.)
- Describe the character's personality.
(Does she have a sense of humor? Is she serious? Is she kind? Does she have strong feelings about anything?)
- Describe the way the character speaks.
(Does he speak in an unusual way? Does he speak at a fast or slow pace? Does he listen to others?)
- Describe how the character thinks.
(Is there any change in the way the character thinks? Does she analyze events or think about them as little as possible?)
- List the different roles the character plays in the lives of the people around him or her.
(Is the character a son, daughter, husband, wife, best friend, policeman, teacher, etc.?)

"Honest Abe" and George Washington Reading Check



Abraham Lincoln was born in a log cabin in Kentucky on February 12, 1809.

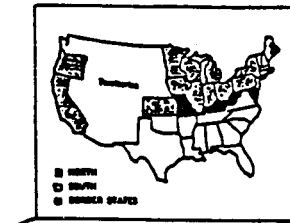
He always loved books, and when he grew up, he became a lawyer.



The one thing he hated was slavery and often spoke against it. He believed that all men and women should be free. Slavery was important in the south, though. These states would not give up their slaves.



When Lincoln became President in 1861, several southern states decided to break away and start their own country. It was called the Confederate States of America. Lincoln wanted the country to stay together. At the same time, he wanted to end slavery in America.



The result was the Civil War. It began in 1861 and did not end until April 1, 1865. The North won the war, and the South rejoined the United States.



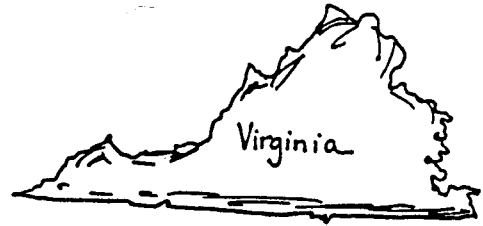
On April 14, 1865, Lincoln and his wife, Mary, went to Ford's Theater to see a play. He needed to relax and was enjoying the play when shots rang out. John Wilkes Booth had shot the President. Lincoln died the next morning. Slavery finally ended in the United States on December 18, 1865.

What other facts or stories do you know about Abraham Lincoln?

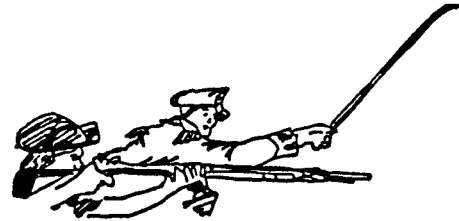


"Honest Abe" and George Washington, cont'd

George Washington was born on February 22, 1732, in Virginia. To this day, he is known as "the father of our country." This is why:



Washington fought with the English to move the French out of the Ohio Valley. Known as the French and Indian War, fighting lasted from 1753 to 1758. When it was over, the English had won.



After the war, he married Martha Custis. Together they went back to his home, Mt. Vernon, in Virginia, to raise their family.



But in 1775, the American colonies went to war against England. They were fighting to be free. This war was called the American Revolution. Washington led the fight. The war ended in 1783. America was free, but it still needed Washington.



On April 30, 1789, he became our first president. He served for eight years, until 1797. Then he finally left public life and went back home to Mt. Vernon. Washington died two years later, on December 14, 1799.



"Honest Abe" and George Washington, cont'd

DIRECTIONS: Fill in the blanks with either an "L" for Lincoln or a "W" for Washington.

- _____ 1. I was born in a log cabin.
- _____ 2. My birthday is February 22nd.
- _____ 3. My birthday is February 12th.
- _____ 4. I am known as the father of my country.
- _____ 5. Virginia is my home state.
- _____ 6. I helped to end slavery in America.
- _____ 7. I helped America free itself of English rule.
- _____ 8. I was a lawyer.
- _____ 9. I was the first President of the United States.
- _____ 10. I was born in Kentucky.
- _____ 11. I fought in two great wars.
- _____ 12. The Civil War was fought while I was President.
- _____ 13. Mt. Vernon was my home.
- _____ 14. My wife's name was Mary.
- _____ 15. I married Martha Curtis.
- _____ 16. I was shot and killed by John Wilkes Booth.



