Standardized Test Tutor

GRADE 4

READING

Practice Tests With Question-by-Question Strategies and Tips That Help Students Build Test-Taking Skills and Boost Their Scores

Michael Priestley
Contents

Welcome to Test Tutor ........................................... 4
  Test 1 ............................................................... 8
  Test 2 ............................................................... 27
  Test 3 ............................................................... 46
  Answer Sheet ...................................................... 66

Answer Keys
  Test 1 ............................................................... 67
  Test 2 ............................................................... 76
  Test 3 ............................................................... 85

Scoring Charts
  Student Scoring Chart ........................................ 94
  Classroom Scoring Chart ..................................... 95
Welcome to Test Tutor

Students in schools today take a lot of tests, especially in reading and math. Some students naturally perform well on tests, and some do not. But just about everyone can get better at taking tests by learning more about what’s on the test and how to answer the questions. How many students do you know who could benefit from working with a tutor? How many would love to have someone sit beside them and help them work their way through the tests they have to take?

That’s where Test Tutor comes in. The main purpose of Test Tutor is to help students learn what they need to know in order to do better on tests. Along the way, Test Tutor will help students feel more confident as they come to understand the content and learn some of the secrets of success for multiple-choice tests.

The Test Tutor series includes books for reading and books for math in a range of grades. Each Test Tutor book in reading has three full-length practice tests designed specifically to resemble the state tests that students take each year. The reading skills measured on these practice tests have been selected from an analysis of the skills tested in ten major states, and the questions have been written to match the multiple-choice format used in most states.

The most important feature of this book is the friendly Test Tutor. He will help students work through the tests and achieve the kind of success they are looking for. This program is designed so students may work through the tests independently by reading the Test Tutor’s helpful hints on the tests. Or you may work with the student as a tutor yourself, helping him or her understand each question and test-taking strategy along the way. You can do this most effectively by following the Test Tutor’s guidelines included in the pages of this book.

Three Different Tests

There are three practice tests in this book: Test 1, Test 2, and Test 3. Each test has 36 multiple-choice items with four answer choices (A, B, C, D). All three tests measure the same skills, but they provide different levels of tutoring help.
Sample 1

Directions: Read this story about a woodcutter and his wife. Then answer questions 1–5.

The Three Wishes

Once upon a time, a poor woodcutter set off for a day’s work in the forest. He walked among the trees until he found a great and sturdy oak. “I can make many fine boards from such a tall, straight tree,” the woodcutter said. Then he took hold of his ax and got ready to chop down the tree.

Suddenly, a fairy appeared on the lowest branch of the tree. In a tiny voice, the fairy begged the woodcutter to spare the oak tree. “If you let the tree stand,” the fairy explained, “I will grant you three wishes.”

The woodcutter scratched his head and thought about this for a few moments. Then he agreed to do as the fairy asked and went off to find another tree to cut.

1. What kind of story is this?
   A realistic fiction
   B folktale
   C historical fiction
   D biography

What kind of story begins like this?

Think about why the woodcutter does not cut down the tree.

Look at the beginning of the story and think about what happens to the woodcutter.
Test 2 provides a test-taking tip for each item, as in the sample below, but the tips are less detailed than in Test 1. They help guide the student toward the answers without giving away too much. Students must take a little more initiative.

Sample 2

**Directions:** Read this poem about going to the beach. Then answer questions 11–16.

**Beach Time**

Stroll down to the sea with bucket in hand.
You choose the spot and squat in the sand.

Warm sun on your face, it’s a jewel of a day.
You kneel to work, (but really it’s play).

Who is the main character in this poem?

**12.** Line 6 says, “It’s a jewel of a day.” This is an example of—
   A. a metaphor.
   B. rhyme.
   C. exaggeration.
   D. a simile.

Think about how the poet describes the day.

Test 3 does not provide test-taking tips. It assesses the progress students have made. After working through Tests 1 and 2 with the help of the Test Tutor, students should be more than ready to score well on Test 3 without too much assistance. Success on this test will help students feel confident and prepared for taking real tests.

**Other Helpful Features**

In addition to the tests, this book provides some other helpful features. First, on page 66, you will find an answer sheet. When students take the tests, they may mark their answers by filling in bubbles on the test pages. Or they may mark their answers on a copy of the answer sheet instead, as they will be required to do in
most standardized tests. You may want to have students mark their answers on the test pages for Test 1 and then use an answer sheet for Tests 2 and 3 to help them get used to filling in bubbles.

Second, beginning on page 67, you will find a detailed answer key for each test. The answer key lists the correct (and incorrect) responses and explains the answer for each question. It also identifies the skill tested by the question, as in the sample below.

**Answer Key for Sample 1**

Correct response: B  
*Identify literary genres and their characteristics*

This passage has the characteristics of a folktale. For example, it begins with “Once upon a time,” it includes a fairy who grants wishes, and its characters do not have names.

**Incorrect choices:**

A. This story is not realistic fiction because it includes a fairy with magical powers who grants wishes.

C. The passage does not include any historical facts, dates, or real people.

D. This passage does not tell the life story of a real person.

As the sample indicates, this question measures the student’s ability to identify literary genres and their characteristics. This information can help you determine which skills the student has mastered and which ones still cause difficulty.

Finally, the answer key explains why each incorrect answer choice, or “distractor,” is incorrect. This explanation can help reveal what error the student might have made. For example, a question about an effect might have a distractor that describes a cause instead. Knowing this could help the student improve his or her understanding of the text.

At the back of this book, you will find two scoring charts. The **Student Scoring Chart** can be used to help keep track of each student’s scores on all three tests and on each passage (literary or informational). The **Classroom Scoring Chart** can be used to record the scores for all students on all three tests. This will help illustrate how much progress students have made from Test 1 to Test 3. Ideally, students should score higher on each test as they go through them. However, keep in mind that students get a lot of tutoring help on Test 1, some help on Test 2, and no help on Test 3. So if a student’s scores on all three tests are fairly similar, that could still be a positive sign that the student is better able to read passages and answer comprehension questions independently and will achieve even greater success on future tests.
Read each passage and the questions that follow. Look at the Test Tutor’s tips for understanding the passages and answering the questions. Then choose the best answer to each question.

 оформление 1

Directions: Read this story about a woodcutter and his wife. Then answer questions 1–5.

The Three Wishes

Once upon a time, a poor woodcutter set off for a day’s work in the forest. He walked among the trees until he found a great and sturdy oak. “I can make many fine boards from such a tall, straight tree,” the woodcutter said. Then he took hold of his ax and got ready to chop down the tree.

Suddenly, a fairy appeared on the lowest branch of the tree. In a tiny voice, the fairy begged the woodcutter to spare the oak tree. “If you let the tree stand,” the fairy explained, “I will grant you three wishes.”

The woodcutter scratched his head and thought about this for a few moments. Then he agreed to do as the fairy asked and went off to find another tree to cut.

At the end of the day, the woodcutter returned home. By then, he had forgotten about the fairy and the three wishes she had promised to give him. When he stepped into his cottage, he saw that his wife had set his supper on the table. There was nothing but a bowl of thin broth and a small crust of bread.
The meager meal disappointed the woodcutter, who was very hungry after a long day’s work. “Oh, how I wish I had a link of sausage to go with my supper!” he declared.

As soon as the woodcutter spoke these words, a sausage appeared on his plate. The woodcutter and his wife were amazed.

“How did that sausage get here?” asked his wife.

For a moment, the woodcutter had no answer. Then he remembered the fairy’s promise to grant him three wishes. He told his wife what had happened in the forest.

Without thinking, his wife replied, “What an old fool you are to waste a magical wish on a sausage. I wish that sausage were attached to your nose. That would teach you a lesson!”

Instantly, the sausage flew up from the plate and attached itself to the woodcutter’s nose.

“Oh, no!” gasped the wife. “Look what I’ve done now!” She rushed to her husband, grabbed hold of the sausage, and yanked on it with all her might. But the sausage stuck tightly to the woodcutter’s nose.

Finally, the woman sagged to the floor, worn out from yanking on the sausage. “Oh, what misery this is!” she cried. “With three well-chosen wishes, we could have been as rich as kings and lived in luxury all our days. But now we have just one wish left, and I know what it must be.”

“Wife,” the woodcutter began, “don’t trouble yourself about me and my nose. Wish for whatever you desire, and you will have it in the blink of an eye.”

The woodcutter’s words reminded his wife of how kind and generous her husband had always been. With a loving smile, she looked at him and said, “I wish for you to have the nose you’ve always had.”

With those words, the sausage vanished.

The woodcutter and his wife smiled at each other and sighed with relief. Then they ate their meager supper together.
Questions 1–5: Choose the best answer to each question.

1. What kind of story is this?
   - A realistic fiction
   - B folktale
   - C historical fiction
   - D biography

2. What is the main conflict in this story?
   - A The woodcutter must choose which tree to cut.
   - B The wife must give up riches to help her husband.
   - C The fairy must decide which wishes to grant.
   - D The wife must find enough food for her husband.

3. Which words from the passage are antonyms?
   - A great and sturdy
   - B trouble and wish
   - C kind and generous
   - D appeared and vanished

4. Which words best describe the woodcutter’s wife?
   - A timid and determined
   - B bossy and mean
   - C quick-tempered and caring
   - D sweet and gentle

5. How do the woodcutter and his wife feel at the end of the story?
   - A content with their life together
   - B bitter that they wasted their wishes
   - C sure they will get rich someday
   - D afraid that the fairy may return
Directions: Read this passage about wind power. Then answer questions 6–10.

The Power of Wind

When you turn on a light, do you wonder where that electricity comes from? In the United States, most of our electricity comes from power plants that burn fuels. These fuels are coal, oil, and natural gas.

There are two big problems with using these fuels for electricity. First, their supply is limited. Once we’ve used them up, they are gone for good. Second, burning fuels causes pollution. So to make sure we always have power and to keep our planet clean, we must find other ways to make electricity.

Some people think that wind power is our best solution. Wind power works on a simple idea. A wind turbine is a bit like a child’s pinwheel. It has two or three blades. They sit atop a tower. When the wind blows, the energy of the spinning blades is turned into electricity.

How a Wind Turbine Makes Electricity

Wind turns the blades

Generator changes energy of turning blades into electricity

Cable carries electricity to power station

Computer controls which way the blades spin
Wind power has three advantages over oil, coal, and natural gas. First, there will always be more wind. We will never use it all up. Also, wind power does not pollute. Best of all, we don’t have to search for wind. While fuels must be extracted from under Earth’s surface, wind is all around us. In these ways, wind power seems like the perfect energy source.

Today, less than 1 percent of our electricity comes from wind. But scientists have been making better wind machines. As a result, wind power is getting more popular in this country. In recent years, the amount of electricity made from wind has more than tripled.

Yet wind power may not keep growing so quickly in the years to come. Why not? Many wind turbines are needed to make as much electricity as a plant that burns fuel. So wind-power companies try to build wind farms. A wind farm is a group of turbines placed close together in an area with steady winds.

In places where companies try to build wind farms, residents often object. They complain that rows of turbines are ugly. Noise from turbines often bothers people. Also, turbines kill birds and bats that fly into them.

Wind-power supporters disagree. They think the sight of spinning turbines is lovely. They point out that people have gotten used to living near noisy highways. They say ways can be found to keep birds and bats away from turbines.

Who will win this argument? In today’s world, we need clean and unlimited power sources more than ever. Unless a better power source comes along, people may just have to accept wind power as a part of their lives.

Questions 6–10: Choose the best answer to each question.

6. The author’s main purpose in this article is to—
   A  tell an entertaining story about wind farms.
   B  explain how electricity is made from burning fuels.
   C  persuade people to use less electricity.
   D  give information about wind power.

Think about why the author wrote this passage.
7. Look at the diagram of the wind turbine. What does the generator do?
   A makes the blades turn
   B changes the energy of the turning blades into electricity
   C carries the electricity to a power station
   D controls which way the blades turn

8. Which sentence from the passage best supports the idea that wind power is becoming more popular in the United States?
   A In the United States, most of our electricity comes from power plants that burn fuels.
   B Today, less than 1 percent of our electricity comes from wind.
   C In recent years, the amount of electricity made from wind has more than tripled.
   D Yet wind power may not keep growing so quickly in the years to come.

9. The passage says, “While fuels must be extracted from under Earth’s surface, wind is all around us.” What does the word extracted mean?
   A removed
   B stored
   C hidden
   D saved

10. Which sentence states an opinion?
    A Power plants burn coal, oil, or natural gas.
    B A wind turbine has two or three blades.
    C A wind farm is a group of turbines placed close together.
    D The sight of spinning turbines is lovely.
Directions: Read this poem about a summer night. Then answer questions 11–16.

A Night Like This

Just before sunset, the air is hot and still. Hero paces restlessly, impatient for his evening walk, until I stir from the sofa and clip on his leash. As we walk outside, the sun melts behind the hills.

Hero leads the way, veering off the sidewalk, pulling me onto the path to Pleasant Pond—a place where night creatures gather. Hero sniffs the ground and whines faintly.

The air changes as we near the pond—cooler, with a breeze whispering through it. The odors of wet earth and leafy plants mingle together. Following a different scent, Hero zigs and zags.

In the fading light, I see fresh tracks along the pond’s edge. I think of a child’s hands, dipped in paint and pressed on paper. Hero sniffs and paws at the dainty impressions. “Those raccoons won’t be back until we leave,” I tell him.

On the long way back to our neighborhood, the darkening sky turns the color of a ripe plum, and scattered stars begin to pierce the darkness. Tonight there is no moon to outshine them.

Nearly home, we pass the Sweeneys’ house, where TV light glows like a dancing ghost. Loud, shrill music surges out an open window, and I hear the screeching of a Hollywood car chase.

By now, Hero is pulling me home. He has spied my father on the front porch, kneeling before a telescope pointed toward the sky. On a night like this, it is the best show on Earth.