Independent Reading Guide: Poetry

Name _____ Date _____

Directions to the Student: Use the questions below to clarify your understanding of and response to a poem. Reflect on each question before answering.

Poem Title _____ Poet _____

This poem was (circle one) assigned a personal selection.

This poem was found in the (circle one) textbook library other_____.

Circle the literary techniques the poet uses in this poem.

simile metaphor personification rhyme
repetition onomatopoeia alliteration other_____

Circle the word that best describes the tone of the poem.

serious peaceful frantic sad frightening
lively funny disturbing other_____

In this poem, the poet is attempting to (circle one or more)

tell a story create an image
express a feeling or emotion other_____.

Elements of the Poem

1. Give an example of a literary technique used by the poet. _____

2. Is the poem written in stanzas? If so, how many? _____

3. How would I describe the rhythm of the poem? _____

4. Does the rhythm seem to match the message or meaning of the poem?

Explain. _____

5. How would I describe the mood of the poem? How does the poet establish this mood? _____

6. What do I think the poet wants me to know, feel, value, or believe?

7. Does a particular word or phrase carry important meaning for the poem? If so, which word or phrase and what meaning does it convey?

Response to the Poem

Rate this poem by circling the appropriate word.

- | | | | |
|---|------|------|--------|
| 8. The words appeal to my sense of sight, hearing, touch, taste, or smell. | weak | fair | strong |
| 9. The meaning of this poem is clear and precise. | weak | fair | strong |
| 10. I can feel the rhythm of the poem as I read it. | weak | fair | strong |
| 11. I can easily connect the feelings or events in this poem with my own experiences. | weak | fair | strong |
| 12. Overall, I rate this poem as | weak | fair | strong |

Reasons for my rating: _____

13. What qualities did I like or dislike about this poem? Why? _____

14. What predictions and questions occurred to me as I read this poem? Were my predictions accurate? Were my questions answered?

- When you reread the poem, did you discover something that was not obvious upon your first reading? Explain your discovery and the reason it may have occurred.
- Copy a phrase, line, or passage from the poem, and then write a brief comment describing your feelings or thoughts about the passage.

Main Idea and Supporting Details

Directions: Read the passage. Then read each question about the passage. Choose the best answer to the question. Mark the space for the answer you have chosen.

Horses Come to America

Horses didn't always exist in North America. The first ones came here with Columbus. The next ones came later with the Spanish pioneers.

The Spanish settlers took horses wherever they went. Spanish pioneers and their horses settled in Mexico and parts of the United States.

The Native Americans of the plains were excited when they saw horses for the first time. They had no big, tame animals that they could ride. They had only dogs to pull loads for them. They saw that horses could change their lives. Horses soon became an important part of their lives.

Some horses broke free of their Spanish owners and ran off. They hid in the hills. These Spanish horses of long ago were the first of the wild mustangs that roam the range even today.

1. This passage tells about—

- ☐ wild horses.
- ☐ Spanish pioneers.
- ☐ Native Americans
- ☐ how horses came to North America.

2. The first paragraph's main idea is —

- ☐ that horses didn't always exist in North America.
- ☐ that the Spanish brought the first horses to America.
- ☐ that Columbus brought horses with him.
- ☐ pioneers came from Spain.

3. The second paragraph's main idea is that Spanish pioneers—

- ☐ built towns and forts.
- ☐ settled in Mexico.
- ☐ loved to ride.
- ☐ took horses into new areas.

4. The third paragraph's main idea is that Native Americans—

- ☐ quickly wanted and used horses.
- ☐ were very good riders.
- ☐ used dogs to pull loads.
- ☐ were surprised to see horses.

5. The last paragraph's main idea is that Spanish horses—

- ☐ didn't like their owners.
- ☐ liked to hide in the hills.
- ☐ are ancestors of wild mustangs.
- ☐ lived long ago.



Notes for Home: Your child identified the main ideas of a passage and its paragraphs. **Home Activity:** As you read nonfiction material with your child, pause occasionally to ask your child to tell you the main idea of a specific paragraph or section.

Theme

Directions: Read each story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

The Storm

A streak of lightning shot through the sky. Brian knew the storm would be coming soon. There was a lot of work to do before the rain started. Quickly, he led the cows into the barn and shut them in their stalls.