—Janet Callahan
Questions 11–16: Choose the best answer to each question.

11. Read this line from the poem.
   
   Hero paces restlessly, *impatient* for his evening walk,
   
   What does the word *impatient* mean?
   
   A very patient        C not patient
   B in a patient way     D patient again

12. Which line from the poem uses alliteration, or sound repetition, at the beginning of words?
   
   A Hero leads the way, veering off the sidewalk,
   B pulling me onto the path to Pleasant Pond—
   C a place where night creatures gather.
   D Hero sniffs the ground and whines faintly.

13. What difference does the speaker notice at the pond?
   
   A The sun seems brighter.
   B The night sounds are louder.
   C The hills look closer.
   D The air is cooler.

14. The images in the fifth stanza of this poem appeal mostly to the sense of—
   
   A sight.
   B hearing.
   C smell.
   D touch.

15. What is the speaker doing in this poem?
   
   A watching television
   B walking a dog
   C looking for raccoons
   D riding in a car

16. The speaker compares the light from the Sweeneys’ TV to—
   
   A a dancing ghost.
   B a sunset.
   C a whispering breeze.
   D starlight.
Growing Up With Harry Potter

Rupert Grint has won great fame as a child actor. Today, however, Rupert is not a child. He is a young man. Playing the young wizard Ron Weasley in the Harry Potter movies, Rupert has grown up right along with his character.

Rupert Grint was born in 1988 and grew up in Hertfordshire, England. The oldest of five children, he has a brother and three sisters. Long before the Harry Potter movies came along, Rupert loved acting. He polished his skills in school plays and after-school drama classes.

Rupert was 10 when the first of J. K. Rowling’s Harry Potter books appeared. As he read the book, Rupert noticed how much he was like Ron Weasley. Like Ron, Rupert has red hair, loves sweets, and is terrified of spiders. Two years later, Rupert heard that a Harry Potter movie was in the works. He was thrilled. He made up his mind to try out for the role of Ron Weasley.

As a first step, Rupert sent the director a picture of himself. He included a description of his acting experience. When he didn’t get a reply, Rupert sent a video of himself. In the video, he dressed up like his drama teacher and sang a rap song. The song told why he would be the perfect Ron Weasley. Rupert’s video must have been charming because he landed the role.

Rupert had a blast making *Harry Potter and the Sorcerer’s Stone*, the first movie in the series. He quickly became friends with Daniel Radcliffe and Emma Watson. They play the characters Harry and Hermione. When the movie came out
in 2001, it was a huge hit. Along with his co-stars, Rupert, who was only 13, had to learn to deal with instant fame. Suddenly, everywhere he went, people recognized him and knew his name. At first he tried wearing disguises. After a while, though, he got used to being famous and gave them up.

Rupert’s fame has only grown since more of the Harry Potter books have made it to the big screen. Rupert, Daniel Radcliffe, and Emma Watson have starred in each one.

By the time the last Harry Potter movie is done, Rupert will have played Ron Weasley for almost a decade. Will he give up acting after that? Not likely. Rupert has already made two other movies that have nothing to do with wizards. He’s looking for more movie roles, too. It will be hard at first for Rupert’s fans to see him playing characters besides Ron Weasley. But this fantastic young actor is sure to succeed in any part he plays.

More About Rupert Grint

<table>
<thead>
<tr>
<th>Favorite food: Pizza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorite sport: Golf</td>
</tr>
<tr>
<td>Best school subject: Art</td>
</tr>
<tr>
<td>Bad habit: Losing things</td>
</tr>
<tr>
<td>Special possession: The ice-cream truck he bought after passing his driving test</td>
</tr>
</tbody>
</table>

Questions 17–22: Choose the best answer to each question.

17. What is the main idea of this passage?
   A. Rupert Grint likes being a famous actor.
   B. Ron Weasley is one of the characters from J. K. Rowling’s Harry Potter books.
   C. Sooner or later, all of J. K. Rowling’s books will be made into movies.
   D. Rupert Grint has grown up along with Ron Weasley, the character he plays in the Harry Potter movies.

18. According to the passage, how are Rupert Grint and Ron Weasley alike?
   A. Both are afraid of spiders.
   B. Both are from Hertfordshire.
   C. Both can do magic tricks.
   D. Both like to sing rap songs.
19. The passage says, “Rupert had a blast” making the first Harry Potter movie. The phrase *had a blast* means that Rupert—

A worked too hard.
B learned a great deal.
C enjoyed himself.
D was often bored.

20. Which sentence states a fact?

A Rupert was 10 when the first Harry Potter book came out.
B The video of Rupert singing a rap song must have been charming.
C It will be hard for Rupert’s fans to see him play other characters.
D Rupert is a talented young actor.

21. Which of these events happened first?

A Rupert decided to try out for the part of Ron Weasley.
B Rupert took after-school drama classes.
C Rupert sent a picture of himself to the movie director.
D Rupert noticed ways that he was like Ron Weasley.

22. According to the passage, what is Rupert Grint’s bad habit?

A eating too much pizza
B losing things
C driving an ice-cream truck
D playing golf
Left-Field Leah

Leah Pratt had never liked sports. She dreaded gym class and spent most of her time at recess reading a book. The only reason Leah tried out for the softball league was that Anna Meese was trying out. Leah and Anna did everything together, so if Anna wanted to play, Leah did too. There was also only one reason why Leah ended up on Anna’s team: The coach was Anna’s father, and Anna begged him to pick Leah.

At first, joining the Blue Sox didn’t change Leah’s feelings about sports. She went to the weekly practices, but she didn’t take them seriously. She rarely caught a ball during fielding practice. She rarely hit the ball during batting practice. But no matter how badly she played, Leah didn’t get discouraged. She didn’t want to become a star player. She was just there to have fun with Anna.

At the last practice before the season’s first game, Coach Meese read the roster of players and their positions. “Gloria, you’re pitching. Ruby, you’re the shortstop. Anna, you’re playing left field. . . .” When Coach Meese finished, only Leah’s name hadn’t been called.

“Leah,” Coach Meese finally said. “You’re starting off on the bench, but I’ll put you into the game if I get a chance.”

Nodding agreeably, Leah reminded herself to bring a book to the games.

The Blue Sox’s season got off to a rocky start. In their first game, against the Robins, they lost by a score of 14–2. They lost their next game to the Panthers with a slightly better score of 10–7. Just as the Blue Sox were getting a reputation as one of the league’s worst teams, they turned things around by winning their next five games.

Leah even got to play in three of the games the Blue Sox won. Each time, Coach Meese waited until the Blue Sox were way ahead of their opponents. When he was sure there was no chance the Blue Sox could lose their lead, he had Leah take Anna’s place in left field. In each of those games, Leah
never got a hit and never made a good play in the outfield—but she didn’t care. Leah enjoyed being on the winning team, even if she didn’t contribute to the win.

Finally, the Blue Sox were ready to play their last game of the season, against the Sun Rays. If they won, the Blue Sox would be the league champions. The girls’ hopeful excitement grew as they did their pregame warmups. For the first time all season, even Leah felt the desire to win. When the game started, she sat on the bench and watched the action—instead of reading a book.

What a game it was! Both teams were in top form, and by the last inning, the Blue Sox led by just one run. Leah cheered as her teammates ran onto the field to face the Sun Rays batters. All the Blue Sox had to do now was to keep the Sun Rays from scoring another run. If they did, they would win the game—and the league championship.

Then something awful happened. As Anna jogged to left field, she tripped over a bat that had been tossed on the grass. She twisted her ankle and fell to the ground in pain. As Coach Meese helped her hobble to the bench, he told Leah to take Anna’s place.

Leah gulped. As she ran out to left field, she thought, “Please don’t let anyone hit the ball to me.”

Luckily, Gloria struck out the first two batters easily, but then the Sun Rays’ best hitter stepped up to the plate. Gloria wound up and threw. Crack! The ball sailed into left field, straight toward Leah. She reached her glove into the air, closed her eyes tightly and waited, while her teammates yelled, “Catch the ball, Leah! Catch it!”

Thump! It was the sound of the ball landing in Leah’s glove. Then a much louder sound—the cheers and whoops of the Blue Sox, the league champions—filled the air.
Questions 23–29: Choose the best answer to each question.

23. Which detail from the passage best shows that Leah did not like sports?
   - She dreaded gym class and spent most of her time at recess reading a book.
   - Leah tried out for the softball league.
   - Leah even got to play in three of the games the Blue Sox won.
   - Leah enjoyed being on the winning team, even if she didn’t contribute to the win.

24. Anna’s father selected Leah for the Blue Sox softball team because—
   - he thought Leah could become a great player.
   - Anna begged him to put Leah on the team.
   - the team needed an extra player in case someone got hurt.
   - he admired Leah’s team spirit and desire to win.

25. Where does most of this story take place?
   - in a school gym
   - on a playground
   - on a softball field
   - in the Meeses’ yard

26. The passage says, “At the last practice before the season’s first game, Coach Meese read the roster of players and their positions.” What is a roster?
   - a score
   - a sign
   - a book
   - a list
27. Why did Leah take Anna’s place in the last game?

A) Coach Meese wanted to give Leah a chance to play.
B) Anna asked her father to let Leah take her place.
C) Leah begged the coach to let her play in the game.
D) Anna twisted her ankle and couldn’t continue.

28. Which detail is most essential in helping you understand the importance of the last game?

A) The game was against a team called the Sun Rays.
B) If the Blue Sox won, they would be the league champions.
C) When the game started, Leah sat on the bench.
D) Gloria was the pitcher for the Blue Sox.

29. Which is the best summary of what happened when Leah played in the last game?

A) Gloria struck out the first two batters. The next batter hit the ball right to Leah, and she caught it. The Blue Sox won the game and the league championship.
B) Two Sun Rays batters struck out. Another batter hit the ball, but Leah caught it. She was very happy to be on the team.
C) The Sun Rays’ best hitter hit the ball to Leah. She closed her eyes but did not catch the ball. Then the Sun Rays cheered and whooped.
D) Gloria and Leah got the first three Sun Rays batters out. The Blue Sox beat the Sun Rays, and Leah decided that she liked softball after all.
Directions: Read these two passages about an interesting young woman and the amazing thing she found. Then answer questions 30–36.

Passage 1: Fantastic Finds

For as long as she can remember, Sue Hendrickson has loved to look for things. This interest has taken her all over the world. It has also brought her fame. Sue Hendrickson’s most important find so far is a dinosaur skeleton. It is the biggest T. rex skeleton ever found. When Sue isn’t digging for dinosaurs, she is diving in deep ocean waters. There she searches for sunken treasure or prehistoric fish bones.

Sue Hendrickson was born in 1949. She grew up in Munster, Indiana. When she was 4 years old, she found a brass perfume bottle in a collection of trash. She kept the bottle and still has it today. The thrill of finding unexpected treasure has stayed with Sue her whole life.

Young Sue was very bright. She loved to read and learn, but she got bored with school and was eager to explore the world.

When she was 17, Sue left home. For a while she lived in California and painted boats for a living. Then she moved to Florida to dive for fish that were sold to pet shops.

Diving for fish led to even more exciting work for Sue. First she helped a friend rescue a boat that was stuck on a sand reef. She moved on to raising sunken fishing boats and airplanes. She has discovered prehistoric sharks, whales, and dolphins. Sue even belonged to a team that found the sunken palace of Cleopatra, queen of ancient Egypt.

Sue also became interested in hunting for prehistoric fossils on land. She started off by looking for insect fossils trapped in amber, the hardened sap of trees that grew millions of years ago. Sue made friends with people who hunted fossils for a living. They invited her along on their summer dinosaur digs in the western United States.

In 1990, Sue and her friends headed for South Dakota. They scoured the Black Hills and found a good spot for digging. Then one day Sue went off by herself. She wanted
to check out another spot the team had passed by. When she got there, Sue discovered three huge dinosaur bones jutting out of a cliff. The bones were hollow, so Sue guessed they belonged to a *T. rex*. When Sue’s friends joined her, they confirmed her guess. They named the fossil Sue, after its discoverer. Then they helped her dig it up, and it turned out to be a fantastic find. Today, Sue the dinosaur can be seen at the Field Museum in Chicago.

**Passage 2: Dinosaur Puzzle**

Imagine that a friend gives you a jigsaw puzzle but keeps many of the pieces. You cannot assemble the puzzle completely. Still, you sit down and try to put the puzzle together as best you can.

This is how many dinosaur scientists work. They learn about dinosaurs mostly by studying their skeletons. The skeleton tells a lot about the dinosaur’s size. It gives clues about how the dinosaur moved and what it ate. Yet most dinosaur skeletons are incomplete. They are like jigsaw puzzles with many missing pieces.

That is why Sue Hendrickson’s dinosaur discovery in South Dakota was so important. It is the most complete *T. rex* skeleton ever found. In all, 90 percent of the bones were recovered. Many of the bones have never been found before with other *T. rex* skeletons. The skeleton’s tail is nearly complete. It also has an arm—only the second *T. rex* arm ever discovered. The most amazing part is the skull. It weighs a ton and holds a mouth full of teeth. The biggest tooth is a foot long!
What have scientists learned from this skeleton? Quite a bit. They know *T. rex* was 42 feet long and weighed seven tons. They have concluded that *T. rex* moved with its body parallel to the ground. It balanced itself with its long tail. The foot bones show that *T. rex* walked on its toes, like a cat does. Its running speed was only 15 miles an hour. When it came to hunting prey, the *T. rex* probably relied mostly on its sense of smell. The part of its brain used for smelling was much bigger than the thinking part.

Some things about the *T. rex* are still unknown. But the skeleton from South Dakota has given scientists a much better picture of *T. rex* than they had before. For a creature that lived 67 million years ago, that’s saying a lot.