Brian's mom was riding the tractor. She had worked all morning but left the fields because of the storm.

Brian set out towards the horses. He led them back to their stalls. With a loud crash, thunder boomed in the sky. The horses were scared, so he gave them some oats and water.

Then Brian ran to the pig pen. He chased the pigs into their shelter. Lily was in the coop feeding the chickens.

Then the rain started. Large drops of water fell from the sky. Brian, Lily, and their mom ran towards their home. Wet and tired, the family had prepared the farm for the storm.

1. What is the theme of the story?

- ☐ It's fun on a farm.
- ☐ It rains on farms.
- ☐ Farms are a lot of work.
- ☐ Only children work on farms.

2. Which of these details supports the theme?

- ☐ Pigs squeal.
- ☐ Brian fed the horses.
- ☐ Brian likes horses.
- ☐ The rain started.

3. Which of these details supports the theme?

- ☐ Brian led the cows to their stalls.
- ☐ Brian ran into the house.
- ☐ Horses eat oats.
- ☐ They had horses.

4. Which of these details does **not** support the theme?

- ☐ Mom worked all morning.
- ☐ Lily fed the chickens.
- ☐ Brian fed the horses.
- ☐ The thunder was loud.

5. Which of these details does **not** support the theme?

- ☐ Big raindrops fell.
- ☐ Lily worked in the coop.
- ☐ Brian worked in the pig pen.
- ☐ Mom worked on the tractor.



Notes for Home: Your child has identified the theme, or the big idea of a story. **Home Activity:** Take turns telling each other stories. Ask your child to identify the theme in each of the stories. Look for big ideas such as: *Honesty is the best policy.*

Predicting

Directions: Read the story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

The Surprise

The whole Najir family was waiting for Uncle Amit. He had promised a surprise.

“Eat, Randi,” her mother said, pushing the plate of rice toward her. However, Randi was too excited to eat.

Uncle Amit always had the best ideas. He had taken them camping overnight and boating on the harbor. Once, they spent the day at a rice factory. He would always tell them what to bring, but never where they were going.

This time, Uncle Amit had told them to bring bathing suits and towels. Randi knew they must be going to the beach, but there had to be more to the surprise than that.

1. Which of these activities is **not** something Uncle Amit thought of to surprise the family?
- ☐ boating on the harbor
 - ☐ camping overnight
 - ☐ an afternoon at a theater
 - ☐ a day at a rice factory

2. Randi knows Uncle Amit’s surprise will be fun and exciting because—
- ☐ Uncle Amit told her it would be.
 - ☐ Uncle Amit has the best ideas.
 - ☐ Randi likes anything.
 - ☐ her mom told her it would be.
3. Uncle Amit’s plan will probably include—
- ☐ sitting around a lot.
 - ☐ cold weather.
 - ☐ something boring.
 - ☐ something active and fun.
4. Which of these might be Uncle Amit’s surprise?
- ☐ playing board games
 - ☐ learning to clean the kitchen
 - ☐ watching TV
 - ☐ learning to water-ski
5. Which of these predictions seem likely based on what you already know?
- ☐ Randi will have fun.
 - ☐ Uncle Amit won’t show up.
 - ☐ Randi will stay home.
 - ☐ Uncle Amit won’t have anything special planned.



Notes for Home: Your child has used information in a story to make predictions about what might happen next. **Home Activity:** Read part of a story to your child. Then ask him or her what might happen next. Finish the story to see if your child’s predictions were accurate.

Name _____

Evaluate Information/Draw Conclusions

Evaluating information means deciding if it is reliable and valid. Ask yourself if the information is complete, factual, and up-to-date. **Drawing conclusions** means thinking about what you have learned from the information and telling what the information means or shows.

Directions: Read the encyclopedia entry. Then answer the questions below.

Mann, Horace

(born May 4, 1796–died August 2, 1859)

Horace Mann grew up in a poor family. He did not attend school on a regular basis. At a young age, Mann educated himself by studying at his local public library in Franklin, Massachusetts. After his graduation from

Brown University, Mann became a lawyer. He served in the Massachusetts State House of Representatives and in the Massachusetts Senate.