**Questions 30–36:** Choose the best answer to each question.

30. What is the main idea of “Fantastic Finds”?
   - A There is a dinosaur skeleton named Sue.
   - B Sue Hendrickson has spent her life looking for things.
   - C There are many treasures to be found in the world.
   - D Finding a *Tyrannosaurus rex* skeleton made Sue Hendrickson famous.

31. Sue Hendrickson left home when she was 17 because she wanted to—
   - A explore the world.
   - B go to college in California.
   - C earn money for her family.
   - D live in South Dakota.

32. Read this sentence from Passage 1.

   They *scoured* the Black Hills and found a good spot for digging.

   Which meaning of *scoured* best fits this sentence?
   - A flushed or cleaned away
   - B polished by scrubbing
   - C emptied or cleared
   - D searched while traveling over
33. The author’s main purpose in Passage 1 is to—
A. describe some famous sunken treasures.
B. explain what it takes to become a fossil hunter.
C. persuade readers to search for interesting finds.
D. give information about Sue Hendrickson.

Think about why the author wrote this passage.

34. In Passage 2, the author compares dinosaur skeletons to—
A. perfume bottles.
B. beads of amber.
C. jigsaw puzzles.
D. sunken treasure.

Read the first part of Passage 2 again.

35. By looking at the T. rex’s skull, scientists can tell that it—
A. ran slowly.
B. had an excellent sense of smell.
C. walked on its toes.
D. weighed seven tons.

Find the part of the passage that tells about what scientists have learned.

36. Which sentence states a main idea in both of these passages?
A. Sue Hendrickson has painted boats, dived for fish, looked for sunken treasure, and found fossils.
B. The most complete T. rex skeleton ever found was buried in a cliff in South Dakota.
C. Scientists have learned a lot about T. rex, but there are still many things they don’t know.
D. The T. rex skeleton that Sue Hendrickson found was a remarkable discovery.

Look for an idea that is found in both passages, not just one.
Test Tutor says:

Directions: Read this passage about a boy who forgets things. Then answer questions 1–5.

Forgetful Nick

After school on Friday, Nick had a great time playing at Ray’s house. Then, when he got home, Grandpa’s car was in the driveway. Nick hurried up the front sidewalk, a smile on his face.

As he reached the door and said hello to Grandpa, Mom called from the kitchen. “Make sure you wipe your feet and put your backpack in the hall closet.”

Nick’s cheerful smile vanished. “Oh, no,” he said, “I guess I forgot to bring my backpack home.”

Mom was annoyed. “Nicky, that’s the third time you forgot your backpack this week! You need to be more responsible!”

Grandpa turned toward Nick and winked. “I’m afraid you inherited your forgetfulness from me, Nick. Did you know your grandma used to call me ‘Forgetful Jones’? She was convinced I’d forget my own head if it wasn’t stuck on!”

Grandpa’s sympathy made Nick feel a bit better. But he still felt mad at himself for forgetting again. He was disappointed, too. His new video game was in that backpack. Now he would not be able to play the game with Grandpa tonight.

After dinner, Grandpa turned to Nick and suggested going for a walk. As they turned the corner, Grandpa said, “I’ll tell you a little secret, Nick. We’re two of a kind. We like to do things, make things, have fun! We get caught up in whatever we do. That’s why we sometimes forget things, even things that are important.”

Nick thought that made sense, but there was something he did not understand. “Grandma doesn’t call you Forgetful Jones anymore, does she? How did you stop being forgetful? How can I stop forgetting and start remembering?”
Well,” said Grandpa, “I know a few tricks. I use them to jog my memory about things that are important. For instance, it’s important to turn off my car headlights when I park the car. If I leave them on, they run down the battery, and the car won’t start. So every time I get in the car, I put something in my lap. It helps me remember.”

“You put your eyeglass case in your lap and keep it there while you drive!” Nick said. “I always wondered why you did that!”

“And now you know my secret,” said Grandpa. “It’s a simple little trick, but it works like a charm. Why don’t we put our heads together and come up with a backpack-remembering trick?”

Questions 1–5: Choose the best answer to each question.

1. What is the main problem in this story?
   A. Nick doesn’t wipe his feet.
   B. Grandpa cannot play Nick’s new video game.
   C. Mom is annoyed at Nick.
   D. Nick forgets his backpack.

2. Which words best describe Grandpa’s character in the story?
   A. understanding and helpful
   B. forgetful and unhappy
   C. fun-loving and entertaining
   D. responsible and strict

3. The passage says, “I use them to jog my memory about things that are important.” In this sentence, the word jog means—
   A. “to trot or run slowly.”
   B. “to give a light push or tap to something.”
   C. “to stir up or awaken.”
   D. “to move or shake with a push or jerk.”
4. According to the passage, Grandpa and Nick are alike because they both—
   A  have the nickname “Forgetful Jones.”
   B  lose their backpacks.
   C  like to play video games.
   D  tend to be forgetful.

5. Grandpa uses some simple tricks to—
   A  have fun with Nick’s mom.
   B  cheer up his grandson.
   C  find his eyeglass case.
   D  help him remember things.
Shining Lights

Most people know that lighthouses help keep ships safe. For hundreds of years, their shining lights have warned sailors of dangers, such as shallow reefs, sharp rocks, and fast-moving currents. However, in many places, lighthouses could not be built at the time, so lightships were used instead. Manned lightships were used in U.S. waters for more than 150 years.

Unlike other ships, a lightship did not travel from place to place. It was anchored in one place, acting as a floating lighthouse. Commonly, a lightship crew was on duty at sea for four months at a time. Their job was to tend the light. They worked hard to keep it going in bad weather and rough seas. Working on a lightship could be lonely and sometimes boring, but it was dangerous as well. During storms, high seas, and fog, most ships headed for shore. A lightship crew needed to stay at sea. At those times, their work was more important than ever.

The first lightship in the United States was placed in the Chesapeake Bay in Virginia. The year was 1820. Oil from sperm whales was used to fuel the light.

Three years later, a lightship was stationed in New York Harbor. Many more were put into service in the following years. They were used on our coasts, near rivers, and in the Great Lakes.

For more than 50 years, whale oil was used on most lightships. Then, in 1877, kerosene came into use. Finally, in 1892, lightships began to use electricity.

At one time, there were more than 100 lightships in U.S. waters. The last new lightship was built in 1952. Over the years, five were lost due to severe weather and ice. The others were taken out of service, one by one. In 1985, the last working lightship came ashore.
Many lightships were replaced by fixed structures, which cost less to maintain. They can be automated, so a live-in crew is not needed.

Today just 19 lightships survive. They are a fascinating part of our history, but they don’t work anymore. Many have been turned into museums. Some are privately owned. A few have become floating restaurants. But the days of working lightships are over.

What can you learn from the timeline?
Questions 6–10: Choose the best answer to each question.

6. In America, what was used for the first time in 1719?
   - A) a fog signal
   - B) a lightship
   - C) an electric light
   - D) a lighthouse

7. The passage says that fixed structures have been built to replace lightships. What conclusion can be drawn from this?
   - A) People can now build in difficult places where they could not build before.
   - B) People should never have used lightships to warn sailors of dangers in the water.
   - C) Flashing lights are no longer used to guide sailors at sea.
   - D) Many people wanted to turn lightships into museums.

8. The passage says, “They can be automated, so a live-in crew is not needed.” An automated lighthouse is one that—
   - A) floats on the water.
   - B) moves from place to place.
   - C) runs by itself.
   - D) uses both light and sound.

9. Which sentence states an opinion?
   - A) It was anchored in one place.
   - B) During storms, high seas, and fog, most ships headed for shore.
   - C) Three years later, a lightship was stationed in New York Harbor.
   - D) They are a fascinating part of our history.

10. What is this passage mainly about?
    - A) how lightships and lighthouses are different
    - B) the history of lightships
    - C) why there are no more working lightships
    - D) the dangers of traveling by ship
**Directions:** Read this poem about going to the beach. Then answer questions 11–16.

**Beach Time**

Stroll down to the sea with a bucket in hand.
You choose the spot and squat in the sand.

Warm sun on your face, it’s a jewel of a day.
You kneel to work, (but really it’s play).

Fill the bucket up slowly, Tilt it upside-down fast.
The battlements rise, your castle is vast.

Mold the turrets and moats as the sun soars high.
Shape the walls and towers as people pass by.

Now deepen the moat, take a break for a swim.
Have lunch and a drink, watch the waves roll in.
Close your eyes and enjoy,
drink in salt smell and taste.
Gentle breeze, soothing sun—
then a big wave: make haste!

The castle’s in danger,
shore up the walls!
You bring up more sand,
but the big turret falls.

As fast as you can, you
scoop, turn, and reach.
But the waves nudge and thrust,
and reclaim the beach.

—Christine Rowan

Questions 11–16: Choose the best answer to each question.

11. What is this poem mostly about?
   A. walking on the beach
   B. flying a kite
   C. building a sand castle
   D. eating lunch

12. Line 6 says, “It’s a jewel of a day.” This is an example of—
   A. a metaphor.
   B. rhyme.
   C. exaggeration.
   D. a simile.

13. Which lines from the poem make the water seem alive?
   A. Stroll down to the sea / with a bucket in hand.
   B. Now deepen the moat, / take a break for a swim.
   C. Gentle breeze, soothing sun— / then a big wave:
      make haste!
   D. But the waves nudge and thrust, / and reclaim the beach.
14. Which words from the poem are synonyms?
   A  deepen and watch
   B  rise and vast
   C  mold and shape
   D  danger and moat

Find the two words that have the same meaning.

15. In “Beach Time,” how does the speaker’s sense of time change toward the end of the poem?
   A  He finds out that his castle will last a long time.
   B  He decides to work slowly and patiently.
   C  He is feeling sorry that his beach day will end soon.
   D  He starts to rush and work as fast as he can.

Look for details in the words used by the poet.

16. What theme, or message, is expressed in this poem?
   A  Haste makes waste.
   B  Nothing lasts forever.
   C  Life is a journey.
   D  You’re only young once.

Think about the lesson you can learn from what happens.
**Park Department Has Big Plans**

Last night the Park Department announced an exciting plan. They want to build new playing fields and a new running track. Also, they aim to improve the fields that we now have in town. If the voters approve this plan in April, then work will begin this summer. By next spring, the work will be done, and Oakdale will be a happier, healthier town.

**Why do we need more fields?**

The number of young people and adults who play sports has increased. We have soccer, baseball, lacrosse, field hockey, and football teams. The town does not have enough fields for all teams to practice on. Often, two or three teams crowd onto the same field to practice.

**Why do we need a running track?**

Our high school track team must go to another town to run on a track. A new track at the high school will help the team. Also, all town residents will be able to use the track for running, jogging, or walking.

**What’s wrong with the fields we already have?**

Two of the soccer fields are in a very low area. Every time it rains, the fields get flooded. Playing on a wet, soggy field is bad for two reasons. First, it tears up the grass. More important, it is unsafe for athletes. Injuries are much more likely on muddy and wet fields.

**What else is included in the plan?**

The plan calls for lights at two of the fields. This means that some baseball and football games can be played at night. This will have several benefits. First, it allows fields to be used more often. Also, night games are easier for working parents to attend. Finally, games on Friday nights will be fun and good for town spirit.
How will the fields, lights, and track be paid for?
A few private donors have already given money to get this project started. In addition, voters will be asked to approve a small tax increase. More information will be mailed to all households next week. Park Department leaders have studied our needs and will spend the money wisely.

What are the benefits of this plan?
Good athletic facilities are good for everyone in town. Children and adults will have more chances to exercise and get fit. With more fields, the town can have more teams and more players. Individuals can use the track. Better field conditions will mean fewer sports injuries. High school athletes will be able to practice and play games here in town. We can all share in a new feeling of pride and town spirit.

Where can I get more information?
Complete information is available at the town library. There is a model of the field and the track on display. Also, there are packets of information about costs, work schedule, and so on.

Who supports this plan?
- Oakdale Park Department
- Boys’ and Girls’ Soccer Club
- Oakdale Little League
- Oakdale Track Club
- Junior Football League
- Oakdale Police Association
- Oakdale Athletic Club
- Friends of Riverside Park

Questions 17–22: Choose the best answer to each question.

17. Most of the information in this passage is organized by—
   A. cause and effect.
   B. comparison and contrast.
   C. time order.
   D. question and answer.
18. Which detail best supports the idea that the town needs more fields?
   A. The Park Department wants to make new fields.
   B. Two of the soccer fields flood when it rains.
   C. Often, more than one team practices on the same field.
   D. There are no lights at any of the old fields.

19. Which sentence best summarizes the section called What are the benefits of this plan?
   A. Having good facilities will benefit everyone in town.
   B. Individuals can use the track for running.
   C. High school athletes will be able to play games here.
   D. Everybody can feel pride and town spirit.

20. What is this passage mainly about?
   A. where to get more information about the Park Department’s plan
   B. a plan to add to and improve the town’s sport fields
   C. an increase in the number of people who play team sports
   D. why sports and exercise are good for people

21. What can you tell about Oakdale from this passage?
   A. All the citizens of Oakdale enjoy sports.
   B. There will be no new fields if people vote against them.
   C. The population of Oakdale is growing fast.
   D. Everyone in town will use the new fields and track.

22. The author of this passage seems to feel that the Park Department—
   A. is planning to spend too much money.
   B. needs to provide more information.
   C. should get people to support its ideas.
   D. has come up with a good plan.
Directions: Read this passage about three unusual sisters. Then answer questions 23–29.

One-Eye, Two-Eyes, Three-Eyes

Long ago, three sisters lived with their mother. The eldest daughter had one eye smack in the middle of her forehead. The middle daughter had two eyes, like you and me. The youngest daughter had three eyes and thought herself the prettiest.

Now One-Eye and Three-Eyes, and their mother as well, could not abide Two-Eyes. They gave her rags to wear and leftover scraps of food to eat. Every day they sent her up the hillside to the pasture to tend the family’s goat.