In 1837, he helped establish a state board of education, which helped improve public education. He believed that everyone deserved a free, quality education.

1. What kinds of information does this passage give about Horace Mann?

2. Is this a reliable source for information about Horace Mann? Explain.

3. Is this information up-to-date? Explain. _____

4. Was Horace Mann a hard worker or a lazy person? Why do you think that?

5. Did Horace Mann believe that poor people deserved the same education as wealthy people? How do you know?



Notes for Home: Your child read a passage and used it to evaluate and draw conclusions about its information. **Home Activity:** Discuss the reliability of different kinds of reference sources with your child, such as encyclopedias, newspapers, magazines, and ads.

Research and Study Skills: Evaluate Information/Draw Conclusions

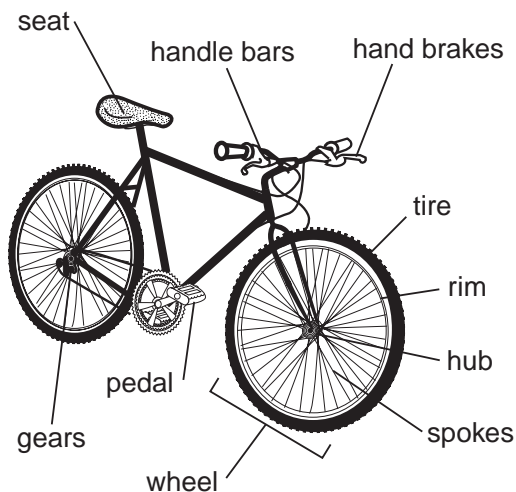
Name _____

Manual

A **manual** contains directions that help readers use or understand something.

Directions: Use the bicycle manual page to answer the questions.

Different Parts of a Bicycle



Adjusting the Height of the Seat

Use a wrench to loosen the bolt on the bar beneath the bicycle seat. Raise or lower the seat as needed. Tighten the bolt to hold the seat in place.

Filling a Tire with Air

Locate the nozzle on the inside rim of the tire. Remove the cap from the nozzle. Attach a standard bicycle pump to the nozzle. Use the pump as directed. Fill the tire until it is firm. Remove the pump. Replace the cap and screw it tightly in place.

1. On which part of a bicycle are the spokes? _____

2. If you were looking for a good place to ride your bicycle, would you look in a bicycle manual? Explain.

3. If you needed to replace a pedal, would you look in a bicycle manual? Explain.

4. What tool would you use to loosen a bolt on a bicycle? _____

5. What tool would you use to fill a tire with air? _____



Notes for Home: Your child identified the kind of information that is found in a manual.

Home Activity: Show your child a manual that you use such as a home-improvement manual or a car manual. Work together to identify the different kinds of information it contains.

Cause and Effect

Directions: Read the story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

One Really Bad Day

“There is nothing to do here,” yawned Goldy. Then she saw a cuckoo clock on the wall. It might be fun to get that down and take it apart. She stood on a stool to take it down. Suddenly she slipped and fell off the stool, dropping the clock.

When the clock hit the floor, a wooden bird darted out and cried, “Cuckoo, cuckoo, cuckoo!” Because of the noise, the dog woke up and began to bark loudly.

The barking startled Goldy so much that she fell backwards into the rocker. The rocker tipped back, rocking over the tail of the cat. The cat yowled and jumped into the air. It leaped to the top of the sofa and then on to Goldy’s back. It hung on tight with its claws.

1. Goldy was bored, so she—
- ☐ started to rock.
 - ☐ woke up the dog.
 - ☐ played with the cat.
 - ☐ decided to take apart the clock.

2. What made the cuckoo come out of the clock?
- ☐ Goldy dropped the clock.
 - ☐ It was two o’clock.
 - ☐ Goldy had the clock in her hands.
 - ☐ Goldy took the clock apart.
3. What did the dog’s bark cause to happen?
- ☐ Goldy dropped the clock.
 - ☐ The cat woke up and yowled.
 - ☐ Goldy fell backwards into the rocker.
 - ☐ Goldy fell off the stool.
4. What made the cat jump into the air?
- ☐ It heard the cuckoo.
 - ☐ It heard the dog bark.
 - ☐ The rocker went over its tail.
 - ☐ Goldy tripped over it.
5. Which word in the second paragraph signals a cause-effect relationship?
- ☐ cuckoo
 - ☐ because
 - ☐ loud
 - ☐ woke



Notes for Home: Your child identified causes and effects in a story. **Home Activity:** Make up *if-then* statements with your child. One person uses *if* to describe a possible event, and the other person uses *then* to tell what might happen as a result.

Metaphor

A **metaphor** states that one thing is something else but that both things are similar in one important way.

Example A

The calm lake was a mirror.

A mirror is a flat surface that shows a reflection. In this example, “lake was a mirror” is a metaphor. It is used to describe the lake, which was so calm that it was a flat surface that showed a reflection.

Example B

The dancer was a butterfly floating across the stage.

A butterfly floats gracefully. In this example, “dancer was a butterfly” is a metaphor. It describes the dancer and suggests that the dancer is floating gracefully across the stage.

Guided Practice

1. The bed was a trampoline in the hotel room.

The metaphor in this sentence is “The _____ in the hotel room.”

2. No one woke up when Mom came home because she was a mouse.

The metaphor in this sentence is “No one woke up when Mom came home because _____.”

Practice

Circle the things that are being compared using a metaphor.

1. Buster’s puppy teeth were needles; playing with him could be very painful.
2. The puppy’s brown eyes were pools of melted chocolate.

Quiz

Read the following sentences, and select the answer that best completes each sentence.

1. Her photo albums of family members are treasures.

The metaphor suggest that the photo albums

- A. are very valuable.
- B. are things she owns.
- C. have many pictures in them.
- D. show her diamond collection.

2. His ice cream became a puddle in the July heat.

Ice cream was compared to a puddle because the ice cream was

- A. melting.
- B. shallow.
- C. raining.
- D. soft.

3. His new shoes were drumsticks pounding out a melody as he walked down the hallway.

The metaphor compares new shoes to drumsticks because new shoes

- A. are heavy.
- B. make him walk faster.
- C. tap a sound as they touched the floor.
- D. squeak out different sounds that form a song.

4. The acrobat moved his rubber legs into a difficult position.

The metaphor suggests that the acrobat's legs were

- A. long.
- B. strong.
- C. bendable.
- D. tired.

Inferences

Inferences are evidence-based guesses. They are the conclusions a reader draws about what is not said based on what is actually said.

Guided Practice

Marco walks into the room wearing a raincoat and carrying an umbrella.

You would probably **infer** that it was raining because people wear raincoats and carry umbrellas when it rains.

Practice

1. Julian just finished the big final test in Mr. Peet's class. Julian had a big smile on his face and gave Mr. Peet a high-five as he left the classroom. What can you infer about how Julian felt about how the test went?

2. You offer your sister a piece of peppermint candy. Instead of eating the candy, she turns her head and makes a sick face. Based on her reaction, what can you infer about how she feels about peppermint candy?

Quiz

1. You are dog-sitting for your neighbor. Every time you go to open the door, the dog is sitting with his leash in his mouth. What can you infer the dog wants you to do?



2. Steve and Greg sat on the bench outside the principal's office. Dirt smeared both of their faces. Greg sneered at Steve and Steve returned the angry glance.

From this description you can infer that

- A. the boys were best friends.
- B. they were in trouble for fighting.
- C. the principal was a nice person.
- D. they needed to call their parents for money.

3. Maria looked in the small cage to see her new pet, Hopper! The carrot Maria had put in the cage was gone. "I guess Hopper was hungry!" she said. What kind of animal can you infer Hopper is?

4. "Achoo!" Becky sneezed. She sneezed again and then a third time. She felt warm and cold at the same time, and her head was throbbing. Becky dragged herself out of bed and called her boss to tell him she would not be at work.

Why was Becky not going to work?

What clues in the paragraph helped you make this inference?

Point of View

When a writer starts to write a story, she must decide who is going to tell the story. An author can tell a story from the first-person point of view or the third-person point of view.

First person: The person telling the story is the narrator. First person uses words such as I, me, and we.

Third person: The person telling the story is someone not in the story. Third person uses words such as he, she, and they.