Poor Two-Eyes never had enough to eat. Then one day, a strange-looking woman approached her on the hillside. “Are you hungry, my dear? Just say this rhyme. ‘Please, goat, bleat. I need to eat!’ Eat all you want, and then say, ‘Goat, be still. I’ve had my fill!’ Try it. I promise you won’t be disappointed,” the woman said as she disappeared.

Two-Eyes recited the rhyme. To her amazement, a little table appeared, covered with a lace cloth, silver plates, and delicious food. Happily, Two-Eyes ate a wonderful meal. Then, hugging her goat, she said, “Goat, be still. I’ve had my fill!” Table, cloth, plates, and food vanished at once.

That evening, One-Eye spotted Two-Eyes feeding her leftover scraps of food to the goat. “How can it be that our sister is not hungry?” she asked Three-Eyes. “Perhaps she found a berry patch on the hillside. Tomorrow I will go with her and find out.”

The next day, One-Eye climbed the hillside with Two-Eyes and the goat. Noontime came and Two-Eyes was hungry, but she did not dare say the rhyme. Finally, One-Eye lay in the grass to rest. Quietly, Two-Eyes sang, “Close your eye, do not spy.”

One-Eye closed her eye and fell into a deep sleep, and Two-Eyes said the rhyme. “Please, goat, bleat. I need to eat!”
Quick as a wink the table, cloth, plates, and food appeared. Two-Eyes had a fine meal. Afterward, she said, “Goat, be still. I’ve had my fill,” and woke up One-Eye, declaring that it was time to go home.

One-Eye was still rubbing her eye sleepily when Three-Eyes asked about the berry patch, but One-Eye had seen nothing. Angrily, Three-Eyes said, “You’re not much of a spy! Tomorrow I’ll go up the hillside. I’ll find out what’s what!”

The following day everything happened as before. Two-Eyes did not dare say the rhyme with her sister watching. Then, toward evening, Three-Eyes leaned against a tree to rest. Thinking it was safe, Two-Eyes sang, “Close your eye, do not spy.” Well, Three-Eyes had closed the eye in the middle of her forehead, but her other eyes were still open when Two-Eyes sang the rhyme and the table of food appeared.

Three-Eyes jumped up, grabbed the goat, and drove it into the forest. Then she sent Two-Eyes home without any dinner. Two-Eyes, who adored the little goat, went home heartbroken.

The next morning she went outside, hoping the creature had returned home. In the yard a magnificent tree had grown overnight. On the branches hung silver and golden apples.

Two-Eyes shouted with delight. One-Eye came out and immediately climbed the tree to pick some apples. But each time she reached for an apple, a wind blew it away. Impatiently, Three-Eyes climbed up too, but she had no better luck.

Just then, a knight rode up and asked for some refreshment. One-Eye and Three-Eyes quickly ran off to the well, pushing and shoving each other to be first. Two-Eyes easily climbed the tree, plucked an apple, and offered the juicy fruit to the knight.

Two-Eyes and the knight fell in love and, before long, were married. Their children, of course, had two eyes and plenty to eat.
Questions 23–29: Choose the best answer to each question.

23. Two-Eyes is most like which of these well-known story characters?
   A Little Red Riding Hood
   B Goldilocks
   C Snow White
   D Cinderella

24. What happened just after the strange-looking woman spoke to Two-Eyes?
   A One-Eye went looking for a berry patch.
   B Two-Eyes ate a wonderful meal.
   C Three-Eyes drove the goat into the woods.
   D The goat ate Two-Eyes’ food scraps.

25. Which two words best describe Two-Eyes?
   A meek and caring
   B greedy and hardworking
   C gentle and selfish
   D honest and generous

26. The author’s main purpose in this passage is to—
   A convince people to be more generous.
   B teach readers a magic rhyme.
   C give information about goats.
   D tell an entertaining story.

27. Two-Eyes sang a song that put One-Eye to sleep. Why didn’t the song put Three-Eyes to sleep?
   A It could only work once.
   B Three-Eyes was smarter than One-Eye.
   C The song only said to close one eye.
   D Three-Eyes was not lying down.

Think about other stories you have read or movies you have seen.

Go back to the beginning of the story to find the answer.

You can learn about a character from what she says and does.

Think about why the author wrote this passage.

Go back to this part of the passage to see what happens.
28. The passage says, “Two-Eyes, who adored the little goat, went home heartbroken.” Use the thesaurus entry below to choose the best synonym for adored.

adore • love, respect, worship, admire

A) loved
B) respected
C) worshiped
D) admired

29. Which saying best states the theme of this passage?

A) Good things happen to those who wait.
B) A rolling stone gathers no moss.
C) A bird in the hand is worth two in the bush.
D) Don’t put off until tomorrow what you can do today.
Directions: Read these two passages about chewing gum. Then answer questions 30–36.

Passage 1:
Chewing Gum, Then and Now

Do you like chewing gum? If so, you are not alone. People around the world have the gum-chewing habit. In fact, humans have been chewing for thousands of years.

Today we buy gum wrapped in paper packages. Long ago, people found their gum in the forest. They cut into the bark of certain kinds of trees. These trees produce a sticky, gummy liquid. This “gum” oozes from the tree where the bark is cut. Centuries ago, people in Europe chewed a gummy liquid from trees. Native Americans did, too. In Alaska, the Inuit people chewed on whale skin and blubber.

Nowadays, you can buy gum in different shapes and flavors. The gum is made in large factories. Many ingredients are mixed together to make each kind of gum. Often, chewing gum contains latex. This sticky substance comes from tropical trees. Some gums contain synthetic, or man-made, latex. Vegetable oils are added to soften the gum. Sugar or corn syrup makes the gum sweet. Candy makers add many different flavorings, such as mint and cinnamon, to make gum taste good.

Passage 2:
Walter Diemer’s Big Invention

Walter Diemer may not be famous, but he was a great inventor. Diemer was born around 1904. In 1926, he began working in the business office of a candy company.

One day in 1928, Diemer’s boss was working in the candy lab, mixing up a batch of gum. When the boss was called to the telephone, he asked Diemer to watch the gum. Diemer did not just watch. Instead, he started to experiment. He changed the gum recipe!

Diemer was just 23 years old, and he had never studied chemistry. But he was really interested in gum! He tried different ways to cook the gum, and he kept at it. One day not long after, Diemer made his great invention. He used
a new recipe of his own, and he added pink food coloring. Diemer had made the first nonstick bubble gum.

Diemer's bubble gum was a big success. The company called it Dubble Bubble. They sold 100 pieces in the first afternoon. In the first year, they sold over a million and a half dollars' worth of the penny-a-piece gum. It was hard to make enough gum to keep the public happy.

Soon Diemer's job changed. He traveled to nearby states looking for factories to make the gum. Also, he taught company salesmen how to blow bubbles so they could demonstrate how it worked when they went to stores to sell the gum.

Walter Diemer worked for the candy company for 45 years. In time, he became a senior vice president. Even after he retired in 1970, Diemer was still known as the bubble-gum man. In his neighborhood, he often passed out pieces of gum to children.

Questions 30–36: Choose the best answer to each question.

30. What is Passage 1 mainly about?
   A chewing gum facts and history
   B people and their habits
   C why so many people enjoy chewing gum
   D trees that produce gum

31. Passage 1 says, “This ‘gum’ oozes from the tree where the bark is cut.” What is the meaning of the word oozes?
   A to pull, tug, or drag
   B to shrink or become smaller
   C to bring together or collect
   D to flow or leak out slowly

32. Which information is not important to understanding these passages?
   A the information about how gum is made
   B the information about how well Dubble Bubble sold
   C the information about the Inuit people
   D the information about what Diemer did for work
33. What did Walter Diemer do just after his boss asked him to help in the lab?
   A. He taught others how to blow bubbles.
   B. He experimented with gum recipes.
   C. He gave away pieces of gum.
   D. He invented nonstick bubble gum.

34. Which sentence should be included in a summary of Passage 2?
   A. Bubble gum sold for one penny per piece.
   B. Walter Diemer did not know a thing about chemistry.
   C. The first bubble gum was called Dubble Bubble.
   D. Diemer invented bubble gum, and it was a big success.

35. What can you infer from Passage 2?
   A. Walter Diemer’s company made a lot of money selling bubble gum.
   B. Walter Diemer was a champion bubble-blower.
   C. Walter Diemer’s boss was angry that he changed the gum recipe.
   D. Walter Diemer invented a lot of new candies.

36. Which sentence states an opinion?
   A. Long ago, people found their gum in the forest.
   B. Candy makers add many different flavorings to make gum taste good.
   C. Walter Diemer may not be famous, but he was a great inventor.
   D. Walter Diemer used a new recipe of his own, and he added pink food coloring.
Directions: Read this passage about a family trying to make home repairs. Then answer questions 1–5.

Home Repair

When the doorbell rang, I ran to open the front door.

“Hello there, son, I’m José, the carpenter,” said the man who stood there.

“We’re so glad you’re here, José!” said my father from behind me. “I’ll show you the problem.”

We all went into the yard and looked up to the third floor. The little dormer that projected from our roof had part of its eaves missing, right under its own small roof. The house had been like that since the day we moved in. It looked ugly, and birds and squirrels got in and made nests there, but now José would fix it.

“That shouldn’t be hard to repair,” said José. “Would you help me get my ladder off the truck?”

Dad and José set up the ladder and stretched it out full length against the side of the house. José climbed up and poked around in the hole.

“There’s a lot of old nest material in here,” he called down. Soon he had filled a huge trash bag with all the dead leaves and grass that animals had used to make their nests over the years.

José spent the afternoon ripping out the old rotten wood, cutting new pieces to fit, and nailing everything together. By four o’clock, the work was done. We all admired the gleaming, newly painted wood, and Dad shook José’s hand.

As he was leaving, José said, “There was a squirrel up there that was furious at me. He sat on the roof and scolded me nonstop. I guess he didn’t want to move out, but he’ll just have to find a new nest.”
That evening, my sister heard a strange noise on the third floor. She yelled downstairs, “Mom, Dad—there’s a squirrel out there chewing on the new wood!”

We all went upstairs and saw that it was true. How could we stop it? We started banging on the wall inside. That stopped the squirrel temporarily, but as soon as we stopped banging, it went right back to chewing. Mom put a radio right next to the wall on the other side of the new wood and turned up the volume, but the squirrel went right on gnawing. All the whooping and hollering and noise we made didn’t stop that squirrel. Finally, the squirrel stopped chewing, but not until it had opened up a big hole in the wood José had just replaced.

I went outside, shone a flashlight up at the dormer, and peered through a pair of binoculars. I watched the squirrel squeeze into the hole and come out with something in its mouth. It scampered over the roof and down the side of the house, disappearing up a tree. In a few minutes, it returned and vanished into the hole again, then reappeared holding something in its mouth.

I ran inside and announced, “Guess what! The squirrel has babies in there!”

We all went out and watched the squirrel climb down the side of the house, carrying another baby to safety. Dad whistled. “Would you look at that! I guess José didn’t get everything out of there after all.”

“And to think we were angry at the squirrel for ruining José’s nice work,” said Mom, squeezing me and my sister. “Of course she had to rescue her babies. I understand just how she feels.”

Questions 1–5: Choose the best answer to each question.

1. The squirrel chewed a hole in the new wood in order to—
   A. store food for the winter.
   B. get its babies out.
   C. move back into its old nest.
   D. make the carpenter angry.
2. Which event happens first in the story?
   A. The squirrel scolds José nonstop.
   B. José clears out dead leaves.
   C. A carpenter rings the doorbell.
   D. José rebuilds the eaves.

3. How does the boy figure out why the squirrel chewed a new hole in the wall?
   A. He watches through binoculars.
   B. He bangs on the wall and yells.
   C. He climbs up a ladder.
   D. He helps José.

4. Read this sentence from the passage:
   “That stopped the squirrel temporarily, but as soon as we stopped banging, it went right back to chewing.”
   What does the word "temporarily" mean?
   A. at a later time
   B. lightly
   C. for a while
   D. almost completely

5. Which detail from the story contains a hint about the squirrel’s problem?
   A. The house had been like that since the day we moved in.
   B. José said, “There was a squirrel up there that was furious at me.”
   C. I went outside, shone a flashlight up at the dormer, and peered through a pair of binoculars.
   D. “I guess José didn’t get everything out of there after all.”
Directions: Read this passage about a famous river. Then answer questions 6–10.

A Trip Down the Mississippi

What body of water do Minneapolis and New Orleans have in common? The Mississippi River. This mighty river flows through both cities. Hop in my boat for a ride down the “Big Muddy”!

The Mississippi starts as a stream way up north in Minnesota. By the time it gets to Minneapolis, it is wide enough for a barge to pass. As the river gets wider, we will have to watch out for barge tows. These are many barges linked together. Their pilots steer from a point that is three stories high, looking half a mile ahead. They probably can’t even see our little boat.

We go through lots of lock and dam systems. These control the height of the river so ships don’t get stuck on the river bottom. That’s important because the river carries 175 million tons of goods a year.

Passing through Wisconsin, we see more barges full of grain, coal, and oil. In Iowa, the river gets wider. The land on both sides is flat. Farmland spreads out on either side as far
as the eye can see. Ducks, eagles, and herons fly over us and dive for fish. Some birds use the river as a guide when they migrate north or south.

There’s Hannibal, Missouri, where Mark Twain grew up. He really made this river famous. His book The Adventures of Huckleberry Finn tells about a boy named Huck trying to help a slave named Jim escape to freedom. They float down the Mississippi on a raft. Twain’s book has inspired many dreams of lying back on a raft without a care in the world.

Watch out for strong currents as the Missouri River joins us. Right after it is the big city of St. Louis. Now we’re about 850 miles from Minneapolis. The river is about 3,500 feet wide here. Farther south, where the Ohio River joins the Mississippi, it is almost 4,500 feet across.