Guided Practice

Read the following example.

I ran toward the baseball field. We were about to start the game.

In the example, look for key words to indicate if it is in first person or third person. Remember: First person uses words such as I, me, and we. Third person uses words such as he, she, and they.

I ran toward the baseball field. **We** were about to start the game.

Based on the words I and we, you can determine that this example is written in the first person.

Read the next example.

Sandy rode her bike to school today with her friends. They stopped for a soda on the way home.

In the example, look for key words to indicate if it is in first person or third person. Remember: First person uses words such as I, me, and we. Third person uses words such as he, she, and they.

Sandy rode **her** bike to school today with **her** friends. **They** stopped for a soda on the way home.

Based on the words her and they, you can conclude that this example is written in the third person.

Notice how these two sentences are similar, but have different points of view.

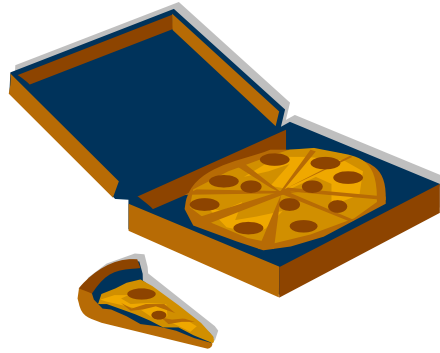
Practice

1. I almost missed the school bus because **my** alarm did not go off.
 - A. first-person point of view
 - B. third-person point of view
2. Helen was standing next to **her** car because **her** car had a flat tire. **She** looked upset.
 - A. first-person point of view
 - B. third-person point of view

Quiz

Read the following sentences and decide if the sentence is written in the first-person point of view or the third-person point of view.

1. One day, Lisa heard a disturbance. It sounded like someone was knocking on her door, but it was coming from the direction of her window.
 - A. first-person point of view
 - B. third-person point of view
2. I wanted to get Lisa's attention, but it was late at night. Instead of ringing the doorbell, I threw a pebble against her window.
 - A. first-person point of view
 - B. third-person point of view
3. I opened a pizza restaurant because pizza is my favorite type of food. I'm featuring a pepperoni and mushroom pizza called "The Ari" because it is my favorite kind of pizza.
 - A. first-person point of view
 - B. third-person point of view



4. Ari's favorite food is pizza. He thinks there is nothing more delicious than pepperoni and mushroom pizza.
- A. first-person point of view
 - B. third-person point of view

Summarizing

Summarizing is putting a shortened version of written or spoken material in your own words, stating the main points and leaving out everything that is not important. Summarizing involves analyzing information, determining which events are important and those events that can be left out, and taking large chunks of information and condensing them into a few short sentences.

Guided Practice

We use summarizing practically every day. For example:

You missed your favorite TV show and call your friend Chris to find out what happened. Instead of giving you every detail, Chris tells you the highlights.

Read another summarizing example.

Katrina says, “I was really busy this summer! I baby-sat for two children ages five and three. We went to the park every day to go swimming. It’s hard to watch two kids at the same time!”

The **first step** is to pick important ideas from the story.

The **second step** is to discard details that are not important.

The **third step** is to organize the important ideas and change these ideas into short sentences.

Here is an example of a summary:

Katrina was busy this summer baby-sitting two kids. They went swimming a lot.

Practice

1. The Empire State Building in New York City was finished May 1, 1931, 45 days ahead of schedule and about five million dollars under budget. The Empire State Building was the tallest building in the world until the 1970s. Although the Empire State Building is no longer the world's tallest building, millions of tourists visit the building each year.

Which of these choices is the best summary for this selection?

- A. Tourism is important in New York City.
 - B. Tall buildings exist around the world.
 - C. You should know things about buildings.
 - D. This is the history of the Empire State Building.
2. In the 1800s, the United States began to feel the effects of the greatest wave of immigration in its history. Millions of people poured into the country through New York. Ellis Island served as an immigration station. In 1907, more than 1.2 million immigrants were processed at Ellis Island. By the time Ellis Island permanently closed, more than 40 million immigrants passed through its gates.

Which of these choices is the best summary for this selection?

- A. Immigration changed America.
- B. Citizens stayed in their countries.
- C. Immigrants see the Statue of Liberty.
- D. New York is called the Big Apple.

Quiz

1. Baseball has been a part of American life for more than 100 years. There are hundreds of minor league teams throughout the fifty states. Thousands of Americans attend Major League Baseball games each year. Baseball is a part of American slang, fashion, and movies.

Which of these choices best summarizes what the information is about?

- A. Baseball is very popular in America.
 - B. There are hundreds of baseball stadiums.
 - C. Several states have minor league baseball teams.
 - D. Baseball movies have been a part of American life for many years.
2. Carl did not know where he was or how to get where he was going. He had left the directions at home, and he did not have a map. Now he was in a strange neighborhood and he was confused. If he could find a familiar landmark, he might know where he was.

Which of these choices best summarizes what the story is about?

- A. Carl forgot to ask for directions.
 - B. Carl is glad he is able to read a map.
 - C. Going to the party proved to be quite easy for Carl.
 - D. Carl was unfamiliar with the neighborhood and was lost.
3. Farming has changed a lot since 1800. Half the people in America worked on farms 200 years ago. Today, less than 2% of the population works on a farm. Animals used to do most of the work on farms. Today machines such as tractors are used.

Which of these choices best summarizes what the passage is about?

- A. Over the years, farming has changed a lot.
- B. Tractors helped make farming popular.
- C. Farming is hard work.
- D. Life was better long ago.

4. Cats are affectionate, cuddly, and independent. Unlike dogs, cats can stay on their own if you go away overnight. They do not need to be walked and can monitor their own food so they do not overeat. Cats do not bark, so your neighbors will not complain about the noise. If you are looking for a great pet, a cat is a smart choice.

Which of these choices best summarizes the passage?

- A. Cats are independent.
- B. Dogs are a lot of work.
- C. Cats are great pets.
- D. Pets are hard work.



Point of View, 2

When a writer starts to write a story, she must decide who is going to tell the story. An author can tell a story from the first-person point of view or the third-person point of view.

First person: The person telling the story is the narrator. First person uses words such as I, me, and we.

Third person: The person telling the story is someone not in the story. Third person uses words such as he, she, and they.

Guided Practice

Read the following example.

I walked home from school today with my friends. We stopped for ice cream.

In the example, look for key words to indicate if it is in first person or third person. Remember: First person uses words such as I, me, and we. Third person uses words such as he, she, and they.

I walked home from school today with **my** friends. **We** stopped for ice cream.

Based on the words I, my, and we, you can determine that this example is written in the first person.

Read the next example.

Jade walked home from school today with her friends. They stopped for ice cream.

In the example, look for key words to indicate if it is in first person or third person. Remember: First person uses words such as I, me, and we. Third person uses words such as he, she, and they.

Jade walked home from school today with **her** friends. **They** stopped for ice cream.

Based on the words her and they, you can conclude that this example is written in the third person.

Notice how these two sentences are similar, but have different points of view.

Practice

1. Luke takes swimming lessons in the summer. **He** is learning to dive.
 - A. first-person point of view
 - B. third-person point of view
2. I love Saturday mornings. I wake up and go directly to the TV to watch cartoons.
 - A. first-person point of view
 - B. third-person point of view

Quiz

1. Find the sentence written in the third person.
 - A. My class went on a field trip to see how candy is made.
 - B. Steve's mouth watered as he watched the chocolate being made.
 - C. I watched the gumdrops form in a big machine.
2. Pick the sentence written in the first person.
 - A. Monique practiced all week for her audition.
 - B. Finally the list was posted. Monique scanned the names.
 - C. I cannot wait to begin rehearsals as the fairy princess.

3. Which sentence is in the third-person point of view?
- A. Chan wants to be a firefighter when she grows up.
 - B. I love helping people and doing exciting things.
 - C. Adventure always seems exciting to me.



4. Choose the sentence written in the first-person point of view.
- A. Students pressed their noses against the classroom window.
 - B. Big snowflakes fell from the sky and coated the ground.
 - C. I love snow days as long as I do not have to shovel the snow.

Point of View

When an author writes a story, she must decide who will tell the story. An author can tell a story from **first-person point of view**, **third-person point of view**, or both points of view.