Thousands of years ago, glaciers carved out this big river basin. That’s what the land that drains into the river is called. The river basin is mostly flat. In 1927, the river flooded over 27,000 square miles. That’s about the same size as New England. Floods still cause damage today.

This river sure does wind around. For a while we are actually heading north! To our left is Memphis, Tennessee. Can you smell the barbecue? In the past, if someone in Memphis wanted to go south, the river was the best way to get there. In earlier times, many Indians and explorers traveled this river, too.

It sure is peaceful here. Down south, the Mississippi becomes lazy and muddy. The farther south we go, the muddier it gets. Every time it rains, soil from farms washes into the river, along with any chemicals the farmers use. That is bad for the animals that depend on the river, including us.

Whew, it’s hot! This swamp we’re passing is kind of spooky. Keep your arms and legs in the boat. There are alligators here.

Hmm, do I hear music? It must be New Orleans! We’ve traveled more than 2,000 miles. I’m ready for some New Orleans jazz and some good southern cooking—how about you?
Questions 6–10: Choose the best answer to each question.

6. Which sentence best describes the importance of the Mississippi River to the United States?
   - A Birds use the river as a guide when they migrate.
   - B Books written by Mark Twain took place on the river.
   - C The river passes many cities and farms.
   - D It is a main route for transporting people and goods.

7. The author’s main purpose in this passage is to—
   - A give information about the Mississippi.
   - B persuade readers to travel down the Mississippi.
   - C compare the Mississippi with other large rivers.
   - D entertain readers with the story of Huck Finn and Jim.

8. After Iowa, what happens to the Mississippi as it goes farther south?
   - A It moves faster.
   - B It becomes clearer.
   - C It gets wider.
   - D It has more dams.

9. According to the map, which city is on the Mississippi River?
   - A Kansas City, Missouri
   - B Baton Rouge, Louisiana
   - C Milwaukee, Wisconsin
   - D Jackson, Mississippi

10. The passage says, “Down south, the Mississippi becomes lazy and muddy.” Which definition in this dictionary entry best fits the way lazy is used in the sentence?

    **lazy adj**  1. not wanting to work.  2. slow-moving.  
    3. droopy: a dog with lazy ears.  4. shown lying on it side, such as a letter: the lazy K ranch.

   - A definition 1
   - B definition 2
   - C definition 3
   - D definition 4
Directions: Read this poem about friendship. Then answer questions 11–16.

Friendship

“Give me a dollar and I’ll be your best friend.”
Madeline smiled as she said that to me.
She was so pretty and so popular,
With shiny brown hair and a confident smile.
I thought, “Everyone wants to be Madeline’s friend.”
I was new to the school, and different, and shy.
I needed a friend, and she was the best!

My uncle had given me birthday money,
Crisp, new bills I was saving
For a playhouse my father would build
With a door and three windows—I could see it already—
A place just for me and a friend, if I wanted.
But I needed a friend, and here was my chance.

Next day in the schoolyard I gave her the dollar.
She flashed me that smile—or was it a laugh?—
And next thing I knew she had vanished.
That’s when it hit me, the shame and the tears,
Which I couldn’t cry, or the whole school would know
How low I would go, that I needed a friend.
There she was laughing at me with her buddies.
If only the ground would swallow me up!

Luckily, summer was coming soon.
I wouldn’t see any of them till the fall.
Even the worst times come to an end,
And this year I made a new friend who
Likes me for me: still shy, kind of awkward,
Not good at sports, but sometimes funny.
Her smile is a real one, and of course,
She never asks me for money.

—Joan Kocsis
Questions 11–16: Choose the best answer to each question.

11. The words “I needed a friend” are used three times in this poem. This is an example of—
   A  rhyme.
   B  exaggeration.
   C  repetition.
   D  imagery.

12. Madeline is best described as—
   A  shy.
   B  cruel.
   C  honest.
   D  careless.

13. Line 21 says, “If only the ground would swallow me up!” What does this line mean?
   A  The speaker hopes that an earthquake will happen.
   B  She does not feel good and cannot swallow.
   C  The speaker wishes she could disappear.
   D  The ground in the schoolyard is too hard.

14. Read these lines from the poem:
   She was so pretty and so popular, /
   With shiny brown hair and a confident smile.

   Which word is the opposite of confident?
   A  unsure
   B  unhappy
   C  ugly
   D  pushy
15. In the poem, what happened after the speaker gave a dollar to Madeline?
   A. She and Madeline became best friends.
   B. Madeline laughed at her.
   C. She and Madeline built a playhouse.
   D. Madeline gave the dollar back.

16. What lesson does the speaker learn in this poem?
   A. You can have only one best friend.
   B. Work hard and do your best at school.
   C. Save your money for things you really need.
   D. Money cannot buy happiness.
Directions: Read this passage about a famous musical group. Then answer questions 17–22.

How the Beatles Made History

One night in February 1964, 73 million Americans sat glued to their TVs. Normal life almost stopped while the Beatles played The Ed Sullivan Show. This English rock group of four young men—John, Paul, George, and Ringo—took America by storm. They created a new kind of music, and teenagers loved it. Millions of fans copied their hair, clothes, and style.

Four Lads From Liverpool

John Lennon was raised by his aunt and uncle in Liverpool, England. John always knew he had a big future ahead of him. Once, when his aunt threw out his drawings and poems, he said, “You’ll regret that when I’m famous.” By the age of 16, John had his own band called the Quarry Men.

In 1957, Paul McCartney heard that band play at a fair, where he met John Lennon. John liked Paul’s guitar playing, and the two began playing music together. They would become the century’s most successful pair of songwriters.

Paul knew George Harrison from riding the bus to school. George was only 14 but already good at guitar. John didn’t want him to join the group until he heard George play a difficult guitar part perfectly.
Next, they found a drummer named Pete Best. Pete’s aunt owned the first club they played. Soon they began to draw crowds, and Liverpool loved them.

In 1962, Ringo Starr replaced Pete Best. Ringo had changed his name from Richard Starkey while playing in another band. The group had fun on stage, and Ringo’s style fit right in. Ringo sometimes said odd things like “eight days a week” and “it’s been a hard day’s night.” Those two sayings later became the titles of Beatles songs.

**Early Days**

At first, the group sometimes played as Johnny and the Moondogs. In 1960, when they decided to change their name, they looked to someone they admired. Buddy Holly, a singer from Texas, had a group named the Crickets. Thinking of other bugs, they came up with the Beetles. John Lennon then changed one letter (as a pun on “beat music”), and the Beatles were born.

In 1962, they had their first successful single, “Love Me Do.” Their next one, “Please Please Me,” became a number-one hit. In 1963, an album and a tour increased their notoriety. The next year their first movie came out. *A Hard Day’s Night* showed a funny view of the group. Mostly they were running away from screaming girls down London streets.

**The Songs**

John and Paul wrote most of the Beatles’ 214 songs. Usually one wrote the song and then played it for the other, asking for help with some parts.

Paul often wrote about feelings. His best-known song, “Yesterday,” was about sadness and loss. More than 2,500 recordings of it have been made since it came out. Most early Beatles songs were about love. “All My Loving” and “We Can Work It Out” are two examples. Later, Paul wrote “Hey Jude” to comfort John’s son when he was sad. “Paperback Writer” is a funny song Paul wrote about someone wanting to be a famous writer.
John wrote more about thoughts and memories. Songs like “Penny Lane” and “Strawberry Fields Forever” recalled places near his home. He wrote “Julia” for his mother.

**After the Beatles**

George and Ringo did not write many songs till after the group broke up in 1970. Each of the Beatles then started his own career. Paul formed the group Wings, Ringo had some hit songs and acted in movies, and George wrote beautiful songs that sold well. John Lennon recorded 12 albums over the next 10 years before he was killed in New York City in 1980.

While they were together, the Beatles were like no other group. And music was never the same after them.

**Questions 17–22:** Choose the best answer to each question.

17. Which of these events happened first?
   - A. The Beatles appeared on an American TV show.
   - B. Ringo Starr became the group’s drummer.
   - C. Paul heard John’s band play at a fair.
   - D. Millions of fans copied their haircuts.

18. How did the group choose the name the Beatles?
   - A. They made a pun on Best, the name of the drummer.
   - B. Ringo said something funny one day about beetles.
   - C. *Moondog* is another word for “beetle” in England.
   - D. They got the idea from a group named the Crickets.

19. The passage says, “This English rock group of four young men took America by storm.” What does this sentence mean?
   - A. The Beatles became hugely popular in a short time.
   - B. These four young men got caught in bad weather.
   - C. The Beatles played their music as loud as a hurricane.
   - D. These four young men took control of America during a storm.
20. The passage says, “In 1963, an album and a tour increased their notoriety.” What does notoriety mean?

A  size  
B  fame  
C  knowledge  
D  talent

21. In which part of the passage should you look to learn about the Beatles’ music?

A  Four Lads From Liverpool  
B  Early Days  
C  The Songs  
D  After the Beatles

22. Which detail gives the best support for the claim that Paul and John were very successful songwriters?

A  Even as a boy, John Lennon knew he would be famous.  
B  “Please Please Me” was a number-one hit.  
C  “Paperback Writer” is a funny song about wanting to be a famous writer.  
D  More than 2,500 recordings of “Yesterday” have been made.
Directions: Read this passage about two birds who were friends. Then answer questions 23–29.

Heron and Hummingbird

Heron and Hummingbird both loved fish. Perhaps that’s why they were such good friends. Tall Heron stalked through shallow water on long legs, bending down to snatch the fish. Tiny Hummingbird nipped small fish from the water as he flew.

One day, Hummingbird said to Heron, “I’m not sure the world has enough fish for us both.”

“You may be right,” said Heron. “Let’s have a race, and whoever wins can have all the fish.”

They decided to race for four days. The finish line was a dead tree next to a wide river. The bird that reached the tree first would possess all the fish in the world.

Bright and early next morning, they started their race. With a single flap of his powerful wings, Heron lifted off. He flew slowly but steadily, high in the sky. Hummingbird skipped along, skimming the treetops. He flew so fast that soon he had gotten far ahead of Heron. Then Hummingbird spied some beautiful red flowers below.

“I wonder how those taste,” he thought. He flew down to sample the flowers’ nectar and found it quite delicious. So he zipped from one flower to the next, sipping from each flower and comparing their tastes. When Heron’s large shadow passed over him, Hummingbird took to the air again. He reached the big bird and flew circles around him to show off, and then he zoomed ahead. Heron just kept flying steadily forward on his great wings.

When it got dark, Hummingbird needed to rest. He found a nice spot to perch on and slept all night long. But Heron flew on steadily through the night. When Hummingbird awoke in the morning, Heron was way ahead. Hummingbird had to fly as quickly as he could to catch up. Then he zoomed past the big bird and kept going until Heron had disappeared behind him. Then Hummingbird noticed some flowers. He zipped down and tasted their nectar.
Hummingbird was enjoying himself so much that he didn’t notice Heron overtaking him.

Finally, Hummingbird remembered that he was in a race. Again he flew as fast as he could. For two more days, Hummingbird and Heron raced toward the finish line. Hummingbird stopped frequently to drink from flowers and always rested at night. Heron never stopped, but pushed on through day and night.

On the fourth day, Hummingbird woke up and flew toward the wide river with its dead tree. When it finally came into view, there sat Heron at the top of the tree! Heron had won the race.

From that day forward, the herons have eaten fish whenever they like, while hummingbirds visit flowers to sip their nectar.

Questions 23–29: Choose the best answer to each question.

23. What kind of passage is this?
   A informational article
   B fable
   C news story
   D realistic fiction

24. During the race, Hummingbird stops often to—
   A show off.
   B eat fish.
   C taste flowers.
   D find new friends.

25. Which detail would change the story least if it were taken out of paragraph 4?
   A The finish line is a dead tree.
   B They decide to race.
   C They will race for four days.
   D The bird that gets to the end first wins.
26. Which is the best summary of the sixth paragraph?
   A) Hummingbird found some pretty flowers that tasted good.
   B) Heron got ahead of Hummingbird but then was left behind.
   C) Hummingbird flew down to taste some flowers but quickly caught up to Heron.
   D) Hummingbird ate nectar until Heron’s shadow passed over him.

27. How did Heron win the race?
   A) He kept thinking about fish.
   B) He paced himself so he didn’t need to rest.
   C) He forgot that he was in a race.
   D) He was not interested in pretty flowers.

28. How is Hummingbird different from Heron?
   A) He flies fast.
   B) He is a bird.
   C) He likes fish.
   D) He has a good friend.

29. Which saying best expresses the theme of this story?
   A) A penny saved is a penny earned.
   B) Slow and steady wins the race.
   C) Pride comes before a fall.
   D) Don’t count your chickens before they hatch.
Passage 1: Learning to Fly

People have always wanted to fly. The Chinese began flying kites more than 2,000 years ago. They flew them for fun and to check on the weather, but people could not fly in a kite.

Later, the inventors of Europe worked on the problem of flying. The most amazing inventor of the time was Leonardo da Vinci. In the 1480s, this Italian artist drew birds in flight. He studied how their wings and tails worked. Then he drew a flying machine that looked a lot like a helicopter.

In 1783, the Montgolfier brothers of France invented hot-air balloons. They attached a big bag made of silk to a basket. When they filled the bag with hot air, it floated up. The first balloon passengers were animals. Their balloon traveled for a mile and went up 6,000 feet. Later that year, two men flew in the balloon.

Balloons don’t really fly though; they float. Sir George Cayley was the next to make progress in flight. In the early 1800s, this Englishman began making gliders. The wings of his gliders did not move, but their shape made it possible to fly. For 50 years, Cayley tried different wing designs and added tails to help steer. In 1853, he put one of his servants in a glider. This young man was the first person to fly, but no one knows his name.