In first-person point of view, the person telling the story is the narrator. First-person point of view uses words such as "I," "me," and "we."

In third-person point of view, the person telling the story is not in the story. Third-person point of view uses words such as "he," "she," and "they."

Example A

I walked home from school today with my friends. We stopped for ice cream.

In the story, look for key words to indicate whether it is written in first-person point of view, third-person point of view, or both. Based on the words "I," "my," and "we," this story is written in first-person point of view.

Example B

Derrick likes to go to a lot of places when he is camps. His favorite place is Kent Park.

In the story, look for key words to indicate if it is written in first-person point of view, third-person point of view, or both. Based on the words "he" and "his," this story is written in third-person point of view.

Practice

Choose the correct point of view in which the following sentences are written.

1. When I got up this morning, I brushed my teeth. Then I got dressed and fed my cat breakfast.
 - A. first-person point of view
 - B. third-person point of view
 - C. first- and third-person points of view
 - D. neither first- nor third-person point of view
2. Suzanne is on the swimming team. She loves to swim. Her coach thinks she is a good swimmer.
 - F. first-person point of view
 - G. third-person point of view
 - H. first- and third-person points of view
 - J. neither first- nor third-person point of view

Quiz

1. Which sentence is written in third-person point of view?
 - A. I have a new car.
 - B. My new car is sporty.
 - C. Mandy's car is blue.
 - D. We are going driving tonight.
2. Which sentence is written in first-person point of view?
 - F. They will travel to many cities.
 - G. She wants to travel state to state.
 - H. My dream is to visit Cairo, Egypt.
 - J. The agent will have a plane ticket for her.

3. Which sentence is written in third-person point of view?

- A. I wish I could see movies every day.
- B. My brother said he would take me to the movies.
- C. Scary movies are my favorites.
- D. The movie scared them.

4. Which sentence is written in first-person point of view?

- F. My favorite subject is science.
- G. She likes the experiments.
- H. They went on a field trip
- J. She saw a lot of plants and animals.

Point of View

When an author writes a story, she must decide who will tell the story. An author can tell a story from **first-person point of view**, **third-person point of view**, or both points of view.

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In third-person point of view, the person telling the story is not in the story. Third-person point of view uses words such as "he," "she," and "they."

Example A

I walked home from school today with my friends. We stopped for ice cream.

In the story, look for key words to suggest whether it is written in first-person point of view, third-person point of view, or both. Based on the words "I," "my," and "we," this story is written in the first-person point of view.

Example B

Derrick likes to go to a lot of places when he camps. His favorite place is Kent Park.

In the story, look for key words to suggest if it is written in first-person point of view, third-person point of view, or both. Based on the words "he" and "his," this story is written in the third-person point of view.

Practice

Choose the correct point of view in which the following sentences are written.

1. When I got up this morning I brushed my teeth. Then I got dressed and fed my cat breakfast.
 - A. first-person point of view
 - B. third-person point of view
 - C. first- and third-person points of view
 - D. neither first- nor third-person point of view
2. Suzanne is on the swimming team. She loves to swim. Her coach thinks she is a good swimmer.
 - A. first-person point of view
 - B. third-person point of view
 - C. first- and third-person points of view
 - D. neither first- nor third-person point of view

Quiz

Choose the correct point of view in which the following sentences are written.

1. Jake likes to play golf. He sometimes plays with his dad.
 - A. first-person point of view
 - B. third-person point of view
 - C. first- and third-person points of view
 - D. neither first- nor third-person point of view
2. My friends and I went camping. We told scary stories by the campfire.
 - F. first-person point of view
 - G. third-person point of view
 - H. first- and third-person points of view
 - J. neither first- nor third-person point of view

3. I like to take my dog Maggie for a walk. Because she is so big, sometimes she takes me for a walk!
- A. first-person point of view
 - B. third-person point of view
 - C. first- and third-person points of view
 - D. neither first- nor third-person point of view



4. The hamster had a cage all to himself. He ran in his wheel all night.
- F. first-person point of view
 - G. third-person point of view
 - H. first- and third-person points of view
 - J. neither first- nor third-person point of view