Otto Lilienthal took up where Cayley left off. This German engineer also studied birds and how they fly. He was the first to design a glider that could hold a person and fly long distances. Lilienthal made more than 2,500 flights in gliders. He steered by moving his body and legs. His book explaining what he had learned about flight came out in 1891.

Two brothers from Ohio bought a copy of that book. George and Orville Wright designed a plane based on what they learned from it. They added a small motor to a glider and did many tests. Their first successful flight took place in North Carolina in 1903. The Wright brothers invented the airplane, but they couldn’t have done it alone.
Passage 2:
Blanche Scott, Fearless Flyer

Blanche Scott had two days of lessons before her first flight in 1910. With that, she became America’s first woman pilot.

Danger was nothing new to Blanche. By the age of 13, she had destroyed seven bicycles and lost some skin trying to do stunts. To keep her from hurting herself, her father let her drive his car. The city fathers of Rochester, New York, were angry that a 13-year-old was driving their streets. However, there was no law against it.

Her parents hoped Blanche would settle down, but she didn’t. On May 10, 1910, she and a woman reporter left New York by car. Outside of big cities, there were just 218 miles of paved roads. After two months of bumpy roads and flat tires, the two women reached San Francisco and were welcomed by a large crowd. Blanche had become the first woman to drive across the country.

Along the way in Ohio, she had watched a plane take off. That got her interested in flying. Soon she was doing stunts in air shows. At a time when few women had jobs, Blanche made $5,000 a week. Her “death dive” was a 4,000-foot plunge. Hearts raced as people watched her head straight down. At the last moment, she pulled up and everyone could breathe again.

Later, Blanche worked as a test pilot. She was the first woman to do that, too. After being hurt in a flying accident in 1913, she took a year to recover. She flew very little after that.

Blanche starred in the first movie about flying, The Aviator’s Bride. She also wrote for and acted on radio shows. She spent much of the 1930s in California, writing for movies.

In 1948, Blanche became the first woman to ride in a jet. Pilot Chuck Yeager invited her to come along in a plane he was testing. In honor of his guest, Yeager rolled the plane and did a 14,000-foot dive. She loved it.

This amazing woman was born before cars or airplanes were invented. Before she died in 1970, she saw men land on the moon. In between, Blanche Scott made history.
Questions 30–36: Choose the best answer to each question.

30. In Passage 1, the author presents information mainly by—
   A explaining causes and effects.
   B listing questions and answers.
   C comparing and contrasting people.
   D describing events in time order.

31. Which sentence from Passage 1 expresses an opinion?
   A The Chinese began flying kites more than 2,000 years ago.
   B The most amazing inventor of the time was Leonardo da Vinci.
   C In 1783, the Montgolfier brothers of France invented hot-air balloons.
   D Otto Lilienthal took up where Cayley left off.

32. Passage 1 says, “This German engineer also studied birds and how they fly.” The word engineer means—
   A “of or like an engine.”
   B “without an engine.”
   C “one who makes engines.”
   D “after the engine.”

33. In Passage 1, the author’s main purpose is to—
   A describe the kinds of problems that inventors face.
   B explain how the Wright brothers invented the first airplane.
   C entertain readers with a story about people trying to fly.
   D give information about the history of flight.

34. Which words best describe Blanche Scott?
   A resentful and cold
   B bold and adventurous
   C smart and clever
   D thoughtful and patient
35. What can you conclude from the fact that Blanche Scott had only two days of lessons before she flew?

A. In 1910, no one wasted time teaching pilots since they would probably crash anyway.
B. The Wright brothers proved that you didn’t need to know much to fly.
C. Flying was so new that there were no laws about how pilots should learn.
D. The Wright brothers didn’t have time to spend with every new pilot.

36. Which sentence states a main idea expressed in both of these passages?

A. Many people contributed to the history of flight.
B. Blanche Scott was born before cars or airplanes were invented.
C. Hot-air balloons were invented long before airplanes.
D. Driving a car and flying a plane require the same skills.
Standardized Test Tutor: Reading

Answer Sheet

Student Name ________________________________

Teacher Name ________________________________

Directions: Fill in the bubble for the answer you choose.

3. A  B  C  D  15. A  B  C  D  27. A  B  C  D
10. A  B  C  D  22. A  B  C  D  34. A  B  C  D
### Test 1 Answer Key

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### Answer Key Explanations

#### The Three Wishes

**1. Correct response: B**

*(Identify literary genres and their characteristics)*

This passage has the characteristics of a folktale. For example, it begins with “Once upon a time,” it includes a fairy who grants wishes, and its characters do not have names.

**Incorrect choices:**

- A  This story is not realistic fiction because it includes a fairy with magical powers who grants wishes.
- C  The passage does not include any historical facts, dates, or real people.
- D  This passage does not tell the life story of a real person.

**2. Correct response: B**

*(Analyze literary elements: plot)*

Most of the story revolves around making three wishes, but the first two are wasted. The wife must decide what to do with the third wish.

**Incorrect choices:**

- A  Choosing which tree to cut leads the woodcutter to the fairy, but this is not the main conflict.
- C  The fairy grants whatever three wishes the woodcutter makes.
- D  The wife probably has to find enough food for her and her husband every day, but this is not the main conflict in the story.
3. Correct response: **D**  
*(Identify antonyms)*  
The words *appeared* and *vanished* have opposite meanings, so they are antonyms.

**Incorrect choices:**  
A. *Great* and *sturdy* are similar in meaning in this context, so they are not antonyms.  
B. The woodcutter gets into trouble when he makes a wish, but these words are not antonyms.  
C. *Kind* and *generous* are both good qualities, so they are not antonyms.

4. Correct response: **C**  
*(Analyze characters)*  
The woodcutter’s wife reacts in a quick-tempered way and calls him an “old fool,” but at heart she is a caring woman.

**Incorrect choices:**  
A. The woodcutter’s wife does not seem at all timid.  
B. She calls him an “old fool” but does not act bossy or mean.  
D. She acts in a loving way toward the end, but she is not “sweet” when she calls him a fool and criticizes him for making a wish.

5. Correct response: **A**  
*(Make inferences)*  
The woodcutter and his wife both realize how much they mean to each other, regardless of what they might wish for.

**Incorrect choices:**  
B. They smile at each other and sigh with relief, so they are not feeling bitter about wasting their wishes.  
C. They seem happy with their own life and do not think they’ll be rich someday.  
D. There is no indication in the story that they are afraid of the fairy.

**The Power of Wind**

6. Correct response: **D**  
*(Evaluate author’s purpose)*  
This passage is an informational article. It was written to inform about wind power.

**Incorrect choices:**  
A. This passage was not written to entertain.  
B. This passage does not explain how electricity is made from burning fuels.  
C. This passage was not written to persuade people to use less electricity.

7. Correct response: **B**  
*(Interpret graphic features: diagram)*  
The caption in the diagram explains what the generator does.
7. (continued)

Incorrect choices:
A. The wind turns the blades.
C. A cable carries the electricity.
D. A computer controls the way the blades turn.

8. Correct response: C
(Identify main idea and details)
The increase in the amount of electricity made from wind supports the idea that wind power is becoming more popular.

Incorrect choices:
A and B both support the idea that burning fuels is still the most common way to make electricity.
D. This detail does not support the idea that wind power is becoming more popular now.

9. Correct response: A
(Use context clues to determine word meaning)
The fuels have to be taken out of, or extracted from, the earth because they are under the surface.

Incorrect choices:
B, C, and D fit into the structure of the sentence, but they do not fit the context, and none is a definition of extracted.

10. Correct response: D
(Distinguish fact and opinion)
This sentence expresses a personal view or feeling that cannot be proven true.

Incorrect choices:
A, B, and C all state facts that can be verified as true.

A Night Like This

11. Correct response: C
(Use prefixes to determine word meaning)
The prefix im- means “not”; the word impatient means “not patient.”

Incorrect choices:
A. The prefix im- does not mean “very.”
B. The adverb patiently means “in a patient way.”
D. The prefix re- (not im-) means “again.”

12. Correct response: B
(Interpret poetry and its characteristics)
Alliteration is a sound device that uses two or more words beginning with the same sound. In this line, four words begin with p.
12. (continued)
   Incorrect choices:
   A, C, and D do not include an example of alliteration.

13. Correct response: D
   (Compare and contrast)
   At the beginning of the poem, the air is “hot and still.” The third stanza says, “The air changes as we
   near the pond—cooler. . .”

   Incorrect choices:
   A The light is fading just before sunset, not getting brighter.
   B The poem doesn’t mention night sounds until the speaker hears the Sweeneys’ TV.
   C The sun goes behind the hills, but the hills don’t look closer when the speaker gets to the pond.

14. Correct response: A
   (Use literary devices, such as imagery)
   The “darkening sky,” “color of a ripe plum,” “stars,” and “moon” all appeal to sight.

   Incorrect choices:
   B The sense of hearing is used in the sixth stanza, not the fifth.
   C Hero sniffs the ground and “odors” are mentioned in the second and third stanzas, but there
   is no mention of smell in the fifth stanza.
   D The sense of touch is not used in the fifth stanza.

15. Correct response: B
   (Make inferences)
   The speaker clips on a leash and goes for a walk with her dog, Hero.

   Incorrect choices:
   A The Sweeneys are watching television, but the speaker is not.
   C The speaker sees raccoon prints by the pond, but she is not looking for raccoons.
   D The speaker goes for a walk, not a ride; the only car mentioned is heard on a TV show.

16. Correct response: A
   (Interpret figurative language)
   The sixth stanza (line 22) says, “Where TV light glows like a dancing ghost.”

   Incorrect choices:
   B, C, and D are incorrect. Sunset is taking place, and the speaker mentions a “breeze” and
   “starlight,” but neither of these is compared to the light from the TV.
Growing Up With Harry Potter

17. Correct response: D (Identify main idea and details)
   The last sentence in the first paragraph states the main idea.

Incorrect choices:
A  This is a detail from the fifth paragraph, not the main idea.
B  This is a detail from the first paragraph, not the main idea.
C  This is a detail from the last two paragraphs, not the main idea.

18. Correct response: A (Compare and contrast)
The third paragraph says that “like Ron,” Rupert is afraid of spiders.

Incorrect choices:
B  Rupert is from Hertfordshire, but the fictional character Ron is not.
C  There is no evidence that Rupert can do magic tricks.
D  Rupert sang a rap song as part of his audition for the part of Ron, but the passage does not say that Ron sings rap songs.

19. Correct response: C (Interpret figurative language)
   This expression means “to have a good time, or enjoy oneself.”

Incorrect choices:
A, B, and D are incorrect. Had a blast does not mean worked too hard, learned a great deal, or was often bored.

20. Correct response: A (Distinguish fact and opinion)
   This sentence states a fact that can be proven true.

Incorrect choices:
B, C, and D all express opinions that cannot be proven true.

21. Correct response: B (Identify sequence of events)
   Rupert took after-school drama classes “long before the Harry Potter movies came along.”

Incorrect choices:
A  He decided to try for the part two years after he read the first book.
C  He sent a picture after he decided to try for the part.
D  Rupert noticed this as he was reading the first Harry Potter book.
22. Correct response: B
(Use text features)
The sidebar states that Rupert’s bad habit is “losing things.”

Incorrect choices:
A Pizza is his favorite food but not a bad habit.
C The ice-cream truck is a “special possession” that he bought, not a bad habit.
D Golf is his favorite sport, not a bad habit.

Left-Field Leah

23. Correct response: A
(Use details or evidence from the text to support ideas)
This detail supports the idea that Leah did not like sports.

Incorrect choices:
B This detail would suggest that she likes some sports, such as softball.
C and D are incorrect. Being on a team suggests that she must like sports somewhat.

24. Correct response: B
(Identify cause and effect)
The first paragraph says that Anna begged her father to put Leah on the team.

Incorrect choices:
A There is no indication that Coach Meese thought Leah would be a great player.
C The team seemed to have enough players because Leah seldom played.
D Leah didn’t show any real team spirit or desire to win.

25. Correct response: C
(Analyze literary elements: setting)
More of the action takes place on the field than anywhere else.

Incorrect choices:
A The games take place on a field outside, not in the gym.
B There is no mention of a playground in the passage.
D There is no mention of the Meeses’ yard.

26. Correct response: D
(Use context clues to determine meaning of unfamiliar words)
A roster is a list of players on a team.

Incorrect choices:
A A score is related to baseball, but this is not the meaning of the word.
B A sign is like a poster, but not a roster. These words may have been confused.
C A roster may be written in a book, but this is not the meaning of the word.
27. Correct response: D
(Identify cause and effect)
Leah went into the game when Anna was injured.

Incorrect choices:
A  Coach Meese planned to keep Leah on the bench most of the time, especially in a championship game.
B  Anna asked her father to put Leah on the team but did not ask him to put Leah in as her replacement.
C  Leah did not want to play and hoped no one would hit the ball toward her.

28. Correct response: B
(Distinguish essential and nonessential information)
This detail explains why the game was so important.

Incorrect choices:
A  The name of the opponent is not essential information.
C  Leah sat out most of the games, so this does not indicate any extra importance for the last game.
D  The name of the pitcher for the Blue Sox is not essential information.

29. Correct response: A
(Summarize)
This sentence sums up what happened at the end of the game.

Incorrect choices:
B  This summary focuses on Leah and does not include the final result.
C  This summary focuses on Leah’s final play, but it mistakenly says she dropped the ball and the Sun Rays cheered.
D  This summary is incorrect and it states that Leah decided she liked softball after all, which may or may not be true but is really not important.

Fantastic Finds and Dinosaur Puzzle

30. Correct response: B
(Identify main idea and details)
The first paragraph makes clear that Sue Hendrickson looks for things.

Incorrect choices:
A  This sentence is a factual detail, not the main idea.
C  This is a general statement and is not connected to the content of the passage.
D  This is a supporting detail but not the main idea.
31. Correct response: A  
   (*Identify cause and effect*)  
   The passage says that she was bored with school and wanted to explore the world.  

   **Incorrect choices:**  
   B She went to California but not for college.  
   C The passage does not indicate that she wanted to earn money for her parents.  
   D She lived in South Dakota later, but that’s not why she left home.  

32. Correct response: D  
   (*Use context clues to determine meaning of multiple-meaning words*)  
   They searched the Black Hills carefully to find a good site for digging.  

   **Incorrect choices:**  
   A They did not clean or flush away the Black Hills.  
   B They did not polish the Black Hills to find a good spot for digging.  
   C They could not clear or empty out the Black Hills.  

33. Correct response: D  
   (*Evaluate author’s purpose*)  
   This is an informational article, written to inform.  

   **Incorrect choices:**  
   A Sunken treasure is mentioned in the passage but is not described.  
   B This passage does not explain the requirements for a fossil hunter.  
   C This passage is not intended to persuade.  

34. Correct response: C  
   (*Compare and contrast*)  
   The second paragraph says that dinosaur skeletons are “like jigsaw puzzles with many missing pieces.”  

   **Incorrect choices:**  
   A In Passage 1, Sue Hendrickson’s first discovery was a perfume bottle.  
   B Sue Hendrickson started off by looking for insect fossils in amber, but these are not compared to dinosaur skeletons, and this is also in Passage 1.  
   D Sunken treasure is mentioned in Passage 1 only, and it is not compared to dinosaur skeletons.
35. Correct response: B

 *(Draw conclusions)*

The fourth paragraph of Passage 2 says that the part of its brain used for smelling was much bigger than the thinking part.

**Incorrect choices:**

A  It ran at only about 15 miles per hour, but scientists could not tell this from the skull.
C  It walked on its toes, but scientists determined this from the foot bones.
D  Scientists figured this out from the whole skeleton, not just the skull.

36. Correct response: D

*(Make connections)*

Both passages focus on Hendrickson’s discovery of the *T. rex* skeleton.

**Incorrect choices:**

A  These ideas appear only in Passage 1.
B  The exact location of the skeleton is a focus in Passage 1 but not in Passage 2.
C  This statement is an important idea in Passage 2 but not in Passage 1.
Answer Key Explanations

Forgetful Nick

1. Correct response: D
   *(Analyze literary elements: plot)*
   The main problem is that Nick forgets his backpack, as he often does.

   **Incorrect choices:**
   A  Nick’s mother tells him to wipe his feet, but that is not the main problem.
   B  The new video game was in Nick’s backpack, so forgetting the backpack was the main problem.
   C  Mom gets annoyed at Nick because he forgets his backpack.

2. Correct response: A
   *(Analyze characters)*
   Grandpa reveals that he too is forgetful and tries to help Nick solve his problem.

   **Incorrect choices:**
   B  Grandpa is forgetful, like Nick, but he is not unhappy.
   C  Grandpa likes to spend time with Nick, but he does not seem particularly fun-loving or entertaining.
   D  Grandpa seems responsible because he works hard to remember things, but there is no indication that he’s strict.
3. Correct response: C
(Use context clues to determine meaning of multiple-meaning words)
Grandpa's tricks stir up or awaken something he knows but has momentarily forgotten.

**Incorrect choices:**
A, B, and D do not fit the context of the sentence.

4. Correct response: D
(Compare and contrast)
Nick often forgets his backpack, and Grandpa admits that he often forgets things, too.

**Incorrect choices:**
A Only Grandpa has this nickname.
B Only Nick loses his backpack.
C Nick wants to play his new video game with Grandpa, but the passage does not say whether Grandpa likes to play video games.

5. Correct response: D
(Identify cause and effect)
Grandpa tells Nick that he has some tricks to help jog his memory.

**Incorrect choices:**
A Grandpa uses tricks to remember things, not to have fun with Nick's mom.
B Grandpa cheers up Nick by telling him about the tricks, but that is not why he uses the tricks.
C Grandpa uses the eyeglass case to help him remember to turn the car lights off.

**Shining Lights**

6. Correct response: A
(Interpret graphic features: timeline)
The timeline says that the first fog signal was used in Boston in 1719.

**Incorrect choices:**
B The first lightship in the United States was used in 1820.
C Electricity was first used in 1892.
D The first lighthouse was in 1716, before the first fog signal.

7. Correct response: A
(Draw conclusions)
The passage states that lighthouses could not be built in many places at the time, so lightships were used instead. But today, lightships are no longer needed because fixed structures can be built, so people must now be able to build lighthouses in places they could not be built before.
7. (continued)

Incorrect choices:
B  Lightships served an important purpose for more than 150 years.
C  Flashing lights are still used, but the lighthouses are different.
D  This was an effect of taking lightships out of service; it was not the reason lightships were abandoned.

8. Correct response: C
(Use prefixes and suffixes to determine word meaning)
Auto- means “self.” If a live-in crew is not needed, then the lights must work by themselves.

Incorrect choices:
A  Lightships float on the water, but this sentence refers to lighthouses.
B  The previous sentence refers to “fixed structures,” which would not move from place to place.
D  A lighthouse may use both light and sound, but this is not the meaning of automated.

9. Correct response: D
(Distinguish fact and opinion)
This sentence is an opinion because it cannot be proven true.

Incorrect choices:
A, B, and C are all facts because they can be verified as true.

10. Correct response: B
(Identify main idea and details)
The entire passage is about the history of lightships.

Incorrect choices:
A  Some of the details in the passage describe these differences, but this topic is not the main subject of the passage.
C  This is a detail in the passage but not the main topic.
D  The dangers of traveling by ship are mentioned to explain the need for lightships and lighthouses, but this is not the main topic.

Beach Time

11. Correct response: C
(Analyze literary elements: plot)
This poem is about a person, probably a child, who goes to the beach and builds a sand castle.

Incorrect choices:
A  Walking on the beach is a detail in the poem but not the main subject.
B  Some people fly kites at the beach, but flying a kite is not mentioned in the poem.
D  Having lunch is a detail in the poem but not the main subject.
12. Correct response: A
   (Interpret figurative language)
   The poet uses a metaphor to compare the day to a jewel by saying it is a jewel.
   
   Incorrect choices:
   B  This line does not contain a rhyme.
   C  Calling it a “jewel of a day” is not an example of exaggeration.
   D  A simile is a comparison that uses *like* or *as*.

13. Correct response: D
   (Interpret figurative language)
   These lines use personification to make the waves sound alive; they “nudge” and “thrust” and “reclaim the beach,” as a person might do.
   
   Incorrect choices:
   A and B describe what a person does, not what the water does.
   C  These lines describe a “big wave,” but they do not make the water seem alive.

14. Correct response: C
   (Identify synonyms)
   Molding something is about the same as shaping it, so these words are synonyms.
   
   Incorrect choices:
   A  *Deepen* and *watch* do not mean the same thing.
   B  Both *rise* (a verb) and *vast* (an adjective) refer to the sand castle, but they do not have the same meaning.
   D  *Danger* and *moat* are both nouns, but they have different meanings.

15. Correct response: D
   (Compare and contrast)
   The speaker is unhurried in the beginning (strolling, swimming, taking a break), but this feeling changes when the waves start coming in and threatening the castle (“make haste,” “as fast as you can”).
   
   Incorrect choices:
   A  The speaker realizes that the castle will soon be destroyed.
   B  The speaker works slowly at the beginning, but not toward the end.
   C  The speaker is trying to save his castle, but there is no sense of sorrow that the day is ending.

16. Correct response: B
   (Analyze literary elements: theme)
   This poem suggests that anything we build, such as a sand castle, will eventually be destroyed.
   
   Incorrect choices:
   A  The speaker hastens at the end, but it’s a wave that ruins his castle.
   C  This poem takes place in one setting over a few hours; it does not involve a journey.
   D  The speaker is probably young, but youth is not the theme of the poem.
Park Department Has Big Plans

17. Correct response: D
   (Identify text structure/organization)
   All of the ideas and information in this passage are presented in question-and-answer format.

   Incorrect choices:
   A, B, and C are different ways to organize and present information, but this passage is organized by questions and answers.

18. Correct response: C
   (Use details or evidence from the text to support ideas)
   The second paragraph says, “Often, two or three teams crowd onto the same field to practice.”

   Incorrect choices:
   A  The Park Department wants to make new fields because the town needs them, but wanting to make the fields is not the reason the fields are needed.
   B  This detail supports the idea that some of the fields need to be improved, but it is not the best reason to build new fields.
   D  This is not a reason to build new fields; lights could be added to the old fields instead.

19. Correct response: A
   (Summarize)
   This sentence best summarizes the general idea of the section.

   Incorrect choices:
   B, C, and D list details mentioned in the section but do not summarize the main point.

20. Correct response: B
   (Identify main idea and details)
   The passage and its title both make clear that the passage is about the Park Department’s “big plan” to add to and improve the town’s sport fields.

   Incorrect choices:
   A  This detail is provided in the last section, but it is not the main idea.
   C  This detail is mentioned in the second section, but it is not the main idea of the passage.
   D  This topic is mentioned briefly toward the end of the passage, but it is not the main subject.

21. Correct response: B
   (Make inferences)
   The passage says, “If the voters approve this plan in April, then work will begin this summer.” So you can infer that there will be no new fields if the people of Oakdale vote against them.
21. (continued)
Correct answer: D
Incorrect choices:
A There is no evidence in the passage to support this statement.
B The passage says that the number of young people playing sports is increasing, but it does not say that the general population is growing fast.
C Everyone in town could use the new facilities, but there is no reason to think that everyone will use them.

22. Correct response: D
(Evaluate author’s point of view)
The author says that the Park Department has “an exciting plan,” and that “by next spring, the work will be done, and Oakdale will be a happier, healthier town.”
Incorrect choices:
A The author says that the Park Department will “spend the money wisely,” so he probably doesn’t think they are spending too much money.
B The author gives a lot of information in the passage but does add that “complete information is available at the town library.”
C The author is encouraging people to support the Park Department’s plan, but he does not suggest that the department should be doing more to build support.

One-Eye, Two-Eyes, Three-Eyes

23. Correct response: D
(Make connections)
Both Two-Eyes and Cinderella are mistreated by their sisters but are saved in the end by a handsome prince or a knight.
Incorrect choices:
A Little Red Riding Hood goes to visit her grandmother; she has little in common with Two-Eyes.
B Goldilocks visits the three bears; she has little in common with Two-Eyes.
C Snow White is similar to Two-Eyes in some ways (she is abused by the wicked stepmother and is saved in the end by a handsome prince), but she has no sisters; Cinderella is a better choice.

24. Correct response: B
(Identify sequence of events)
The strange-looking woman gave Two-Eyes the rhyme, and Two-Eyes ate a meal.
Incorrect choices:
A After Two-Eyes gave her scraps to the goat, One-Eye was suspicious and wondered if she had found a berry patch.
C Three-Eyes drove the goat away two days after the strange-looking woman appeared.
D The goat ate the scraps after Two-Eyes ate the wonderful meal.
25. Correct response: **A**  
   *(Analyze characters)*  
   Two-Eyes was meek because she did not stand up to her sisters, but she was caring toward the goat and the knight.

   **Incorrect choices:**  
   B Two-Eyes seems to work hard, but she shows no signs of greed.  
   C Two-Eyes does seem gentle with the goat; but she shares her food with the goat and gives an apple to the knight, so she is not selfish.  
   D Two-Eyes seems generous with others but not with her sisters, and she is not really honest because she keeps the rhyme secret and hides what she is doing.

26. Correct response: **D**  
   *(Evaluate author’s purpose)*  
   The story is a folktale written for entertainment.

   **Incorrect choices:**  
   A This passage was not written to persuade.  
   B The story includes teaching Two-Eyes a magic rhyme, but this is not the purpose of the passage.  
   C This is not an informational article.

27. Correct response: **C**  
   *(Identify cause and effect)*  
   The passage says, “Three-Eyes had closed the eye in the middle of her forehead, but her other eyes were still open.”

   **Incorrect choices:**  
   A The song worked more than once, but only for one eye.  
   B Three-Eyes may have been smarter, but this is not the reason the song did not work.  
   D One-Eye happened to be lying down when she fell asleep, but there is no indication that this was necessary.

28. Correct response: **A**  
   *(Use reference aids to clarify meaning: thesaurus)*  
   Two-Eyes missed the little goat, and worried about it; she loved the goat.

   **Incorrect choices:**  
   B *Respected* does not fit the context of the story.  
   C A girl is not likely to worship a goat.  
   D A girl might admire an older person or a friend, but not a goat.
29. Correct response: A  
(Analyze literary elements: theme)  
Two-Eyes bided her time and, in the end, fell in love with the knight and married him.

Incorrect choices:
B A “rolling stone” refers to a person who keeps moving and doesn’t stay in one place; Two-Eyes lives in the same place until the end.
C This saying doesn’t fit the story; it suggests that you should keep what you have instead of wanting something more.
D This saying doesn’t fit the story, since Two-Eyes doesn’t put anything off.

Chewing Gum, Then and Now and Walter Diemer’s Big Invention

30. Correct response: A  
(Identify main idea and details)  
The first passage gives interesting facts about gum and its history.

Incorrect choices:
B Passage 1 mentions the “gum-chewing habit,” but habits are not the main subject.
C Reasons for chewing gum are mentioned briefly, but this is not the main subject of the passage.
D The passage mentions trees, but this is not the main topic.

31. Correct response: D  
(Use context clues to determine word meaning)  
Gum is thick and sticky, so it flows out of the tree slowly.

Incorrect choices:
A, B, and C are not meanings of the word ooze and do not fit the context of the sentence.

32. Correct response: C  
(Distinguish essential and nonessential information)  
Knowing that the Inuit people chewed on whale skin and blubber is not essential to a passage about gum.

Incorrect choices:
A Knowing how gum is made is an essential idea.
B The information about Dubble Bubble helps readers understand how popular gum became.
D The information about Diemer helps readers understand how he invented bubble gum.
33. Correct response: **B**  
*(Identify sequence of events)*  
The passage says, “When the boss was called to the telephone, he asked Diemer to watch the gum. Diemer did not just watch. Instead, he started to experiment.”

**Incorrect choices:**  
A  He had to invent bubble gum before he could teach others to blow bubbles.  
C  He gave away pieces of bubble gum after he invented it.  
D  He invented nonstick bubble gum after he started experimenting with the recipe.

34. Correct response: **D**  
*(Summarize)*  
Diemer’s invention of bubble gum is the main point of the passage, so this should be included in a summary.

**Incorrect choices:**  
A  The price is an unimportant detail that should not be included.  
B  Diemer’s lack of knowledge about chemistry is unimportant and should not be included.  
C  The name of the first bubble gum is not essential and does not need to be included.

35. Correct response: **A**  
*(Make inferences)*  
The gum sold immediately, and the company made a big profit in the first year.

**Incorrect choices:**  
B  He taught people to blow bubbles, but the passage does not imply that he was a champion.  
C  The gum became a huge success, so Diemer’s boss was probably not angry with him.  
D  Diemer invented bubble gum, but the passage does not imply that he invented any other products or candies.

36. Correct response: **C**  
*(Distinguish fact and opinion)*  
This sentence expresses a personal view of Diemer that cannot be proven true.

**Incorrect choices:**  
A, B, and D are all facts that can be verified.
Answer Key Explanations

Home Repair

1. Correct response: B
   (Analyze literary elements: plot)
   José had trapped the baby squirrels by mistake, and the mother chewed a hole to get them out.

   Incorrect choices:
   A  The squirrel may have had food stored in the nest before, but she was not storing anything more in there.
   C  The squirrel took the babies out, so she was not moving back into the nest.
   D  A squirrel would not chew a hole to anger a carpenter.

2. Correct response: C
   (Identify sequence of events)
   José, the carpenter, rings the doorbell at the beginning of the story, before he starts working.

   Incorrect choices:
   A  The squirrel scolds José after he starts working.
   B  José clears out the dead leaves after he starts working.
   D  José rebuilds the eaves after he cleans out the nest material.
3. Correct response: A
   (Identify details)
   Using binoculars, the boy watches the squirrel remove babies from the old nest.

   Incorrect choices:
   B  He bangs on the wall to make the squirrel stop chewing the wood, not to figure out why the squirrel was chewing.
   C  José climbs up a ladder, but the boy does not.
   D  The boy watches José but does not help him do his work.

4. Correct response: C
   (Use root words and word origins to determine word meaning)
   The root word *temp* means “time,” and the word *temporarily* means “for a time, or a while.”

   Incorrect choices:
   A  This answer refers to time but does not make sense in the sentence.
   B  The word *lightly* does not fit the context of the sentence.
   D  “Almost completely” fits the context of the sentence, but it is not the meaning of *temporarily*.

5. Correct response: B
   (Understand the use of literary devices, e.g., foreshadowing)
   The squirrel’s “furious” scolding and persistence suggest that she has a bigger problem than any of the people can guess at.

   Incorrect choices:
   A  This detail only suggests that the house has needed repair for some time.
   C  This detail only tells what the narrator did.
   D  This detail is mentioned after the squirrel’s problem has been revealed.

6. Correct response: D
   (Draw conclusions)
   This sentence best explains the importance of the river to the United States.

   Incorrect choices:
   A  This sentence describes the importance of the river to migratory birds.
   B  This sentence tells one detail about the river but not its real importance.
   C  This sentence describes the river but does not explain its importance.
7. Correct response: **A**  
   *(Evaluate author’s purpose)*  
   This passage is an informational article written to give factual information.  
   
   **Incorrect choices:**  
   B  The author invites the reader to come along in his boat, but the passage is not written to persuade.  
   C  The passage mentions other rivers, but its purpose is not to compare.  
   D  Huck and Jim are mentioned in the fifth paragraph, but the passage is not intended to entertain readers.

8. Correct response: **C**  
   *(Make inferences)*  
   The river starts up north as a stream, and the sixth paragraph notes that the river is 3,500 feet wide at St. Louis and 4,500 feet wide where it meets the Ohio River.  
   
   **Incorrect choices:**  
   A  The river actually moves slower as it goes south.  
   B  The river gets muddier as it goes south, not clearer.  
   D  The dams are all in the northern parts of the river, not in the south where the river widens.

9. Correct response: **B**  
   *(Interpret graphic features: map)*  
   As the map shows, the only one of these cities that is on the Mississippi River is Baton Rouge.  
   
   **Incorrect choices:**  
   A, C, and D appear on the map but are not on the Mississippi River.

10. Correct response: **B**  
    *(Use reference aids to clarify meaning: dictionary)*  
    “Slow-moving” best fits the sentence in describing the Mississippi.  
    
    **Incorrect choices:**  
    A  “Not wanting to work” describes a person, not a river.  
    C  A river cannot be described as “droopy.”  
    D  A river cannot lie on its side.
Friendship

11. Correct response: C
   \textit{(Interpret poetry and its characteristics)}
   
   The poet repeats this phrase in each of the first three stanzas.

   \textbf{Incorrect choices:}
   
   A This phrase does not contain a rhyme.
   B This phrase is an example of repetition, not exaggeration.
   D This phrase expresses an idea but does not create an image.

12. Correct response: B
   \textit{(Analyze characters)}
   
   Madeline sees that the speaker is lonely and treats her in a cruel or mean way.

   \textbf{Incorrect choices:}
   
   A Madeline does not act shyly in this poem; she is quite bold.
   C Madeline is deceitful, not honest.
   D Madeline deliberately hurts the speaker and makes her feel bad, so “careless” does not quite describe her.

13. Correct response: C
   \textit{(Interpret figurative language)}
   
   The speaker felt that everyone was laughing at her, and she wanted to escape or disappear.

   \textbf{Incorrect choices:}
   
   A This is a literal interpretation of figurative language.
   B This does not fit the context of the situation.
   D This does not make sense as an interpretation.

14. Correct response: A
   \textit{(Identify antonyms)}
   
   \textit{Confident} means “self-assured” or even “bold.” The opposite of that is “unsure.”

   \textbf{Incorrect choices:}
   
   B, C, and D are incorrect. None of these words are the opposite of \textit{confident}.

15. Correct response: B
   \textit{(Analyze literary elements: plot)}
   
   In the third stanza, the speaker gives Madeline a dollar, and then Madeline and her friends laugh at her.

   \textbf{Incorrect choices:}
   
   A She and Madeline did not become friends.
   C She and Madeline never did anything together.
   D The poem does not say that Madeline ever gave the dollar back.
16. Correct response: D
(Analyze literary elements: theme)
The speaker learns that giving someone a dollar will not buy her friendship.

Incorrect choices:
A The number of best friends you can have is not the speaker’s problem.
B The speaker doesn’t learn anything about school itself.
C The speaker doesn’t learn to save her money; she learns that some things cannot be bought.

How the Beatles Made History

17. Correct response: C
(Identify sequence of events)
The third paragraph says that Paul heard John’s first band at a fair in 1957.

Incorrect choices:
A They didn’t go on American TV until 1964.
B Ringo became the band’s drummer in 1962.
D People copied their haircuts in the early 1960s after they became famous.

18. Correct response: D
(Identify main idea and details)
The first paragraph under Early Days explains how they got their name.

Incorrect choices:
A The Beatles name was a pun on “beat music,” not on Pete Best.
B There is no evidence that Ringo said anything about beetles.
C Johnny and the Moondogs was an early name for the group but moondog is not another word for “beetle.”

19. Correct response: A
(Interpret figurative language)
To take by storm means to “overwhelm, or take over, in a short period of time.”

Incorrect choices:
B This is a literal interpretation of an idiom.
C The sentence refers to the Beatles’ effect and not to the volume of their music.
D This is a misinterpretation of the sentence.
20. Correct response: B
(Use context clues to determine meaning of unfamiliar words)
They were just beginning to become well known, and an album and a tour increased their fame.

Incorrect choices:
A, C, and D all fit into the structure of the sentence, but notoriety does not mean size, knowledge, or talent.

21. Correct response: C
(Use text features)
Information about the Beatles’ music is under the section called The Songs.

Incorrect choices:
A This section tells about the members of the band.
B This section tells about their early experiences and how they became popular.
D This section tells what happened after the group split up.

22. Correct response: D
(Use details or evidence from the text to support ideas)
The best evidence is the fact that one Beatles song has been recorded more than 2,500 times by different artists.

Incorrect choices:
A Knowing (or thinking) that you’ll be famous one day does not prove that you are a successful songwriter.
B This detail supports the claim, but it was only one song and does not prove that they were great songwriters.
C Writing a song about wanting to be famous does not make you a successful songwriter.

Heron and Hummingbird

23. Correct response: B
(Identify literary genres and their characteristics)
A fable tells a story that teaches a lesson, often with animals as the characters.

Incorrect choices:
A This passage does not give information about birds.
C This passage cannot be a news article because this race never actually happened.
D This story is fiction, but it is not realistic because it could not actually happen in real life.
24. Correct response: C
   (Identify cause and effect)
   Hummingbird stops often to taste nectar from the flowers.

   Incorrect choices:
   A  Hummingbird did show off a bit, but this was not the reason he kept stopping.
   B  Hummingbird did not eat any fish along the way.
   D  Hummingbird did not meet anyone or make any new friends along the way.

25. Correct response: A
   (Distinguish essential from nonessential information)
   The description of what is at the finish line is not essential to the story.

   Incorrect choices:
   B  The fact that they decided to race is key to the story.
   C  The duration of the race is essential to the story.
   D  What the birds have to do to win the race is also essential.

26. Correct response: C
   (Summarize)
   This sentence includes all the important information from this paragraph.

   Incorrect choices:
   A  This sentence mentions only the flowers.
   B  It omits the flowers—the reason Hummingbird stopped.
   D  It does not tell what happened after Heron passed Hummingbird.

27. Correct response: B
   (Identify cause and effect)
   He won the race by flying at a steady pace and not stopping to rest or eat.

   Incorrect choices:
   A  The story doesn’t say what Heron was thinking about.
   C  Heron knew he was in a race and just kept flying.
   D  Heron was not interested in flowers, but that is not why he won the race.

28. Correct response: A
   (Compare and contrast)
   Hummingbird is different from Heron because he flies fast, while Heron flies slowly.

   Incorrect choices:
   B  Both Heron and Hummingbird are birds.
   C  Both like fish at the beginning, and that’s why they race.
   D  Both birds had each other as a good friend.
29. Correct response: B
   (Analyze literary elements: theme)
   This sentence best states the theme of the story.

   Incorrect choices:
   A No one in this story saves any pennies.
   C This theme fits the story to some extent because Hummingbird does seem rather proud of his abilities, but choice B is a better answer.
   D This theme almost fits the story, except that Hummingbird did not assume he would win the race and did not count on it.

Learning to Fly and Blanche Scott, Fearless Flyer

30. Correct response: D
   (Identify text structure/organization)
   The passage presents events in chronological order, from 2,000 years ago to 1903.

   Incorrect choices:
   A There are some causes and effects in the passage, but this is not the main organizational structure.
   B There are no questions and answers in the text.
   C The passage mentions a number of people but does not organize the text by comparing and contrasting them.

31. Correct response: B
   (Distinguish fact and opinion)
   This sentence states a personal view that cannot be proven true.

   Incorrect choices:
   A, C, and D are factual statements that can be verified.

32. Correct response: C
   (Use suffixes to determine word meaning)
   The suffix -eer refers to a person.

   Incorrect choices:
   A A word meaning “of or like an engine” would have a different suffix, such as -al, -ical, or -like.
   B The word engineless would mean “without an engine.”
   D A word meaning “after the engine” would have the prefix post- or after-.
33. Correct response: D
(*Evaluate author’s purpose*)

Passage 1 is an article written to give information about flight.

**Incorrect choices:**

A  The passage mentions some problems, but this is not the purpose of the text.
B  The passage does explain the Wright brothers' work briefly, but that is not the purpose of the text.
C  This is an informational article, not a piece written for entertainment.

34. Correct response: B
(*Make inferences*)

Blanche Scott was the first woman to do many things, such as drive across the country and fly a plane, so she is best described as bold and adventurous.

**Incorrect choices:**

A  Scott does not seem resentful and cold about anything; she got to do almost everything she wanted to do.
C  Scott is smart enough to learn new skills and write radio shows, but these two words don’t describe her as well as the words in choice B.
D  She may have been thoughtful, but she was certainly not patient or willing to sit down and wait.

35. Correct response: C
(*Draw conclusions*)

Only seven years after the first successful airplane flight, there were few planes and pilots, so there probably weren’t laws about teaching pilots.

**Incorrect choices:**

A  Someone did teach Scott and many others to fly.
B  The Wrights spent a long time designing their plane and learning to fly, so pilots probably had to know quite a lot.
D  The passage doesn’t say that Scott learned to fly from the Wright brothers.

36. Correct response: A
(*Make connections*)

Both passages concern the history of flight and people who contributed to it.

**Incorrect choices:**

B  Blanche Scott is the subject of Passage 2 but is not mentioned in Passage 1.
C  Hot-air balloons are important in Passage 1 but not in Passage 2.
D  Both passages talk about flying planes, but neither one compares driving skills and flying skills.
### Test 1

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<tr>
<td>“The Power of Wind” (informational)</td>
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<td>“A Night Like This” (poem)</td>
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<td>“Growing Up With Harry Potter” (biography)</td>
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<td>“Left-Field Leah” (realistic fiction)</td>
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<td>“Fantastic Finds” and “Dinosaur Puzzle” (informational)</td>
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